

The Language Teacher

ISSN 0289-7938

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December, 2006 • Volume 30, Number 12
The Japan Association for Language Teaching
全国語学教育学会



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In this month's issue . . .

WELCOME TO the December issue of *The Language Teacher*. I would first like to take this opportunity to thank all those who attended our *Casting Pearls Before Wine* gala dinner at JALT2006 and for making it such a success. I also want to thank Kim Bradford-Watts and Amanda O'Brien, who step down from their respective positions as Co-editor and JALT Publications Board Chair, having made a significant contribution to the organization of JALT and this publication. With Kim's departure, I welcome Ted O'Neill as new co-editor. Our Japanese-Language Editor, Toshiyuki Takagaki is replaced by Sachiko Takahashi.

This month, our feature article by **Robert O'Mochain** presents an account of a lecture given by Judith Butler. O'Mochain outlines some of the key themes from the presentation, and points out the significance of Butler's work for language educators.

In Readers' Forum, **Jennifer Edwards**, **Jeff Mehring**, and **Tim Murphey** describe the process of Just-in-Time Teaching (JiTT). The authors review literature in the field and explain how JiTT can be applied in the classroom. **Keiko Hirose** interviews Christine Pearson Casanave about her book, *Controversies in second language writing: Dilemmas and decisions in research and instruction*.

In My Share, **Daragh Hayes** suggests a shopping roleplay that can be used to practice bargaining and negotiating skills. **Christopher Glick** introduces an activity for practicing comparative adjectival forms with the use of dice.

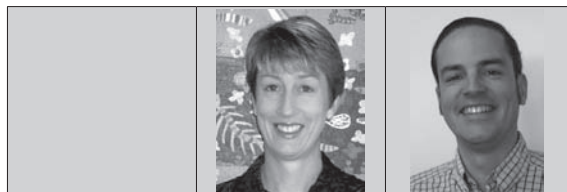
Finally, from all the staff at TLT, Merry Christmas and a Happy New Year! Thank you for your support this year and remember to renew your membership in 2007. We have a great year lined up with a number of special issues, including My Share Activities, Extensive Reading, and Language Transfer.

Jacqui Norris-Holt
TLT Co-Editor

JALT2006の夕食会に出席して下さった皆さん、どうもありがとうございました。またこの場を借りて、今回任務を終了した副編集長Kim Bradford-WattsとJALT委員長Amanda O'Brienに感謝の意を表します。副編集長職にはTed O'Neillが着任し、日本語編集長として高垣俊之の後任である高橋幸子が編集業務に加わります。

今月号の特集記事では、Robert O'MochainがJudith Butlerの講演を紹介し研究の意図を示唆します。

Readers' Forumでは、Jennifer Edwards, Jeff Mehring, Tim MurpheyがJust-in-Time Teachingを紹介しします。また、Keiko HiroseがPearson Casanaveにインタビューした記事も掲載されています。



TLT Co-Editors:
Jacqui Norris-Holt
& Ted O'Neill

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My ShareではDaragh Hayesが買い物のロールプレイを、Christopher Glick がさいころを使った形容詞のアクティビティを提案します。

ではどうぞ皆さん、楽しいクリスマスと新年をお迎えください。来年もまたTLTより素晴らしい特集記事をお届けします。

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Connecting language and education with gender and sexuality: Reflections on a recent Judith Butler lecture

Keywords

gender, sexuality, gender identity disorder, queer theory, heteronormativity, desire, performativity

This article offers a brief, introductory outline of some key themes in the work of a prominent theorist of gender and sexuality, Judith Butler, who gave a lecture in a Tokyo university on January 14th of this year. The paper will begin with an account of the lecture venue and of Judith Butler's academic background. This is followed by an outline of some of the key themes from the lecture such as, why and how some bodies and sexualities become stigmatized, and why we should reject the notion of gender identity disorder. The following sections clarify the relevance of Butler's work for educators, especially language educators. I sketch a small number of themes that are prominent in Butler's work. The final section of the article draws on Butler's psychoanalytic vocabulary to expand on the concept of performativity.

本論では、去る1月14日にお茶の水女子大学において講演をした、ジェンダーとセクシュアリティ理論の権威であるジュディス・バトラーの業績の骨子を紹介する。なぜ特定の肉体やセクシュアリティが負の烙印をおされるのか、なぜ「性同一性障害」という概念自体を受け入れるべきではないのか、といった今回の講演の論点を概観する。次にバトラーの理論が教育者、特に語学教育に携わる者にとってどのような意味をもっているのかを解説する。さらにバトラーの著作の中からいくつかの重要な主題をとりあげ、バトラーの精神分析の用語をもとに「パフォーマティビティ」の概念にも言及する。

Robert O'Mochain

Osaka University (Toyonaka campus)

Venue and speaker

In 1975, Ochanomizu University, a women's educational institution in Tokyo, was the first research and education organization in Japan to establish an archive for women's studies. Less than a decade later, the archive became the Institute for Women's Studies and, since 1996, the Center for Gender Studies. The Center places a special emphasis on gender as a key conceptual tool and on gender studies in Asian cultural contexts. The Center's Journal of Gender Studies plays a prominent role in promoting feminist voices, especially those from Japan and other parts of Asia. The Center's formative role in Japanese gender studies was re-asserted recently with the appearance of Judith Butler at Ochanomizu's lecture hall. I heard news of this appearance with particular anticipation. Butler's work helped provide the theoretical framework for my doctoral study (O'Mochain, 2005) on normative gender and sexuality in the lives of teachers and students in Japan. I first began to engage with Butler's work after three participants in the doctoral study expressed an interest in *queer theory*, something I knew very little about at the time. Butler is often seen as an originator of queer theory, which can be thought of as an exploration of gender and sexuality that draws on key insights from poststructuralist and psychoanalytic theorists. Queer theorists hold diverse perspectives, but they agree that sexuality should be studied and understood in its own right and on its own terms, rather than as a component of some broader, overarching categorization such as gender or class.

Butler is a philosopher and feminist theorist from the United States who currently serves as the Maxine Elliot Professor in the Departments of Rhetoric and Comparative Literature at the University of California, Berkeley. Her work is most easily

understood, perhaps, by those who have some familiarity with the works of Hegel and Foucault. Butler articulates a vocabulary that resonates strongly with themes from both psychoanalytic theory and with critical theory. On January 14th this year, a very large audience appreciated Butler's two-hour lecture, which was delivered with simultaneous translation into Japanese. During a 25-minute interval, Butler perused written questions submitted by members of the audience. Her answers to these questions formed the second part of the lecture. Butler remained for some time after the lecture for a book-signing session. Even taking into account that the lecture was free, the numbers in attendance would seem to indicate an extensive and growing interest in Butler's work among readers in Japan. The large attendance may also reflect recent attention to issues of gender and sexuality in Japanese educational contexts (e.g., Castro-Vazquez & Kishi, 2002; Joritz-Nakagawa, 2000; Kumashiro, 2003; Lubetsky, 1998; O'Mochain, 2004; Simon-Maeda, 2004; Summerhawk, 1998; Tsuzuki, 2003). This high degree of interest is all the more surprising, considering the dense conceptual style of Butler's writing. In person, though, Butler proved she can also express her thought in a clear measured style that sends readers back to her opus with renewed enthusiasm. Butler's principal works are *Gender Trouble* (1990), *Bodies that Matter* (1993), and, more recently, *Undoing Gender* (2004). This last work, a collection of essays on gender and sexuality, provided the principal themes for consideration during the lecture at Ochanomizu.

Main themes

What were the lecture's main themes? Butler articulated an innovative analysis of the ways that some lives are deemed human, livable, and worthy while others are not. She affirmed a notion of sexuality as a complex life story that should be honored in its complexity. Rather than being a static, purely conscious phenomenon, the narrative of sexuality is a dynamic reality with non-conscious dimensions. Thus, Butler employed a psychoanalytic vocabulary for part of her lecture to explore these themes. Our tendencies to project our negative traits onto various scapegoats often means that people who trouble established norms, especially norms of gender and sexuality, become labeled as non-human, in some way. Butler's references to global cases of violence and discrimination against women, transsexuals, lesbians, gay men, and others exemplified this case. Butler promotes an awareness of the

complex workings of the psyche and the negative role of masculinist technologies of power. Butler called on people generally to become more aware of their own complexities and contradictions. Gradually, we can gain a sense of solidarity with those who had previously been regarded as less than human. She also promoted an innovative notion of kinship that avoids sole reliance on marital contracts and that affirms the value of all bonds of intimacy.

Another lecture theme involved the calling into question of G.I.D. (Gender Identity Disorder) that is, the *pathology* whereby a female's core gender identity is male or a male's core gender identity is female. Children and adolescents who make a bid for relationality in gender atypical ways should not be pathologized as having a disorder. Nor should such a diagnosis or admission of G.I.D. be necessary for those who seek gender reassignment surgery. Butler challenges the notion that humanity can be neatly categorized into two discrete, mutually exclusive categories, male and female, and she argues that gender itself is a sociohistorical category. In her lecture, Butler made a forceful critique of those medical discourses that have the power to popularize and legitimize the concept of gender identity disorder. Without an awareness of these issues, teachers may find themselves reinforcing the prejudices of the medical or psychiatric communities when students are labeled with G.I.D. Butler also noted that disparate groupings are working to promote the dignity and freedom of those who are radically marginalized, whether in terms of gender and sexuality, or in terms of ethnicity or class. The tensions and conflicts between these groupings are not necessarily a negative factor; in fact, they might be the best sign of authenticity within movement politics.

Relevance in language studies and in education

There are various other reasons why Butler's work has relevance for all educators. Firstly, a great deal of discrimination still exists against teachers and students who deviate from dominant norms of gender and sexuality (e.g., Nelson, 1993; Spurlin, 2000; Wyss, 2004). Reading Butler can allow us to gain a more nuanced yet profound understanding of the nature of such discrimination and possible strategies of resistance. Attention to the role of cultural norms in forming individual sociohistorical psyches adds a further dimension of comprehension. A psychoanalytic perspective can enrich intersubjective relation-

ships in educational contexts (e.g., Bracher, 1999). The more teachers understand the emotional underpinnings of students' behavior, the more we can understand our students themselves. In this way, teachers can establish enriching relationships with students that should motivate them in the project of life-long learning.

Secondly, as language educators we are aware that language acquisition often involves cultural factors as much as language itself. Once people are talking, their conversations can lead anywhere: cowboy love affairs in Hollywood movies (*Brokeback Mountain*), transgendered female high school students (Japanese television dramas such as *Kimpachi Sensei*), or recent news events (e.g., moves for the legalization of same-sex unions in Taiwan, or references to a lesbian family member during the last presidential election in the United States). Open-ended examination of these socio-cultural phenomena can potentially challenge the power of a monolithic discourse of *normal* gender and sexuality. This discourse is denoted by the term *heteronormativity* (cf. Butler, 1993). This refers to the practices whereby cultural norms are applied to naturalize the notion that *woman* is the only *natural* object of desire for *man* and vice versa. In educational contexts, heteronormativity typifies pedagogies that are monosexual (i.e., that only present one version of acceptable sexuality) (cf. Nelson, 1999) without consideration of essentialist or masculinist theoretical underpinnings.

Familiarity with Butler's works promotes intellectual curiosity on issues of gender and sexuality. Engaging with this curiosity allows instructors to develop their own understandings of gender and sexuality without relying on trite or judgmental approaches to gender and sexuality. Teachers can promote and lead discussions on these issues in a non-confrontational, open-ended, and challenging way, especially if they have engaged with issues raised in recent EFL/ESL literature (e.g., Nelson, 1999; Norton & Pavlenko, 2004; O'Mochain, Mitchell, & Nelson, 2003; Simon-Maeda, 2004; Summerhawk, 1998). The promotion of a more complex understanding of sexualities and gender identities may help to foster pedagogical and social practices that are less bound by stereotyped, essentialized notions of subjectivity or by power relations of inequality.

As language educators we should also be keenly aware of issues concerning linguistic imperialism and the neo-colonialist heritage of English language education and translation (e.g. Pennycook, 2001; Spack, 1997). Butler re-echoes the work of critical authors regarding subaltern (or socially

oppressed) populations with particular application to those who are discriminated against in terms of gender and sexuality. Subaltern populations are often forced to make use of a language that effaces them in global, political arenas. Social prohibitions can cause the loss of a sense of self for those gendered or ethnicized groupings that are denied recognition (e.g., Norton, 2000). The words *gendered* and *ethnicized* are used here, rather than simply *gender* or *ethnic* to underline aspects of doing and social processes rather than assuming inherent essences or monolithic identities. Educators can play an important role in affirming the identities of those who challenge mainstream models of status and value (e.g., Bracher, 1999; Vandrick, 1997). Consideration of issues of identity and sense of self leads to a final conceptual tool developed by Butler, that of *performativity*.

Performativity

An important concept in understanding linguistic theories is the notion of performative speech acts. This notion has been reworked and enriched in Butler's work under the heading of *performativity*. For Austin (1962) performatives denoted a speech event where the contextualized utterance actualized its effectivity in its very enunciation (e.g., the wedding minister's solemn pronouncement: *I now pronounce you man and wife*). Even today, a debate still continues within various fields of linguistics on whether all speech acts are not, in fact, performatives (cf. Kulick, 2000). In addition to the socio-linguistic dimensions of performative acts, Butler adds consideration for the psychic life of social subjects who live with a dynamic, fluctuating sense of self. An infant's repetitions of normed social existence bring her or him into existence as the bearer of identities: familial, sexual, gendered, ethnic, and so on. Every time adult social subjects employ the signifiers of gender and erotic desire to project a sense of self in a gendered and sexualized way, there are resonances with earlier processes of performativity. An understanding of this abstract concept can have more concrete applications such as whether sociolinguists should focus on *language and sexuality*, or *language and desire* (cf. Cameron & Kulick, 2003; Eckert, 2002). It offers innovative additions to theorizations of language and sexuality. The body of literature on language and erotic desire, in particular, is a rich and challenging one (e.g., Campbell-Kibler, Podesva, Roberts, & Wong 2002; Harvey & Shalom, 1997; Livia & Hall, 1997). Witness, also, a recent special issue devoted to the topic of language and desire in the academic

journal *Language and Communication* (February, 2003). Diverse authors contributed to a collection of essays (Todd, 1997) that focuses specifically on linking desire to educational contexts, and jagodzinski (sic) (2002) also explores the theme of pedagogical desire. Our chances of understanding theorizations of language and identity, culture, power, sexuality, gender, and so on, are all the greater if we have understood Butler's seminal account of performativity.

Concluding remarks

Butler's work is innovative and challenging, revealing her profound acquaintance with some of the greatest analytical minds of past and present. At every turn, she nudges us towards a reexamination of what we had previously taken as a given. For example, during the Q&A session, she was asked for some ideas on gay marriage. While supporting the right of all individuals to have equal access to legalized unions, she also contested taken for granted meanings of marriage itself. *Why is marriage confined to the number two? It seems so arbitrary.* Later, in response to the perennial *What are your impressions of Japan?* question, Butler closed the session by saying that diffuse, partial impressions are all we have; there is no one true Japan! The provocative answer to a stock question was greeted with enthusiastic applause. Even if we have understood little else of Butler's challenging work, we can enrich our theorizations, our research foci, and our pedagogies significantly if we have come to grips with the two key Butlerian notions of heteronormativity and performativity. The lecture at Ochanomizu University on January 14th was most helpful in this regard. It gives reason to hope for a more human understanding of gender and sexuality in linguistic and educational contexts in the years to come. This short article for a general readership will undoubtedly fail to do justice to the richness and depth of Butler's thought, but it may be justified as an introduction that stimulates readers to explore Butler's works first hand.

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Exploring JiTT: Just-in-Time -Teaching

Keywords

needs analysis, zone(s) of proximal development (ZPD), lesson

Just-in-Time-Teaching (JiTT) describes a process in which students produce work on or respond to a topic, usually on a web platform, that teachers can read just before the next class. Since teachers read the students' work *just in time* before teaching the class, they can teach to the students' needs and interests. The authors review the literature on JiTT, describe some personal uses and experiments with JiTT, and suggest how teachers might use it. JiTT's strong points are that it allows teachers to efficiently address students needs and interests while encouraging collaborative learning and modeling. JiTT takes a lot of the guessing out of teaching by showing teachers what students know and think about a certain topic.

ジャスト・イン・タイム・ティーチング [JiTT] は、学習者があるテーマに関して調べたものや、テーマに対する感想を、教師が教える直前に読むというプロセスのことである。通常、ウェブ・プラットフォームを使う。JiTTを活用すれば、学習者のニーズや興味に合わせて指導することが可能になる。著者らはJiTTに関する文献を概観し、JiTTを活用した参考事例を紹介する。さらに、JiTTを学習経験の向上に、教師がどのように活用できるかについて提案する。JiTTのメリットは、協同学習とモデリングを促しながら、教師が効率よく学習者のニーズや興味に応じることができる点にある。

Jennifer Edwards
Jeff Mehring
Hawai'i Pacific University
Tim Murphey
Dokkyo University

It is like having three or four classes instead of only one or two a week. We read a chapter and post reactions. The teacher reads our postings and replies to all of us asking us to read another article or link relevant to our postings and tell him what we think. Then he reads those before coming to the next class, and we talk about it all. All of us having read each others' postings makes us familiar with what we are all thinking. I have never read so much of my classmates thinking and it is fascinating and intensive. (a teacher-learner)

What is it?

In manufacturing, it is inefficient and costly to produce a lot of stock and have it waiting around in warehouses (lots of material, no interest). It is also inefficient to not meet the market needs (lots of interest, no material). Through market analysis and buyer-interest research, *just-in-time production* attempts to regulate production and make it more efficient, trying to more closely match needs and production. Instead of it being purely a guessing game, companies investigate needs and interests and produce what is needed and desired just in time. *Just-in-Time-*

Teaching (hereafter JiTT) is an application of this concept for teachers so they can eliminate some of their guessing (as to what students know, understand, and are interested in) and teach to their changing needs and interests. JiTT is a way to do ongoing, daily needs analysis.

Why is it important?

Asking students to respond to readings and do assignments before they are covered in class allows teachers to gauge student understanding and become aware of their confusions and teach more efficiently. Moreover, if students can access each other's work, they end up teaching each other much of the material in the process, learning to work collaboratively, and constructing effective group dynamics. While we, along with many educators, understand the inappropriateness of many 19th century metaphors used to make education more *efficient* (e.g., the assembly belt, etc.), we find that JiTT can be a useful concept that improves the quality of teaching through responding to the needs of students and engaging them more in their own construction of knowledge.

How can teachers do it?

Below we first describe how JiTT has been reported on in the literature, mainly through using web-based teaching components. Next, we report our personal experiences with JiTT, with and without e-technology. We then look briefly at the potential of blogging as an alternative to using more expensive web technology.

The literature on JiTT is easily found by simply Googling "Just-in-Time-Teaching" or "JiTT" (Novak, n.d.; Rhem, 2005). JiTT seems to have fairly wide following among university science and mathematics teachers, especially in the US (Patterson, 2004). To our knowledge, it has not been reported in the SLA research or language teaching literature. With JiTT, teachers typically post problems or readings for students to solve or respond to at least a few hours before classes. The instructor reads these before going to class in order to better meet students' needs and desires.

Novak (n.d.) says, "JiTT is a teaching and learning strategy based on the interaction between web-based study assignments and an active learner classroom" (p. 3). Novak and others stress that this is not distance education but rather the use of technology to help students learn more and help teachers do a better job of adjusting to student needs. Rhem (2005) states, "Teachers review the student replies before class and

make the understanding, partial understandings and complete misunderstandings the focus of the class meeting" (p. 2). Novak believes, "The heart of JiTT is in the 'feedback loop' formed by the student's outside-of-class preparation that fundamentally affects what happens during the subsequent in-class time together" (p. 3). JiTT's main objectives are to:

1. Use classroom time more efficiently and take advantage of the valuable teacher-student time together.
2. To help the student structure his out-of-class time to maximize learning.
3. To make learning a group effort and allow students to learn from each other.

Through JiTT, students are able to work with one another outside of class and communicate their needs and interests to the teacher, which leads to a more efficient in-class learning experience. This hybrid, or blended, type of learning uses both synchronous (all students at the same time) and asynchronous learning (students learning and working at different times). Students are allowed to reflect on what they are learning and process the information before having to post a response.

In our experience (see below), giving students the time to process what they are learning and want to say increases their engagement with the course and interactions with others. Students become more active learners and come to class with a desire to understand more. This has numerous benefits for Japanese colleges and universities since many classes typically meet only once a week, and many students have been conditioned to be passive. JiTT's web activities encourage more participation among students without the pressure of having to perform on the spot in class. Students can take their time and reflect on their responses and questions; they can also wait for others to post first and model them or use their posting to position themselves more securely.

Our experience is that this increases motivation and lowers what Krashen (1981) has labeled *the affective filter* in at least three ways. First, students can ask questions ahead of class time to let the teacher know where they are having trouble. Second, students have time to look up more information on the topic to clarify the material themselves. Third, by posting and reading comments, students learn from their classmates through different perspectives, constructing deeper understanding and critical communication. Lee (2005) reports on many of the affective advantages of the use of WebCT virtual classroom software:

Many emotional benefits were reaped through WebCT participation. Fear of criticism was one of the major findings of my dissertation research as to why Asians did not willingly contribute to class discussions. However, a number of students said that they felt that they could share their ideas without being criticized, in an environment of participation that afforded them anonymity more so than the usual face-to-face participation taking place in the traditional classroom. Another L2 student contended that participation through WebCT precluded the usual anxiety that accommodated the participation event as she was able "to express my thoughts without the nervousness of everyone looking at me." Furthermore, one other student reiterated how virtual participation was akin to an extended family of friends as she remarked, "it's very nice to know their perspective and their ideas in each forum. All in all, I feel that my friends are my extended family . . ." (p. 49)

This type of interaction with the materials and classmates outside of class has the potential to help students gradually own their learning which is an important aspect of student-centered learning and learner autonomy.

Our first experience with JiTT

Our own experience with JiTT occurred in a TESL MA graduate school course on Materials Development in the summer of 2005 at Hawai'i Pacific University. We used WebCT as our e-platform and composed reflective articles (Carruthers et al. 2005). The instructor (Tim Murphey) assigned readings and topics for the students to comment on before they were presented and reviewed in classes. There were two sections of the course with a total of 32 students. Half of the students were nonnative English speakers and the others were native English speakers. One of the topics around midterm was on JiTT itself. Please refer to Figure 1 for details.

One native English speaker student responded to the assignment with the following posting:

To me, Just in Time Teaching (JiTT) seems to be one of the purest examples of how a teacher can effectively play the role of *facilitator* in a classroom. Short and carefully structured on-line tasks are assigned to steer students toward a collaborative style of learning. This collaboration empowers and motivates students as they take charge of their own learning. Our MatDev course adopts the main points of JiTT in the ways mentioned above. Although we have a course textbook to help guide us, our

Assignment for materials development (class)

- 1) Access one or more of the web sites below and inform yourself about JiTT
- 2) Respond to one or more of the questions at the bottom in the WebCT Forum by July 24
- 3) Read your classmates postings and respond to two people at least by July 26

JiTT: Just in Time Teaching web sites

- This the National Science Foundation web page for Just-in-Time Teaching: <webphysics.iupui.edu/jitt/jitt.html>
- This is a USC article: <www.usc.edu/isd/locations/cst/tlsnew/emergingthemes/jitt.html>
- This site also tells about Novak, the originator of JiTT and how he has done other innovative teaching, e.g. chunking input and activities (scaffolding): <www.indiana.edu/~rcapub/v22n1/p08.html>
- You can also just google JiTT and get many more articles.

Questions

- What does JiTT use as a needs analysis? As a syllabus?
- How is this Materials Development course similar to JiTT?
- How could you do JiTT without web pages in your language teaching?

Figure 1. JiTT topic outline

postings and replies actually become collaborative works that steer our thoughts and interpretations of what we are studying. In addition, student-student interaction seems greatly enhanced as people who might be less likely to speak up during class, are able to effectively communicate their ideas at their own pace by online postings. The teacher is then able to address specific relevant issues during in class meetings after familiarizing himself with our questions and comments.

A nonnative English speaker responded:

I've always thought that Internet would not work for language teaching because it is not person-to-person interaction. You cannot see the person you are talking to. I found myself being wrong. I did not know it could be this interactive! I would like to learn more about it and see if I could use it in my situation.

Another native English speaker posted

I have found that as a result of having to post reactions to our chapter readings, I've been able to share what I understand best and where I possibly am confused. I sometimes have found that my classmates' posts can help clear up the matter by their sharing personal applications of an issue, independent of the teacher.

Finally, another student astutely noted:

One of the side benefits not expressed in the site I reviewed might be that the online component keeps the student involved with the content between classes, better than traditional homework alone. Without JiTT, students would read the assignment, maybe take notes or answer comprehension questions. But the online component also allows the students to share thoughts. I find that after I do my post and reply to my minimum 2, I visit the site again to see what has since been posted. One more *interaction* with the material is certain to benefit.

Our second experience with JiTT

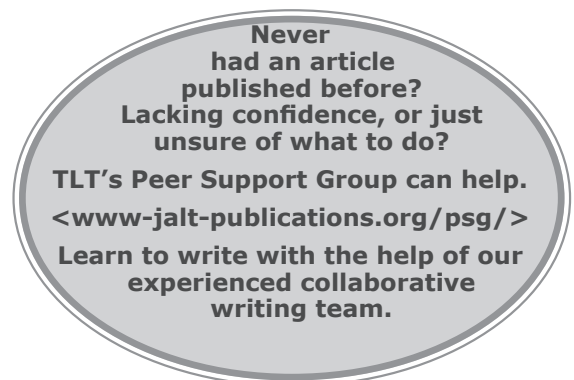
To gain a better understanding of JiTT, Jennifer and Jeff set up a blog for a few weeks for volunteer students. We chose to use a blog over WebCT

because blogs are free and easy to set up. A blog can become the community voice outside the classroom where students can post ideas or responses and others can comment on those posts. Blogging helps to accomplish two of JiTT's objectives: maximize out-of-class learning and make learning a group effort. To begin with, we went to <blogger.com> and set up the blog. Similarly, <groups.yahoo.com> could be used.

After setting up the blog, we invited students to join it. We had a total of eight students log on and two of them replied to other student's postings. The students who logged on found it interesting and said that they would have liked to have used it in their regular course. Each student answered the questions in their own way. One student, after understanding the questions, used the Internet to get more information for his answers. Another student discussed the questions and his answers with a classmate. A few students commented to us that after reading other postings, it helped them to understand the information better and helped them to formulate an answer. All of them responded that they liked the ability to think of their answers before posting them onto the blog. They felt more confident in their answers and understood the assignment better. Simkins (in Rhem, 2005) says, "This approach lets us get into students' minds. It helps make their thinking visible. The comments we are responding to are 'their stuff' not my stuff from lectures or stuff from the book; so there's a different kind of involvement and a different level of involvement" (p. 1).

No technology? Action logs and newsletters

While all of us agree that the WebCT JiTT alternative is highly productive, we also know that such technology is still not available in many places.



Tim has been doing a JiTT of sorts with his action logging and class newsletters of students' quotes for quite some time (Murphey, 1993). In once-a-week classes in Japan, students write their reactions to class and homework assignments in a notebook and turn them in two days after class. Tim chooses comments from the action logs and cites them anonymously in a newsletter distributed by paper or an email attachment to a class e-list. In this last alternative, students get to read "just in time" before class some of what their partners have said in class. Although it is not as intensive as the complete e-version of JiTT, it is worth doing.

Conclusion

As many teachers in Japan know, once a week language classes are not *diet recommended* by most SLA researchers. JiTT procedures, with or without technology, can create multiple iterations of meaningful interaction and engage students' motivation, creating a healthy classroom group. We see great potential for developing JiTT with many new technology tools such as blogs and podcasting.

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Interview with Christine Pearson Casanave: Controversies in second language writing research and instruction

Keywords

second language writing, controversies, plagiarism, power and access, voice and identity

広瀬恵子がChristine Pearson Casanave教授にインタビューした記事を紹介する。このインタビューは、2004年に出版された『Controversies in Second Language Writing: Dilemmas and Decisions in Research and Instruction』について。本書は、Casanave教授がコロンビア大学ティーチャーズカレッジ東京校TESOL修士課程で教えた経験に基づいて著したものである。

Keiko Hirose

Aichi Prefectural University

THIS MONTH, Keiko Hirose interviews Christine Pearson Casanave of Teachers College, Columbia University, Tokyo about *Controversies in second language writing: Dilemmas and decisions in research and instruction* (University of Michigan Press, 2004), developed in response to issues arising in her MATESOL program courses.

KH: Chris, it is a great privilege for me to be able to interview you. I have been reading your *Controversies* book with my undergraduate students. Who was your expected audience?

CPC: The audience is mainly master's students in TESOL and applied linguistics. It would also be appropriate for upper-level undergraduates, and possibly for doctoral students. I wanted to make a book that had a lot of resources in it for further reading so I put a rather long reference list at the end of each chapter in case people want to continue reading, because one of the messages in the book is to do your own reading if those issues are important to you.

KH: That is what I encourage my students to do in my class. It seems we have many unresolved controversies in the field of L2 writing research and instruction.

CPC: Yes, and deciding which controversies to include was difficult. There are a lot of issues that people have different ideas about, issues that are not resolved. People may not be debating pro and con. But they don't know what to do. I think the plagiarism controversy is one of those. People generally agree that plagiarism as defined in Western academic settings is wrong, and we have to help students learn not to plagiarize.

But it's a dilemma as to what to do, and how much copying to allow as a way to help students to write. But it's also unclear how many cultural differences there really are between, for example, the West and the East. Usually the literature of plagiarism pits China and Japan against the West. I think that is possibly an overgeneralization. I recently read an article by Dinlin Liu, who argues that the views of Chinese writing as portrayed in the plagiarism literature are oversimplified, and in fact in China there are rather strong sanctions against direct copying, so that the views presented in the literature, according to him, are stereotyped.

KH: I think students, especially at the beginning level, should be encouraged to resort to copying or imitation as a learning strategy.

CPC: I was thinking of Rebecca Howard's article from 1995, "Plagiarisms, authorships, and the academic death penalty." She is the one who coined the term *patchwriting*. She considers it a facilitative pedagogy in which students take small pieces of text from sources and weave them into their own writing. That's a good example of a controversy. I don't know how much debate there really is, but there may be people who believe that students from the beginning should try and phrase things in their own words. I would have to talk to other scholars to see how widespread that view is. But I can imagine that some people actually might take the view that we should from the very beginning try to wean students away from dependence on texts. I guess there is still a lot to be discussed, and in many cases it may come down to the individual teacher's own philosophy.

KH: I have some questions about your book. You mentioned that at Keio University you let your students discuss their ideas primarily in Japanese. Why is that?

CPC: It depends on the activity. As a technique for building background knowledge and consolidating ideas, I don't have a problem with discussing in L1 or L2, whatever students choose.

KH: How about their readings? Did they read the references written in English?

CPC: I always asked students to read something in English, but I did not exclude references in Japanese either, especially if it was something relevant to a topic that might not be available in English. All the open-class discussion, academic

writing, and journal writing has to be done in English. So I try to explain to the students the difficulty of going from pure Japanese reading and discussion into trying to write something in English. Translated sentences and paragraphs are almost always incomprehensible. Translation is a professional skill that takes many, many years to develop. I try to tell them they will have a much easier time writing if their original reading and discussion is in English. Students are often worried about their English sounding so simple. But it does not matter if their English sounds simple. Simple English can be so elegant and so beautiful.

KH: You dealt with dilemmas of power and access in electronic communication in Chapter 5. Can you talk about power and access issues?

CPC: In some of the computer communication literature, proponents of computer-communication in educational settings claim that the power differentials between students and teacher are equalized because there is no face-to-face intimidation of the professor standing in front of the class with students all sitting in a row. The style of communication lends itself to more equality. However, I don't think that's necessarily the case. The second is the issue of access: In developing countries, very few people have computers. And when they do, they don't have the latest technology, and they can't upgrade. So there will always be dilemmas of access because there will always be poor people. Once you get invested in computer technology, you have to upgrade and you have to repair the machines, and that all takes money. So I am skeptical about the dream of the computer as the great equalizer.

KH: It's interesting to hear that, because only last week in class my students told me we have more equality now because of computer technology. But I added, "IF we have a computer." There's a big *If*.

CPC: Yes, there are many *If*'s. They have to realize that if they are using the Internet to buy things, they have money to buy things. If they are using their computers to talk to people in foreign countries, they are talking to people like themselves who also have money and can afford to buy a computer and set up a chat system. What about everybody else?

KH: Let me now move on to individualism in writing. Peter Elbow argues that writing can be individualistic, but other scholars claim it is not possible. Could you explain about this issue?

CPC: Some people believe that mature writers write as individuals for themselves and to themselves in solitude. That is the idea that writing can be individualistic, but there are scholars such as Bakhtin who say that is not possible, that writing is never completely individualistic, even if you are sitting in a room writing by yourself. These people think that pure individualism is impossible because your head is always filled with the ideas and words of others. Whatever words come out in speech or writing are necessarily populated with the words and the ideas of other people, because that's how we learn to think and that's how we learn ideas. Ideas, words, and languages come to us, and become part of who we are. So there is no such thing, according to Bakhtin and his followers, as original language, because whatever we say and think has come from somewhere. That's an interesting idea.

KH: Then where does creativity or originality come from?

CPC: That's a good question. Whatever comes into you, and then goes out as speech or writing is never exactly the same as what went in. We have many sources of voices around us from books, articles, and discussions. Whatever comes out is a blending of many voices. And that blending, I guess, we can consider as a kind of creativity. No one else can blend voices the way you can, because no one else has your particular history of input of these voices throughout your life. You are the only one who has that. So it's very social, but it's also unique in the sense that no one has those sources except you. I'm not an expert in Bakhtin, but that is my understanding of it.

KH: Besides voice, identity is also an interesting concept, but I found it difficult to deal with in class.

CPC: Identity is a very slippery concept. That's why people will always argue about it because it is impossible to pin down and say, "This is what I mean by identity."

KH: So there is no established definition of identity.

CPC: I think if somebody is researching identity, they have to choose an area of inquiry, for example, psychology, anthropology, sociology, or even linguistics, and adopt a view of identity from one of those disciplines, or create their own definition of identity. One thing most people agree about is that identity is not

a stable trait. It changes over a lifetime. Also interestingly, it probably changes according to context. So, when you think about your own identity, the persona that you are described as in your work context or your home context, or in Japan or outside Japan, may actually shift too. It shifts all the time, or over a lifetime and it's also contextually made.

KH: We don't have *the* identity, then?

CPC: That is a big question. Do people have a core identity? Some people say, "Yes," some people say, "No." We can't do empirical research to answer that question. We can only do surveys and ask people whether they think they have a core identity.

KH: Do you think that there are more controversies now than when you wrote your book?

CPC: I don't know if there is a change in the number of controversies, but I think there will always be controversies in a field as complex as language education and education in general. Most of the research we do cannot be proved, because what we are investigating are invisible phenomena—we are investigating things inside people's heads. Anytime you have to use second—or third-hand data, there will be controversies. I think that is a controversy that I didn't talk about in this book at all—methodological controversies. How do you investigate motivation, for example? Some people say we should never turn motivation into numbers because motivation isn't a number—it's an inner feeling, so we have to investigate it qualitatively. Other people say, "Of course you can turn motivation into a number and make a scale from low to high," and it becomes a number, if somewhat artificial. So I think there are methodological controversies that are continuing and are very interesting. What can we know and how can we know it?

KH: Lastly, let me share my class discussions over critical thinking with you. We had an interesting discussion about "Can Japanese students be critical?" My students say they have critical views, but they hesitate to express them, especially when they have opposing views because they don't want to hurt anyone with different opinions.

CPC: I think what has happened in a lot of research about Japanese students and other people from certain Asian countries is that some researchers are confusing the ability to think

critically, analytically, and evaluatively with the public display of that criticism or evaluation. It's not fair to say Japanese or Chinese people can't be critical or analytical just because they don't express their views. You have to separate one's views, one's knowledge, and one's opinions from the expression of those, and where it is appropriate to express your views. In some cases, it may be appropriate to express your view in Context A, but not in Context B, where Westerners might be allowed to do so. And there are a lot of counter exceptions, even in Japan, to the belief that people don't express their criticism in public. Look at the Japanese Diet, when there are arguments and fights.

KH: I always ask my students to state not only their opinions but also their reasons in class.

CPC: Many American undergraduates and graduates also need to be trained to think about *why*? There is such a stereotype that all American students are critical thinkers. They are not. The education literature in North America is filled with articles about how we can get our students to be better critical thinkers because all they do is give back what we tell them. And yet people from Japan think that everybody in America is trained from childhood to be a critical thinker. It's not true.

KH: But Americans don't seem to hesitate to express their opinions.

CPC: When I think of my graduate classes at Stanford at the doctoral level, out of a class of 20 people, how many people do you think spoke out and shared their views? Three or four dominated the conversation and 16 people never spoke. And that was normal. In many

classes, especially in larger classes, I didn't say anything all semester.

KH: I guess class size was partly a reason.

CPC: Class size is part of it. In a very small seminar, you have to say something. That's the same in Japan—if you have a small seminar you can't escape speaking. Yes, the differences are there between American and Japanese students, but they are exaggerated in some people's minds.

KH: So it's stereotypical to think all Americans are expressive?

CPC: Maybe some Americans speak out right away without really thinking as a way to hear themselves talk, which then helps them organize their ideas. I know that because I've done that before. So that would be common. It is not the case that all North American students comfortably and confidently speak out in class. I think Japanese students need to know this.

KH: Chris, thank you so much for sharing your ideas with us.

Acknowledgement: I would like to thank Maki Mizuno for helping me to transcribe the interview.

Keiko Hirose teaches at Aichi Prefectural University. Her research interests include L2 writing pedagogy, contrastive rhetoric, and comparing L1 and L2 writing processes. Among her recent publications is *Product and Process in the L1 and L2 Writing of Japanese Students of English* (Keisuisha, 2005).

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Step 8: Tell the second group of students that they will be *customers*. Have them form a larger circle outside of the first so that the customers and store clerks are facing one another.

Step 9: Explain that there is different pricing information on the back of each *Bargaining Card* (Appendix A) for the same item and that the prices should not be shown to the other students. During the roleplays, the sellers should begin negotiating using the higher price, and shoppers should begin using the lower price on the cards. For example, if the *selling* price for the T-shirt is listed as ¥300 to ¥1,200, the store clerks should first quote the higher price of ¥1,200 and not sell the T-shirt for less than ¥300. In the case of the T-shirt *buying* card, the shoppers should first offer the lowest price (¥250) and refuse to pay more than the highest price (¥650).



T-Shirt

Selling:
300 yen → 1200 yen



T-Shirt

Buying:
250 yen → 650 yen

- Seller begins with price of ¥1,200 and sells for no less than ¥300.
- Buyer begins with price of ¥250 and pays no more than ¥650.

Step 10: Give each pair of students matching *Selling* and *Buying Bargaining Cards* (Appendix A) while reminding them that the prices should be kept secret.

Step 11: Distribute a *Shopping List* (Appendix B) to each learner. The list should be used to keep track of the various prices at which items are bought and sold.

Step 12: Four guidelines I emphasize before starting the roleplays are as follows:

1. Start with a greeting and some small talk.
2. Always smile and be friendly.
3. Say, "Thank you" when finished.
4. Cards stay, students move.

Step 13: Suggest a time limit for completing the transactions. Begin the roleplays and note any effective language or strategies used.

Step 14: Once finished, remind the class that the *cards stay, students move* and have everyone put the cards down on their desks.

Step 15: Have the store clerks on the inside circle move one position clockwise while the shoppers on the outside circle move one position counter-clockwise. Done this way, students can begin each roleplay with a new card and shopping partner.

Step 16: After practicing the activity a few times, add any effective expressions learners used to the board. Expressions such as the following could also be suggested:

I'm not sure, I'll have to think about it. Maybe I'll come back tomorrow.

But I saw the same (T-shirt) in another shop for only (300) yen.

Step 17: Have the store clerks and shoppers switch positions (remember, cards stay, students move). Those on the outside circle move to the inside circle and vice versa. Allow students a few opportunities to practice their new roles.

Step 18: As a wrap-up, conduct a quick survey to determine the highest and lowest prices paid for the different items.

Appendices

Appendix A: *Bargaining cards* and Appendix B: *Price list* can be downloaded from <jalt-publications.org/tlt/myshare/resources/0612a.pdf>

Conversational comparatives

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Quick Guide

Key words: Pair work, comparative forms, comparisons, reasoning

Learner English level: Intermediate and above

Learner maturity level: High school and above

Preparation time: Minimal—mainly copying the handouts

Activity time: 45 minutes

Materials: Pencil or pen, handout (versions A and B), dice: one die for each pair

Introduction

For this activity, paired students practice comparative adjectival forms by using dice to select an object to compare and a “direction of comparison”: *less than*, *as X as*, or *more than*. Students construct and ask questions like *Who is more intelligent than Albert Einstein?* Partners give and explain answers that repeat the comparison, such as, *I am more intelligent than Albert Einstein, because I speak Japanese better than he did.* The randomness of dice occasionally necessitates odd answers, requiring students to think. This also makes the activity a bit playful.

Procedure

Step 1: Place students in pairs and distribute the handouts (see appendices A and B), which are also paired for students A and B.

Step 2: Using the examples on the handouts for one, two, and three+ syllable words, explain that the forms of adjectives will change only for *more/-*

er than, and that the distinction depends on the number of syllables (which have been marked on the handouts).

Step 3: Go through the 18 adjectives (nine each for A and B) and give a brief example or explanation. Most of the words should be familiar to the students.

Step 4: Distribute one die to each pair and have them roll for the nine *Thing compared* entries, each labeled with a column identifier (students choose from that column); for example, “(A2) _____” means to get the item that will fill in this blank from the A2 column of the table at the bottom of the page. This step is sometimes confusing, so you should move about the class, making sure the students are doing it properly.

Step 5: When most students have finished rolling these items, draw the handouts’ four non-table columns up on the board as in Figure 1.

Step 6: Model the activity with the example question (*What is more enjoyable than English?*) printed on the students’ handouts as follows:

- Pointedly roll a 2, 4, or 5 and write on the blackboard the comparison from the table: (*more/-er than*).
- Create the question while emphasizing the direction of comparison.
- Ask a student to answer.
- Write his/her response on the board and elicit a reason.
- Do a second example in the same manner.

The anime character Totoro is a good choice when modeling the activity, as it is well known and the question becomes entertaining and engaging. For example, if you ask, “*What is as delicious as Totoro?*” a student you choose to answer this might have trouble, so don’t hesitate to answer with something like, “*Nothing is as delicious as Totoro, because yaki-Totoro is big and very juicy!*”

Step 7: The students should now be ready to do it themselves. Have pairs roll their comparisons, create the questions to ask, and write their partners’ answers. Move among the students to help slow starters, make suggestions, and ask questions about interesting comparisons and answers.

Partner’s replies	Adjective	Thing compared	Because . . .
1.	enjoyable	English	
2.	delicious	Totoro	

Figure 1. Example for students

Step 8: After some time, do a follow-up by asking students about some of their comparisons and answers.

Variations

A dice-free version can be made with the *things compared* printed on the page and students flipping coins to choose either *more than* or *less than*. This will, however, shorten the activity by as much as 10 minutes.

Conclusion

This activity helps enliven a morphological drill while requiring some reasoning and critical thinking. While many of the comparisons will be silly,

incredible, or extremely difficult, novel reasoning and examples provided by the teacher can encourage better students to build more elaborate comparisons and explanations. Some students will fail to modify the target adjectives appropriately, so point these out. Students of lesser ability or motivation tend to scrimp on giving reasons, so take care to encourage or gently pressure them about their answers, as needed.

Appendices

Appendix A: *Student A: Comparisons* and Appendix B: *Student B: Comparisons* can be downloaded from <jalt-publications.org/tlt/myshare/resources/0612b.pdf>

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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 column offers a review of *Oxford Tactics for the TOEIC® Test* by Nicholas Doran; then *Gear Up: Plan for Success in English Conversation 1 & 2* is evaluated by Gregory P. Glasgow.

Oxford Tactics for the TOEIC® Test

[Oxford: Oxford University Press, 2006. pp. 191, ¥2,600; (Incl.: coursebook, practice tests, CDs, tapescripts and answer key; ¥4,800). ISBN: 0194564347.]

**Reviewed by Nicholas Doran,
Hampton School of English**

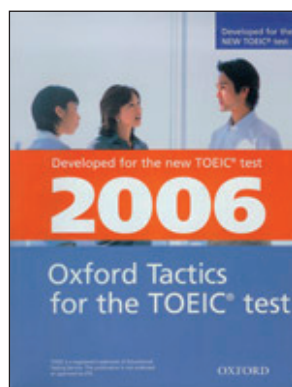
With the new TOEIC already in place at test centres around Japan, many schools may now find that they have an out-of-date TOEIC coursebook. With this in mind, schools may find it well worth their while to invest in the new *Oxford Tactics for the TOEIC Test*.

Looking at the book, it is evident that the organisation of units differs from the norm for most coursebooks. Instead of the usual unit 1, unit 2 etc., this coursebook is split into 4 parts; part 1 has units 1.1-7.1, part 2, 1.2-7.2 and so on. This format was used because this book has been specifically designed for different course lengths; so, for a course of 20 hours, only part 1 should be used, or, for a course of 40-45 hours, classes can work through the whole book. One thing I liked about the coursebook structure is that each

unit focuses on a different exam strategy for each part of the exam. This is particularly important in the new exam where the use of different exam strategies is essential (Trew, 2006). Strategy aims are clearly provided at the beginning of each unit with a short description of what they are and what to do, for example:

Unit 1.2 Strategy: Use the photo to predict what you will hear. Listen for the correct verb. As soon as this section starts, pick out the main focus of the first photograph and start to predict the type of statements you may hear (p. 7).

Also, it seems unique that a coursebook would have this level of transparency in the aims of each unit. This can be contrasted with ambiguous aims one usually sees in coursebook units such as Unit 1: Tenses, articles, offering and suggesting.



What particularly impressed me was the amount of useful advice given to test takers. This advice is clearly written in bite-sized chunks labelled Test Tips or Tactics Checklist. Even for experienced teachers some of this advice could be new such as: "Don't listen to the instructions! You will

have 90 seconds while these are read...use this time to skim and...predict what you will hear" (p. 8), or for part 3: "If you hear the same words in a conversation answer choice, be careful. It will often be the wrong answer" (p. 48). After telling my students this I could see them carefully crossing off the wrong answer choice when they heard a word which had been used in the question. One point to mention is that in addition to these excellent test tips, also presented are the disappointing Grammar Notes and Culture Notes. Unfortunately, for my students, these were not useful as they seemed to lack purpose or were too basic.

As expected, many activities in the coursebook are TOEIC exam questions. There are also two practice tests for mock exams. In addition, there are a number of non-exam activities that maintain an air of task authenticity. An example includes an activity where students have to write a short biography; this text is then used to test their classmates with question and answer choices as in part 7 of TOEIC. I found this variation of activity types to be useful in giving my students an occasional break from exam activities and a chance to

practice other skills not tested in the exam while not venturing too far from the exam itself.

I also particularly liked the way vocabulary is presented. Like many coursebooks there is a full glossary of vocabulary at the end of the book with clear word definitions and example sentences. Also included are a number of vocabulary reinforcement activities such as gap fills, word searches and true-or-false definitions such as “the boardroom is where staff can enjoy cheap meals” (p. 174). For teachers like me, raised in the lexical approach, I thoroughly welcome activities where students can work with vocabulary in different ways as opposed to just giving students wordlists to learn. Also included at the back is a glossary of test-related and grammatical terms, which are clear and don’t bog students down with complicated metalanguage.

In summary, this is a solid, well-written coursebook with lots of relevant practice activities, good vocabulary building exercises, and clear advice for test takers. I would say that if you have not yet bought a coursebook for the new TOEIC, I would give this book a chance.

References

- Trew, G. (2006). *A Teacher’s guide to TOEIC® listening and reading test, preparing your students for success*. Oxford: Oxford University Press.

Gear Up: Plan for Success in English Conversation 1 & 2

[Steven Gershon & Chris Mares. Oxford: Macmillan Education, 2005. Incl.: teacher manual, CD]. Book 1: pp. 80. ¥3,000. ISBN: 4-7773-1027-2. Book 2: pp. 79. ¥3,000. ISBN: 4-7773-1028-0.]

Reviewed by Gregory P. Glasgow, Pragmatics SIG

The quest for authenticity has become more prevalent in today’s language classroom, as more and more ELT texts are sought that contain the tools necessary to encourage and sustain meaningful communication. Nowadays, texts strive to familiarize students with “standardized commu-

nication situations” that are associated with “routine linguistic means” (Coulmas, 1979, p. 242), or more specifically, words that associate with each other in a predictable way in familiar contexts. Gershon & Mares’ *Gear Up* brings authenticity to life though its unique student-focused approach. Illustrated with attractive color photos as well as useful lesson points and language, *Gear Up* has the potential to keep its students actively participating in the classroom, inductively and deductively learning the necessary conversation openers, turn-taking skills, and colloquialisms in order to communicate effectively. *Gear Up*’s texts are seemingly geared towards university-level learners, but can be adapted for other adult learners as



well. Student Book 1 (for high beginners) and Student Book 2 (for low intermediates), are accompanied by corresponding lesson CDs that contain pronunciation practice as well as the listening dialogues. There are also teachers’ guides that provide lesson activity suggestions, as well as extra material that supplements lesson objectives.

terial that supplements lesson objectives.

In general, the following principles are central to the understanding of how *Gear Up* texts are to be used in the ESL or EFL classroom: firstly, vocabulary is key in order to facilitate effective communication through *chunking*, or the use of routine phrases and collocations; secondly, students need to be provided with helpful advice on how to make their conversations flow more naturally with appropriate openings and closings as well as repair strategies. Thirdly, learners are to be given chances to plan their conversations based on the lesson points—a feature of the Plan and Speak section—in order to gain more confidence in speaking. By following these principles, learners “gain access to conventionalized means and activities” through the regularities of communicative practice (Lee, 2006, p. 353). A full *Gear Up* lesson can take up to 120 minutes on one unit or be adapted as needed.

Student Book 1 gradually increases in difficulty and introduces students to various topics such as talking about family, homes, and movies. Book 2 consists of topics that tend to vary from talking about culture to more abstract issues such as talking about honesty, responsibilities, and health.

The first part of a typical *Gear Up* lesson begins with a questionnaire type task in the Warm-Up, a dialog from the CD, the Notice How section that highlights key structures, and more CD practice followed by a Speaking activity. The second half consists of the Work on Words section (which assists students in making natural-sounding lexical choices), more listening practice, and finally a Conversation Planner in the Plan and Speak section to allow students to organize what they will finally say. In this last section, there is a suggested conversation opening phrase—often challenging for learners to come up with on their own, but necessary. In summary, *Gear Up*'s approach enables students to work within an interactive milieu, or a classroom where the learner's own efforts are "recognized as valid and valuable" within a cooperative and supportive context (Breen & Candlin, 1980, p. 101).

The low intermediate students in my English conversation school responded well to *Gear Up* Student Book One, which I tried out with small classes of three to four students. However, at times it seemed as if the questionnaire starters, quite common in the Warm-ups, could become a bit redundant; teachers may consider adjusting these to alternative tasks if need be. Also, Unit 5: Short on Cash, has a Warm-up questionnaire that asks some very personal questions about money, so one will need to be aware whether such a

lesson opening would be culturally appropriate for the learner community. Otherwise, I found the dialogs and other activities to be quite useful. Unit 6: My New Place, consisted of a very well-organized unit about neighborhoods and housing, which flowed quite naturally, supplying the students with ample lexical variety. As mentioned earlier, *Gear Up* seems to be targeted more towards a university community, as one may infer from Unit 8: I Found a Job, where the dialogue has two people conversing about their part-time jobs. Again, the unit will need to be adapted for older learners.

Overall, *Gear Up* provides a sound alternative to EFL and ESL texts currently on the market and will definitely energize any classroom context in which it is used.

References

- Breen, M., & Candlin, C. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1(2), 89-112.
- Coulmas, F. (1979). On the sociolinguistic relevance of routine formulae. *Journal of Pragmatics*, 3, 239-266.
- Lee, Y. (2006). Towards respecification of communicative competence: Condition of L2 instruction or its objective? *Applied Linguistics*, 27(3), 349-376.

RESOURCES • RECENTLY RECEIVED

25

...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 December 31. 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.

* *Foundations Reading Library Series: The Tickets, Sk8 for Jake, I Always Win!, I Spy, The Big Test* (graded readers, latest in series). Waring, R., & Jamall, M. Boston: Thomson, 2006. [Incl. CD].

* *Gairaigo and Japan's Built-in Lexicon*. Daulton, F. E.: Multilingual Matters, 2007.

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

* *An Introduction to Japanese Linguistics*. Tsujimura, N. Malden, MA: Blackwell, 2007.

* *Time to Train Yourself*. Kawana, N., & Walker, S. Tokyo: Seibido, 2006. [Incl. CD, teacher's manual].

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.

**You've done the research,
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THE LANGUAGE TEACHER WIRED

iWriter 1.2: Software for creating interactive stories on an iPod.

By Michael Vallance

...with Paul Daniels
& Malcolm Swanson

<tlt-wired@jalt-publications.org>



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

TLT WIRED ONLINE

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

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

or go to the forum at:

<forum.jalt-publication.org>



APPLE'S IPOD is a digital music and video player. In addition, the iPod can display images and text. In June 2005, teachers at an Apple Summer Camp for Educators in Singapore found ways to utilise these features to develop interactive, text-based stories using software called iStory Creator. I wrote an account of the stories for *Modern English Teacher* (Vallance, 2006). As outlined in the article, the stories were, in effect, *reading mazes*, a term that should be familiar to more experienced English teachers. *Mazes* (Rinvulcri & Berer, 1981), and *London Adventure* (Hamilton, 1986) may trigger a few memories. At the beginning of a maze (or, in digital jargon, *interactive story*) a problem is posed and a number of solutions are offered. The learner selects one of the given options, which will then link to the next corresponding link. Subsequent actions are offered and the maze progresses until some outcome is reached.

I used my MSc CALL dissertation project, a Web-based reading maze entitled *Business Meetings* (Vallance, 1997), to trial iStory Creator prior to the aforementioned summer camp. Although the software was quite basic at this stage, I still

managed to quickly develop an iPod version of *Business Meetings*, which included text, audio, and multiple-choice questions. I then introduced iStory Creator to the teachers and together we developed a digital story of multiple paths based upon a National Education/Citizenship theme. We added audio files and linked these to the reading text. A few students were given iPods (iPod minis) and they tried the story and associated quizzes on the iPods.

Teachers developing content using iStory Creator said it was interesting and the process appeared conducive to a social constructivist approach to learning. The teachers were involved in negotiating, decision-making, teamwork, authentic communication, sharing skills and expertise, and being creative. So why not get students to create the digital stories?

In October 2005 I changed universities, and countries, to Future University-Hakodate in Japan. I used iWriter 1.0 with my new science students in a communication course. As I focussed upon the process of the story, it was important for the students to brainstorm and develop a coherent outline, with logical, understandable, and believable multiple paths. We used Inspiration software <www.inspiration.com> for this purpose. Once completed, the students typed their stories and paths much more quickly into iWriter 1.0. The stories were uploaded to iPods for others to try. I presented an account of the experience at the JALT CALL 2006 conference in Sapporo. I believe the presentation was well received due to my emphasis upon the process of writing development and not solely on the product of the digital stories.

Now that I have iWriter 1.2 <www.talkingpanda.com/iwriter/> with new templates, my next project will link courseware to iPods. An HTML export feature will be useful for previewing and pilot testing. Then the information will be uploaded to iPods as a learning journey, in English and Japanese. In addition, my students will link audio to their written text, preferably spoken by the students. Video linking is not yet possible, even on the new iPods, though Apple is aware of this feature request.

iWriter 1.2 is a useful tool if used in an informed way (i.e., not to mimic writing without technology). It is important that teachers allow students to develop digital stories by providing an authentic readership and emphasizing the importance of the writing process. The product will be portable and incorporate multiple media. More importantly, the process represents a

dynamic interaction between the students, the teacher, and the writing task. In short, if used appropriately, iWriter 1.2 can facilitate a constructivist approach to teaching and learning.

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- Hamilton, T. (1986). *London adventure*. Cambridge, UK: The British Council in association with Cambridge University Press.
- Rinvulucuri, M. & Berer, M. (1981). *Mazes*. UK: Heinemann.
- Vallance, M. (1997). The design and utilisation of an Internet resource for business English learners. *Computer Assisted Language Learning*, 10(2).
- Vallance, M. (2006). Interactive stories on an iPod. *MET*, 15(1), 59-62.

Details:

iWriter 1.2 is available online from <www.talkingpanda.com/iwriter/>. Price: US\$29.99. Site licenses negotiable. System requirements: Mac OS X 10.2.8 or later, or Windows 2000/XP. iPod Nano, iPod Video, and the click wheel iPod; NOT compatible with the iPod Shuffle, or any iPod that was purchased before May 2003.



Michael Vallance teaches at Future University (Mirai Daigaku), in Hokkaido, Japan. He can be contacted at <michael@fun.ac.jp>. Website: <homepage.mac.com/mvallance>

Advert: EFL Press

...with Joseph Sheehan

<jalt-focus@jalt-publications.org>



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

JALT FOCUS ONLINE

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

JALT Calendar

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

- ▶ 3-4 Feb 2007: Executive Board Meeting (EBM) at Tokyo Medical and Dental University. The nearest station is Ochanomizu, and the main accommodation will be at Ochanomizu Garden Palace Hotel. More details will be available soon.
- ▶ 22-25 Nov 2007: JALT2007 at the National Olympics Memorial Youth Center, Tokyo

JALT Watch

JALT National news and announcements in brief.

- ▶ Results of the 2006 JALT National Officer Elections:
President: Steve Brown
Vice President: Cynthia Keith
Director of Records: Donna Tatsuki
Director of Treasury: Kevin Ryan
Director of Public Relations: Sayako Yamashita
Director of Membership: Ann Mayeda
Director of Programs: Phillip McCasland
Auditor: Tadashi Ishida
- ▶ If you need to contact JALT Central Office, note that the email address is now <jco@jalt.org>.

JALT Notices**Chiba chapter**

The Chiba JALT chapter is looking for speakers to give presentations throughout 2007 and beyond. We are interested in receiving proposals on a wide variety of themes and invite those interested to contact the chapter Program Chair, Blagoja (Bill) Dimoski <bdimoski@jiu.ac.jp>, with a short description and abstract of their proposal.

Peer Support Group

The JALT Peer Support Group assists writers who wish to polish their papers so they may be published. We are now looking for JALT members interested in joining our group to help improve the quality of the papers of fellow professionals. A paper is read and commented on by two group members, and if you are not confident in your skills offering advice to fellow writers, we have a shadowing system to help you get your bearings. Please email the coordinator <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>.

JALT Journal Associate Editor

The Jalt Publications Board invites applications for the position of Associate Editor of the *JALT Journal*. The Associate Editor will work with the Editor to produce the journal, which is published twice a year in May and November. After being recommended by the Publications Board and approved by the JALT Executive Board, the successful applicant will first serve as Associate Editor (1-2 years) before serving as Editor (2-3 years). The successful applicant will have the following:

1. Previous editorial experience

2. Ability to meet deadlines and handle correspondence
3. A sound background in issues related to language education
4. A master's degree in language education or a related field
5. Seven or more years of experience teaching language, at least four of which have been in Japan
6. Current residency in Japan
7. A JALT membership
8. Experience with JALT Publications

Duties include processing submissions, sending them out for review, communicating with authors and reviewers working with authors to help them improve promising manuscripts, editing the Perspectives section of the *JALT Journal*, and assisting the editor as required. As editor, duties increase to include editing feature articles and the research forum, overseeing all other sections, working with proofreaders and the layout company, and

guiding the publication in accordance with JALT policies.

Candidates should submit the following application materials by email attachment by January 30, 2007.

- A résumé or curriculum vitae, including a complete list of publications
- A statement of purpose indicating both why they would like to become Associate Editor (and later advance to Editor) and their qualifications
- Copies of any recent publications.

Application materials should be sent to both the Publications Board Chair, Kim Bradford-Watts <pubchair@jalt-publications.org>, and the current editor, Steve Cornwell <jj-editor@jalt-publications.org>.

Applicants will be notified of the Board's decision, which is subject to approval by the JALT Executive Board, in early 2007.

Showcase

...edited by Theron Muller <memprofile@jalt-publications.org>

THIS MONTH in Showcase Naoki Fujimoto-Adamson of the Tokyo University of Science, Suwa, writes about what motivated her to apply for a JALT research grant in 2005.

I worked as an English teacher at several junior high schools in Nagano Prefecture in the 1990s. At that time I team-taught with several Assistant Language Teachers (ALTs). As a Japanese teacher of English (JTE) in the team-teaching classroom, I learned a lot from the native-speaker ALTs, but sometimes I had a difficult time. For this reason, I am very interested in team-teaching, especially in junior high school settings. In 1998, after resigning as a schoolteacher, I went to England to study more about

English language education. I received an MA in ELT from Essex University in 2000 and became an EdD student in Leicester University. I am now studying in distance mode in Japan and am writing my thesis about team-teaching.

Despite my interest in team-teaching, since I work as a part-time lecturer, I don't have a research budget. I decided to apply to the JALT Research Grants Committee to receive funding for my team-teaching research. I was fortunately selected as a research scholar and consequently had the chance to present my research at the national conference in November 2006.

Although there are many studies about team-teaching, classroom-based studies are limited. Accordingly, my research focuses on what happens in actual classrooms. I have observed two classrooms in different schools and interviewed three groups of participants: (a) JTEs, (b) ALTs, (c) students. This small-scale study critically compares these classrooms and the opinions of the participants involved.



...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 OUR first report, Steven Nishida and Leslie Ono report on JALT volunteers and presenters who offer expertise to JET Programme new hires. In a report timed for this merry month of year-end parties, Christmas gift exchanges, and New Year card writing, David McMurray encour-

ages poets in our JALT chapters and SIGs to raise their voices and put pen to paper.

JET Outreach kicks off

The 2006 JET (Japan Exchange Teaching Programme) Tokyo Orientations were held on 31 Jul and 7 Aug at the Keio Plaza Hotel in Shinjuku, Tokyo. The event welcomed roughly 3,000 of Japan's newly appointed JET participants, most of whom have been assigned to join the JET Programme's 5,300+ strong ALT teaching force. Immediately following the 3-day event, the newly arrived JETs made their way to the far corners of Japan to assume their posts.

JALT was represented by five volunteers, including three who led four well-attended and well-received workshops that covered key topics including *Teaching in Non-Academic High Schools* and *One-Shot ALTs*. In total, JALT representatives greeted roughly 600 JETs individually, while JALT-sponsored workshops were attended by close to 400 JETs.

Orientation coordinators from CLAIR (The Council of Local Authorities for International Relations) and AJET (The Association for Japan Exchange and Teaching) highlighted JALT's par-

ticipation as "the first time a professional teaching organization was invited to participate in the Tokyo Orientations," a point repeated frequently throughout the event. Though modest in scale, JALT's role in the JET Orientations was an important step toward increased cooperation with the organizing committees. Positive energy regarding JALT's participation was abundant, with many AJET and CLAIR coordinators looking enthusiastically to a closer relationship in the future. Recent talks have focused on (a) JALT contributing to speaker selection for both local and national JET events, (b) possible collaboration between JALT Publications and AJET to produce more professional resources that can be purchased by or distributed to all ALTs, and (c) JALT's future role in the ongoing discussion on professional development for JETs.

At the grassroots level

In early October, with CLAIR's permission, the AJET National Council disseminated information on local JALT activities and events through the JET Prefectural Advisor mailing list. In most cases, prefectural advisors are a JET's lifeline to resources in Japan.

As always, it is up to local JALT chapters to organize events that include presentations, workshops, and discussion segments that cater to teachers from a variety of teaching environments. While chapters and SIGs are not expected to change their schedules for this particular population of teachers, the JET Outreach Committee hopes that local JALT representatives will be prepared to accommodate a potential influx of inquiries and meeting visits from this currently underrepresented group.

Finally, regarding JET membership processing, please remind JETs of the current JET Membership Campaign, which expires in Jul 2007. The campaign offers all current JETs regular membership benefits at a rate of ¥6,500. Also, please encourage JETs interested in membership to use the JALT online membership form. They will be required to provide their JET numbers as well as details on their host institution to verify JET programme participation. Questions and comments regarding JET membership, or JET Outreach more generally, can be directed to <jet-liaison@jalt.org> or <steven.nishida@gmail.com>.

By Steven Nishida, JALT Vice President

Leslie Ono, JALT JET Liaison.

Chapter and verse

Why not try writing something poetic on your *nengajo* to friends, students, and colleagues this year? Your year-end chapter meeting will surely benefit by adding a poetry circle to allow otherwise quiet members to express themselves through a few lines of verse. Your first SIG newsletter of the year would be more welcoming with a few poems penned by readers and editors. I recommend these ideas based on years of seeing the proven positive results obtained by adding haiku to our JALT mix of publications, chapter, and conference events.

Over the years, JALT members have created a body of metrical writing concerning haiku in the classroom. Former editor Lyneve Rappell selected a haiku by Seishi Yamaguchi to grace the cover of the Apr 1996 *TLT*.

Blossoms in the air
unable to stay longer
and still escape time

A year later, the *JALT Journal* ran a research article about why writing haiku should come naturally for us all and how the poetic form is an excellent alternative to brainstorming ideas. Esposito (1997) summarized research studies that seemed to show why writing a few lines of verse comes easily for some composers. Much of Japan's literary canon, drama, traditional music, tea ceremony, and linked verse are based on a common rhetorical pattern. Forming verse in a quiet tone with a slow tempo and lighter mood seems to come naturally to Japanese writers. The rhetoric used by native speakers of English has its roots in verse traced to poets of ancient Rome and Greece. Writers of English through the ages have naturally gravitated to a flowing sentence, wherein a paragraph can be regarded as merely one big sentence.

Haiku is no stranger to the classroom either, notes Carbery (1999) in a My Share column in which she reports having had much success with introducing themes such as Christmas and having students write about themselves in the haiku form of 5, 7, and 5 syllables.

Chapters in Kagoshima, Kitakyushu, Matsuyama, Fukui, Okayama, Omiya, Gunma, and Hokkaido have all held haiku poetry workshops. In Osaka, Peter Duppenenthaler teaches haiku in English to both adult students and a sophomore class at Tezukayama Gakuin University. Ian Willey writes haiku at a Junior College in Kagawa, East Shikoku. Both these JALT members have

published articles in the *TLT*. Jerry Halvorsen and Stuart Walker host university-wide haiku competitions at Sapporo International University and share the results with the Hokkaido chapter. Their students pen poems on colorful posters and recite their poems for peers. The chapter newsletter has run a few articles on haiku, too. In Kitakyushu, chapter officers Dennis Woolbright and Malcolm Swanson have held a similar haiku competition that included students and colleagues from Seinan Jo Gakuin University.

Poetry reading was a welcome addition to the Story Space and Stories, Jazz, Wine, and Cheese events of JALT2005. Tea and Tales at JALT2006 also included poets and bards.

Amid the hubbub of academic presentations and keynote addresses, these impromptu poetry circles let you know you have a soul, and that your fellow conference goers do, too.

Lighting up the eyes of colleagues by sharing a haiku poem at an event or in a newsletter is easy enough to stage. The reason for bringing together people at a poetry circle is to read and discuss poetry. A chapter is a natural meeting place. During a break or after the formal presentation at a regular meeting, ask a few members to reflect on the day, or on how they feel by reading a haiku. Haiku can be found in past issues of *TLT*, in the weekend issue of the *International Herald Tribune Asahi Shinbun*, and at hundreds of sites on the Internet. Start small. Encourage a few poets from among your membership to start waxing poetic. The group can meet for 15 minutes. It is an intense activity, so not much time is needed. The experience can continue the following month, or at a nearby pub if more members really get enthused. See your haiku poem here: <www.asahi.com/english/haiku>

by David McMurray <mcmurray@int.iuk.ac.jp>

The International University of Kagoshima

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...with James Hobbs

<sig-news@jalt-publications.org>



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

SIGs at a glance

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

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

Bilingualism

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

Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website at <www.bsigs.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.bsigs.org>をご覧ください。

Computer Assisted Language Learning

[🔍] technology, computer-assisted, wireless, online learning, self-access [📖] *JALT CALL Journal Newsletter*—4x 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 [📖] *On CUE*—3x year [🗣️] Annual SIG conference, national conference, regional workshops, publications]

Information about what is going on in CUE can be found at <allagash.miyazaki-mu.ac.jp/CUE/>. Check for regular updates on the 15th of each month.

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.tokyo-progressive.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] [✉️]

Thanks for those who came to our events at JALT2006! If you haven't heard, we are an energetic group that shares an interest in learner autonomy issues, both in English and in Japanese. Join the LD SIG and it will give you access to our biannual/bilingual newsletter *Learning Learning* and our quarterly *Learner Development Wired* bulletin, as well as other events and publications. For more information visit <ld-sig.jalt.org/> or contact LD officer Stacey Vye <stacey.vye@gmail.com>.

Materials Writers

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

MW SIG shares information on ways to create better language learning materials, covering a wide range of issues from practical advice on style to copyright law and publishing practices, including self-publication. On certain conditions we also provide free ISBNs. Our newsletter *Between the Keys* is published three to four times a year and we have a discussion forum and mailing list 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] [✉️]

Pragmatics is the study of how people use language. As teachers we help students learn to communicate appropriately, and as researchers we study language in use. This is clearly an area of study to which many JALT members can contribute. The Pragmatics SIG offers practical exchange among teachers and welcomes articles for its newsletter, *Pragmatic Matters*. Find out more about the SIG at <groups.yahoo.com/group/jaltpragsig/> or contact Donna Fujimoto <fujimoto@wilmina.ac.jp>. For newsletter submissions, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>.

Professionalism, Administration, and Leadership in Education

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

Teacher Education

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

We celebrated our 11th birthday at JALT2006 with another fantastic JALT Junior. Did you miss it? Don't worry, JALT Junior 6 will happen in Tokyo next year. If you have ideas you would like to share, please submit a presentation proposal before 27 Apr 2007, through the JALT website. In the meantime, please join our mailing list at <tcsig@yahoogroups.com>. We also publish a bilingual newsletter four times a year, full of more ideas. For information, please visit <www.tcsigjalt.org>.

JALT2006では引き続きJALTジュニアを開催し、この児童教育部会も11周年記念を迎えました。今回見逃した方もご心配なく。来年は東京で実施されます！皆様の参加を歓迎いたします。他の人に伝えたいアイデアをお持ちでしたら、4月27日までに是非発表の企画書をJALTのホームページから提出してください。それ以前でも<tcsig@yahoogroups.com>に連絡いただければ私たちの活動に参加できます。また素敵なアイデア満載の会報も年4回発行しています。興味のある方は<www.tcsigjalt.org>を参照してください。

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 increased the number of people eager to study English as part of their

lifelong learning. This SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <www.eigosenmon.com/tolsig/>). For more information or to join the mailing list, contact Amanda Harlow <amand@aqu.livedoor.com> or Naoko Miki <hinancy705@yahoo.co.jp>.

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

Testing & Evaluation

[🔍] research, information, database on testing [📖] *Shiken*—3x year [👤] Pan-SIG, JALT National [📧][💬]

COLUMN • CHAPTER EVENTS

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...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.

CHRISTMAS PARTY, *bonenkai*, My Share, Potpourri—there's a lot happening this month at chapters around Japan, besides the regular meetings and events. Check and see if something special's going on at a chapter near you. If your local chapter isn't listed, go to the online calendar. There may be late-breaking news.

Akita—Fostering Positive Changes in Students' Beliefs About Learning English by Terri Lee Nagahashi, Akita University. Becoming proficient in English is a challenging task for Japanese university students. Plagued by negative appraisals, low motivation, and an inability to direct and sustain learning efforts, students' progress is often slow. Research has found that the university entrance examination system and the role of higher education are two critical factors that impact students' appraisals, motivation, and progress. Key characteristics of this system and potential strategies for improvement will be addressed. *Sat 9 Dec*

14:00-16:00; Room B103 at AIU (Akita International University); one-day members ¥1000, students ¥500.

Chiba—"I Can See Clearly Now"—Teacher Discovery Through Reflection-on-Action by **Andrew Boon**, Toyo Gakuen University. This presentation will provide a practical demonstration of how two teachers can work together using the supportive and nonjudgmental interactional framework of Cooperative Development (Edge, 2002) or Instant Messenger Cooperative Development (Boon, 2005) to facilitate and sustain reflection on classroom action in order to find new perspectives about their teaching. *Sun 10 Dec 14:00-16:30; SATY Bunka Hall 4F, Room 2, 1 min. walk from Inage Station east exit on JR Sobu Line; one-day members ¥500.*

East Shikoku—Psychometrics in Applied Linguistics by **Ian Isemonger**. After a general survey of how psychometrics is relevant to applied linguistics, Isemonger will focus on instruments that claim to measure various psychological constructs. These instruments are frequently suggested to teachers as a means of profiling students in the classroom so that teachers can assist students with particular problems or needs. This presentation will explain the theory behind such instruments and methods for determining their validity, so as to enable teachers to make better choices. *Sat 16 Dec 13:00-14:30; Kochi Women's University, Eikokuji Campus, Kochi City, Dai-ichi kaigishitsu (Meeting Room 1), F1 of administration building (10 meters from main entrance), 5-15 Eikokuji-cho, Kochi City; one-day members ¥500.*

Fukuoka—Oral Communication Strategies for Japanese EFL Learners by **Yasuo Nakatani**, Nakamura Gakuen University. This workshop explores the applicability of Oral Communication Strategies (OCS) in order to improve Japanese EFL learners' proficiency. First, Nakatani will describe and demonstrate how OCS can be used to help learners develop their interaction skills. Participants will then experience a scenario activity that facilitates learners' firsthand use of OCS. A discussion on the effective organisation of the strategic training will follow, with hints on how to create effective lessons. *Sat 2 Dec 19:00-21:00; Fukuoka Jo Gakuin Tenjin Satellite Campus, 9F, Tenjin 2-8-38, Chuo-ku, Fukuoka-shi; one-day members ¥1000.*

Hamamatsu—Our Best Teaching Experiences from 2006 by Everyone. We would like to share our best moment, method, syllabus, student(s), game, and more in our teaching. Everyone at the venue will be encouraged to report on their best teaching experience. You can remain silent and just listen to others but if you have something positive, then let's share. As usual at this time of the year, we will have a special (Christmas) lunch party after the meeting. Everybody is welcome. *Sun 10 Dec 10:00-12:00; Hamamatsu, ZAZA City Bldg. Palette, 5F, Meeting Room A; one-day members ¥1000.*

Ibaraki—1) Enhancing Language Learning Awareness: An Orientation Workshop for College Students; 2) JALT—History, Relations with Domestic & International Organizations, Challenges by **Steve Brown**, JALT President. This presentation for teachers will report on a workshop with incoming college students. Participants will try things to evaluate their effectiveness in their own situation. The second part will be about the functioning and prospects of JALT. Afterwards, join us at a nearby restaurant for our annual Christmas Party / *Bonenkai*. Don't forget to bring an inexpensive exchange gift. *Sun 10 Dec 13:00-17:00; Chuukozashitsu No. 1, Kennan Shogai Gakushu Center (Ullara Bldg. across from Tsuchiura Station); one-day members ¥500 yen.*

Kobe—Chapter Potpourri Meeting and Bonenkai. **Hiroko Hirouchi** and **Wakako Fujita** will present *A Case Teaching of Medical English*, looking at how ESP is taught in the Nursing Department at Sonoda Women's University. **Nihei Nagaki** will present an overview of Kobe Senior Citizen's College (Silver College) and Shiawase no Mura. **Brent Jones** will introduce his research into instructional design as related to L2 teaching. Please join us for our annual *bonenkai* afterwards. *Sat 16 Dec 16:00-18:00; Kobe YMCA, 2-7-15 Kanocho, Chuo-ku, Kobe, t: 078-241-7204; one-day members free.*

Matsuyama—Understanding the "New" TOEIC Test by **Eri Okura**, Oxford University Press. The recent changes to the TOEIC have significant implications both for students, and educators running test preparation courses. This workshop will walk participants through the new test format, clarifying the main changes and highlighting the implications for test takers and teachers. It will also present some approaches to overcoming

the problems Japanese learners are likely to face. *Sun 10 Dec 14:15-16:20; Shinonome High School Kinenkan 4F (Parking NOT available); free for all.*

Miyazaki—2006 Miyazaki Mini-Conference on Language Teaching and Learning —Working Together: Starting from Your Classroom by **Matthew Apple, Scott Bingham, Steve Davies, Russell Fauss, Terry Fellner, Roberta Golliher, Mike Guest, Anne Howard, Debra Occhi, Et-suko Shimo, Rick White, and Junko Yamanaka.** Co-sponsored by the JALT Learner Development Special Interest Group. *Sat 2 Dec 9:30-17:30; Miyazaki Municipal University; one-day members ¥2000, students ¥500.*

Nagasaki—Make it Strange: “Defamiliarization” in the Language Classroom by **Richard Hodson,** Nagasaki College of Foreign Languages. Part of the challenge of being an English teacher is making the language more accessible and familiar. Hodson will suggest that it might actually be worth making it stranger sometimes! Artists and writers often use *defamiliarization* to shake up our perceptions of the world. We will look at practical ways a similar approach can defamiliarize language learners, helping students to read more actively and write more creatively. See <kyushuelt.com/jalt/nagasaki.html>. *Sat 16 Dec 14:00-16:00; Dejima Koryu Kaikan, 4F; one-day members ¥1000.*

Nagoya—My Share. Come to an open microphone end of the year JALT where anyone in the audience can share their favorite lesson ideas, a TESL research topic, or a report of their favorite presentation from JALT2006 in Kitakyushu. *Sun 10 Dec 13:30-16:30; Nagoya International Center 3F, Lecture Room 2; free for all.*

Okayama—Setting up an Extensive Reading Programme by **Simon W. J. Thornley,** Sanyo Gakuen University. Thornley will address some practical issues involved in establishing an extensive reading (ER) programme. The presenter will draw from his own experience: from private classes to extensive reading within university curricula. Communicating the benefits of ER, investing in books and their administration, introducing students to unfamiliar study methods and expectations, monitoring progress, and using tests to determine initial reading level will be covered. Our annual *bonenkai* will follow. *Saturday 16 Dec 15:00-17:00; Sankaku A Bldg. 2F (near Omotecho in Okayama City); one-day members ¥500.*

Omiya—My Share and Bonenkai by members and guests. My Share is a time when the members themselves take centre stage to present ideas, techniques, games, and activities that have worked in their teaching situation. My Share is a great way to learn from others’ teaching successes. Please bring about 25 copies of a handout of your presentation. My Share will be followed by a *bonenkai* (end of year party) at a local *izakaya*. *Sun 10 Dec 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit), map <jalt.org/chapters/omiya/map.htm#sakuragi>; one-day members ¥1000, free if presenting.*

Sendai—JALT Reports and Bonenkai. Details to follow. *Sun 17 Dec 14:00-17:00; Sendai Mediatheque, map <www.smt.city.sendai.jp/en/info/access/>; one-day members ¥1000.*

Toyohashi—Photographs and Memories: A Fun and Effective Way to Use Memorabilia in the Conversation Classroom by **David Kluge.** The presenter has integrated memorabilia as an ongoing activity into his conversation textbooks for 10 years. He will describe the system he uses, show student examples, and let the audience experience the power of this extremely effective and popular tool. HOMEWORK: Each participant should bring one piece of personal memorabilia (a photograph, pamphlet, ticket, etc.). The meeting will be followed by our *bonenkai*. Everyone is welcome. *Sun 10 Dec 13:30-16:00; Aichi University, Bldg 5, Room 543; one-day members ¥1000.*

Yamagata—American Kids Raised in Japan: Bilingualism and the Self-Identity Issue by **Steve Ryan,** Yamagata University. This presentation will discuss the presenter’s experience of raising three all-American kids in Japan. He will discuss the effect of becoming bilingual and bicultural as well as his thoughts on the Japanese public education system in general. Finally, he hopes to address what he believes are misconceptions in Japan regarding the self-identity of kids raised in cultures outside of their own nationality. *Sat 2 Dec 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15, t: 0236-45-6163; one-day members ¥800.*

Yokohama—Hyper-Reading by **Matt Sparling.** Not *hyper* as in excessive, *hyper* as in Internet hypertext. We’ve tried to manipulate classroom text into quasi-conversational collaborative activities. They encourage interaction among younger

learners who are ready to read but without the foundation to hold simple conversations. I'll explain the concept and show a short video clip of my own class. Then everyone will try out the exercises. After that, I'll go over follow-up work and

assessment possibilities. *Sun 10 Dec 14:00-16:30; Ginou Bunka Kaikan [Skills & Culture Center] (near JR Kannai & Yokohama Subway Isezakichojamachi), details and map <yojalt.bravehost.com>; 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.

Akita: September —Assisting Learners: One ALT's Experience by **Mike Plugh**. Plugh is not your typical JET teacher. To begin with, he's 35, almost 10 years older than the norm. He introduced the JET program in general, and his own place in particular. He is an ALT at Akita Minami High School, a SelHi, or *Super English Language High School*. Being an ALT means different things for different people. With few standardized guidelines about how an ALT is to be used, schools are left to build relationships with their new foreign ALT on their own. For this reason, the range of ALT experiences is vast and varied. Plugh shed light on some of these experiences and the things he's learned about feelings on both sides of the team teaching system. The main focus, however, was on his teaching experience. There was discussion of the future of the JET program. Plugh also revealed that 35% is the passing grade for a high school student!

Reported by Stephen Shucart

Gunma: September —Use of Literacy Autobiographies in Narrative: A Reflection on Bilingual Development by **Yutaka Fujieda**. Fujieda discussed the possibility of using autobiographical information in language learning classrooms and in research. Three advantages to using autobiographical information are to help: 1) writers reflect on their own language learning experiences and strategies, 2) readers increase awareness of

their language learning process, and 3) readers know how other learners achieved their language development. By using a literacy autobiography, he was able to reflect on his own learning experience and review his personal biliteracy development in English and Japanese.

Then Fujieda put participants in small groups and led them to reflect on their own reading and writing development in a second language they had studied. Participants first wrote about their personal major literacy events at home and school, and then described what happened during those events. Participants were from various backgrounds, and while many had different learning experiences, some had similar ones, leading to active discussion.

Reported by Natsue Nakayama

Hiroshima: September —Student Resistance by **Keiko Sakui**. Sakui examined the universal and perennial topics of student resistance and classroom management. She outlined her belief that teachers not only need to know their subject inside out, but need to know how to work a class. The 'hidden curriculum' of understanding how to balance all the individuals' needs and wants, and nurturing this over a period of time, is just as essential as their academic learning. Group discussion identified many forms of active and passive student resistance. The serious personal problems the teacher might face at work as a result of resistance were also highlighted.

Sakui suggested that we should keep four things in mind: firstly, presenting manageable goals; secondly, encouraging whenever possible; thirdly, setting your stall as a teacher from the very beginning; and finally, balancing your academic output with good social management. Understanding students as people in the wider social context, and not simply labeling them is essential for self-esteem for both parties and the atmosphere in which learning thrives.

Reported by Ewen Ferguson

Kitakyushu: September —*Short-Term English Immersion Courses in a Japanese High School* by **Lynda Batty**. Batty is a strong believer in immersion language programs and feels that the Japanese education system still relies too heavily upon translation in teaching English because of the pressure to cover the curriculum quickly. While the British system of regular inspections to ensure quality teaching may be too rigorous, she does feel that language teaching in Japan should have more accountability and finds that in the *Super English Learning High School* (SelHi) program.

After discussing various approaches to autonomous learning, such as *visual audio kinesthetic*, *multiple intelligences*, and *multi-sensory* and their success in involving students actively in learning, Batty went on to outline the SelHi goals, which include recognizing the importance of English, integrating it into other subjects and enabling students to use it after a three-year period of study.

Batty's students at Seinan Women's University Attached High School use a textbook in combination with progress sheets, for which they are tested regularly. While stressing that the recipe for immersion includes a lot of careful preparation and supportive staff, the videotaped class activities were a testament to the success of the SelHi three to five-day themed intensive English courses.

Reported by Dave Pite

Miyazaki: September —*Portfolio Fun! Cooperative Assessment Through Sharing Learning Processes* by **Matthew Apple** and **Etsuko Shimo**. The use of learner portfolios is increasing in both English L1 and English L2 contexts. Apple and Shimo began their presentation by carefully distinguishing between various types of portfolios, and then by considering which items are appropriate for inclusion in portfolios. They demonstrated how to assess portfolios by both holistic and analytic trait methods, and discussed the links between portfolios and cooperative learning. Participants were then invited to examine several sample portfolios, and to discuss the use of portfolios in their own classrooms with particular reference to objectives, classroom activities, and their current assessment tools. The consensus of opinion was that portfolios do indeed have many advantages over 'conventional approaches.' In particular, learners are empowered by taking control of their own learning, and by assessing their own strengths and weaknesses through critical self-reflection.

Reported by Steve Davies

Nagasaki: September —*Versatile Video iPods as Classroom Tools* by **Bill Pellowe**. Pellowe introduced both pedagogical applications and technical aspects of this technology, well supported by engaging examples and detailed handouts. Not only did he demonstrate some practical uses, but told neophytes what cables to buy; how to set up software; all about iPods and accessories; how to use photos, slideshows, and videos; where to get images; and the whats, wheres, and hows of podcasts—all peppered with hints and entertaining examples.

Reported by Melodie Cook

Nagoya: September —*Moving Up With Music* by **Patrick Jackson** and **Brian Cullen**. Singer and songwriter Cullen, *Potato Pals* author, and Jackson talked about ways to write and use songs and stories with kindergarten and elementary school students. *Potato Pals* is a series of EFL storybooks for children. Jackson introduced *ePotato Pals F Songs*, and Cullen played the guitar while encouraging participants to sing and move together after him. He showed enlarged pictures from *ePotato Pals F*, so that all the participants might know the story and follow him easily. He advised us to use old popular songs changing their lyrics for kids to memorize easily. Cullen showed how to write chants and songs for children, also useful for older students in junior and senior high schools, university, and beyond. He gave some tips to make songs and poems and let each group make one according to a selected theme. Members of each group showed the chant or song of their own making with gestures and dances.

Reported by Kayoko Kato

Shinshu: August —*English for Young Learners* by **Akemi Takagi**. Takagi, a Matsuka Phonics Seminar Instructor, presented teaching techniques focusing on young learners and how to prepare them for phonics lessons. Activities concentrated on listening to reading as well as emphasis on correct pronunciation. The ideal age for Japanese children to learn phonics is between nine and eleven years old, so it was suggested that the students repeat a lot *before* phonics to help build up the small motor skills necessary to produce correct speech.

Non-verbal communication skills were introduced; approximately 65% of all communication uses gestures, facial expressions, and body language as the means to get the meaning across.

Prosody was explained as the rhythm, pitch,

tempo, and stress and voice quality in verbal communication and songs and chants (titles) provide non-threatening fun. Simple cadences such as “Rain, rain, go away” that can be repeated in unison in large classes were introduced, a pair work/role-play version of the Aesop’s fable “The Boy Who Cried ‘Wolf!’”, and finally an English language version of *Ame ni mo makezu* (“I Will Not Give in to the Rain”) by Kenji Miyazawa were demonstrated.

Reported by David Ockert

Yokohama: October —*The Song of Myself: Haiku in the EFL Classroom* by Trudie Heiman. Heiman uses *haiku* in her writing curriculum to practice process writing skills including thesaurus work, drafting, and rewriting. Students counting syllables for haiku 5-7-5 lines also improve pronunciation as they become aware of how one syllable can be expressed in multi-letter groups. Heiman observed moreover that writing haiku fosters personal feelings of pride and positive accomplishment, and haiku as an international

poetry genre illustrates to students the flow of culture across national boundaries, from Japan to the world and vice versa. Participants emulated students in a step-by-step workshop, as Heiman introduced linguistic “appropriacy” with corpus data.

Two other poetry forms were explored: cinquains (a five line stanza) and diamantes (diamond shaped poems <www.readwritethink.org/materials/diamante/>). For haiku, participants counted syllables in a model haiku; brainstormed 30 seasonal words in a box, including colors, feelings, sounds, images, emotions; made first drafts; checked the thesaurus for synonyms in a grid; wrote a second draft; and then moved chunks of words around dynamically for a revised third draft. Finally, showing as opposed to telling techniques were polished: I walked with my boyfriend = hand in hand. For more haiku techniques see Reichhold (2000) <www.ahapoetry.com/haiairtjr.htm>.

Reported by Renata Suzuki

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/>

Advice for Interviewing

Derek DiMatteo

INTerviewing CAN be intimidating, especially if you are new to the job market or returning to it after several years of steady employment. Here are a few tips, gathered from members of the JALT community, that can help you be more successful at your next interview.

Get organized early—this means putting everything into your briefcase ahead of time. In addition to your portfolio, bring extra resumes and extra copies of your publications. Not only could there be extra people at the interview who might not have received a copy (or forgot to bring a copy), but you might need to refer to them yourself. You should bring copies of any other documents requested by the institution, as well as your *gaijin* card. However, if you decide to bring extra materials (e.g., lesson plans or a video) not requested by the search committee, don't expect them to read or watch them at the interview.

Dress professionally—you can get away with business-casual attire for a conference presentation, but that won't impress anyone at an interview. And don't use strong smelling oils, perfume, cologne, or aftershave. Dressing well should make you feel more confident and help you relax.

Be personable—professional, conservative attire shows respect and politeness, while your words and mannerisms show your personality. The interviewers are interested not only in your CV but also in you; however, don't get too familiar.

Know the location—make sure you know exactly where you need to go, and get there a little early. If possible, actually visit the site a day or two beforehand. And if someone will meet you or pick you up, confirm the meeting place ("at the station" isn't specific enough) and get an emergency contact number.

Know the position—try to gain more than just passing knowledge about the institution, department, and position you are applying for. This will help you speak more intelligently about what you can bring to them, and will help when you are invited to ask questions of the interviewers. But when asking questions at the first interview, avoid asking about perks and conveniences (e.g., salary, copy machines, offices).

Know yourself—take stock of your own skill inventory and experiences (e.g., by creating a teaching portfolio). Preparing for a job search is a good time to reflect on strengths as well as weaknesses. This is essential for making the actual interview flow smoothly.

Be straightforward—during the interview, it's important to answer questions directly. Naturally, you should present yourself, your skills, and your experience in a positive light; however, you should always stick to the question, even if it addresses an area of weakness for you. It's better to be upfront than to seem disingenuous about what you can and cannot do well (i.e., don't try to cover up a weakness by referring to skills and experience that are irrelevant to the question that was asked). And don't mumble—speak loudly and clearly.

Be respectful—it reflects negatively on you when you criticize or trash past employers or coworkers. An interview is not a therapy session. Likewise, it is impolite to ask about internal politics and individual personalities at the institution you are applying to.

Anecdote

Finally, I'd like to share an anecdote because sometimes a good anecdote can be as enlightening as a whole list of advice.

I was interviewed at a job center at a conference. It was the type of interview with two interviewers, one Japanese and one foreign, which creates a whole set of different dynamics, too numerous to go into here. In any case, we soon reached the "can you speak Japanese" part of the interview. The Japanese man asked (in Japanese), "Do you have any children?" I answered, "Yes, I have a daughter." The foreign teacher asks his follow-up question (also in Japanese), "Is your child a boy or a girl?" I answer, in Japanese, "My daughter is a girl." I knew better than to smirk at the Japanese professor while saying this. To this day, I do not know if the foreign teacher simply made a mistake, or if he was testing my Japanese ability, but never in my life had I thought I would ever have to utter, "My daughter is a girl."

Thanks to all the JALT members who contributed anonymously to this month's column.

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: Saitama-ken and Chiba-ken

School: Shumei Gakuen

Position: Full-time English teacher

Start Date: Start of each term

Deadline: Ongoing

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

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COLUMN • CONFERENCE CALENDAR

...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 Dec is the deadline for a March conference in Japan or an April conference overseas.

Upcoming Conferences

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:** <twm.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—Second International and 38th ELTAI Annual Conference: *English for Today and Tomorrow*, in Chennai, India. **Contact:** <eltai_india@yahoo.co.in>

24-25 Feb 2007—Third CamTESOL Conference on English Language Teaching: *Internationalising ELT*, at Royal University of Phnom Penh, Cambodia. Normally, more than a quarter of the participants and over two-thirds of the presenters are from outside of Cambodia. The conference

language is English. **Contact:** <www.camtesol.org/index.html>

9-11 Mar 2007—TESOL-Spain 30th National Convention: *Content and Language Learning—Two Birds, One Stone*, in San Sebastián. **Contact:** <www.tesol-spain.org/convention2007/>

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. **Contact:** <elia@siff.us.es>

15-17 Mar 2007—13th International TESOL Arabia Conference: *Celebrating Best Practice in English Language Teaching*, in Dubai, UAE. **Contact:** <tesolarabia.org/conference/>

21-24 Mar 2007—41st Annual TESOL Convention and Exhibit (TESOL 2007), in Seattle, USA. **Contact:** <www.tesol.org/s_tesol/sec_document.asp?CID=1244&DID=6071>

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/>

30 Mar-1 Apr 2007—GLS 2007: *Language and Globalization: Policy, Education and Media*, at Georgetown University, Washington, DC. **Contact:** <www.glsconf.com/>

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>

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.aaal.org/aaal2007/index.htm>

5-6 May 2007—24th ROC English Language and Literature Conference: *Life-Long Learning: Creative Approaches to Fostering Autonomous Learning*, in Taipei, Taiwan. **Contact:** <wsconf@nccu.edu.tw>

12-13 May 2007—Sixth 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>

9-11 Jun 2007—29th Language Testing Research Colloquium of the International Language Testing Association: *Exploring Diverse Methodologies and Conceptualizations in Language Testing Research*, in Barcelona, Spain. **Contact:** <www.iltaonline.com/ltrc07/index.htm>

14-16 Jun 2007—Second 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:** <staf.uum.edu.my/tleia2/index.html>

27-29 Jun 2007—Third Symposium on Language Policy: *Linguistic Diversity and Welfare*, in Toluca, Mexico. The purpose of the symposium is to identify and analyze relationships between language, human resources, and welfare. **Contact:** <ianua.cele.unam.mx/politicaslenguaje/indiceEn.php>

27-30 Jul 2007—Third Corpus Linguistics Conference, at the University of Birmingham, UK. **Contact:** <www.corpus.bham.ac.uk/conference2007/index.htm>

13-14 Oct 2007—First Annual Japan Writers Conference, at Ochanomizu University, Tokyo. **Contact:** <jwconference1@aol.com> <jwconference@yahoo.com>

Calls for Papers or Posters

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)—Fifth 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:** <journals.cambridge.org/action/displayMoreInfo?jid=LTA&type=ifc>

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、連絡先および語彙数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the co-editors.

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

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

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

Send as an email attachment to the Book Reviews editor.

書評: 本や教材の書評です。書評編集者 <pub-review@jalt-publications.org> に関合わせ、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、JALTIC、より活動的に参加するように働きかけるものです。1,600字程度で、毎月15日までに送り下さい。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 within an email message to the Conference Calendar editor.

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

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The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

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

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

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

Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000
- Student rate (undergraduate/graduate in Japan) 学生会員 (日本にある大学、大学院の学生): ¥6,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members 団体会員 (5名以上を対象とし、JALT出版物は5名につき1部): 1名6,500円

For more information please consult our website <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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Old Grammarians...

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

Japanese traffic



I'M STUDYING JTSL—Japanese Traffic as a Second Language. By this I don't mean to look down on Japanese drivers. Drivers are just as bad where I come from in the US, where some individuals drive trucks the size of suburban townhouses and interpret *rule of law* to

mean *Rule: I am the Law*. (This mentality must come from living in a country with a very large defense budget.) And perhaps everyone can think of a city or country they've been to where the drivers are particularly atrocious (I started keeping a living will after one taxi ride through Bangkok).

But in Japan, bad driving is expressed differently. Rather than violent road rage over there, here we see a lot of Road Reticence, a buffer of mutual indifference among drivers that is evident in behavior such as vehicles stopping at intersections with no stop signs, or traffic backing up for several kilometers without a single horn honking.

Honking is actually a good example of a driving skill requiring second language awareness. A honk can be interpreted in several ways, ranging from "I'm parked over here in the shade, honey; bring the shopping cart this way," to "If you cut me off again I'll defibrillate your skull with your own jumper cables!" Several clues can help you decipher other drivers' honks of the horn. One is length of time. A short tap often means only a minor call to attention and indeed could even be taken as a gesture of friendship: "Hello, there. Remember me? I'm the driver who was in this lane before you!" However, a longer stretch of time on the horn—say two days and nights outside your bedroom window—usually conveys a more serious message.

Another factor in honking is context. A man driving around the block, honking and waving

salaciously at you as you sit in a sidewalk café, probably has no immediate traffic concerns. (What he actually has in mind is the subject of another column.) On the other hand, if the same man is lying comatose with his head wedged in the spokes of his steering wheel after you've just broadsided him in an intersection, he most likely has serious issues with your driving that need addressing. Personally, I find that people honk at me most often when I'm waiting for a blue traffic light to turn green.

One final factor in horn honking is tone. A high-pitched, single-tone horn declares "I have a small car of no significance—please ignore my attempts to merge." A deeper two-tone horn usually says "I have a vehicle of great size, weight, and cost; get the hell out of my way." And finally, a horn that plays a Sousa march or La Cucaracha tells you "I am trying to appear cool, but I regret spending my savings on this novelty horn, because in reality it elicits only laughter from other drivers."

One major driving obstacle I've met in Japan is the width of its roads. Japan's cars are getting bigger and bigger, but its roads aren't keeping up. Either that, or certain Japanese telephone poles have a suicidal proclivity towards planting themselves in the middle of the street. When you get two cars going in opposite directions on some of these roads you often have to make a split-second choice between doing a *rearview mirror high-touch* with the other driver on one side, or stripping somebody's house paint with your bumper on the other.

Perhaps the most thoughtful position to take about driving in Japan—apart from the crash position—is that of people standing in line for Space Mountain at Disneyland. You know there's going to be a lot of crowding and waiting, but once you're strapped down and you start moving, you're sure to have a twisting, turning, thrilling ride. As the amusement park attendants always say (it's in their contract—they have to remind you), "Have fun!"