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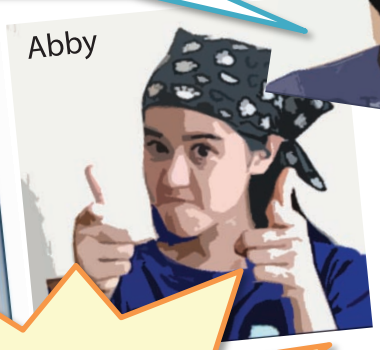

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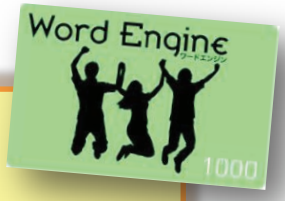

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In this month's issue . . .

WELCOME to the final *TLT* issue of 2009 hot on the heels of a fantastic 35th JALT annual conference in Shizuoka. After two years in Tokyo it was quite an undertaking to move the event, albeit not very far, and on behalf of all *TLT* staff I would like to extend a sincere thank you to all of the organizers, presenters and participants who made this year's conference such a success.

As 2009 comes to an end we finish off the year with a scintillating selection of articles to take us into 2010. In this month's *Reader's Forum*, **James McCrostie** starts us off by presenting an insight into "Ghostwritten textbooks," arguing that this common practice ultimately has a negative impact on textbook quality. **Michael Dailey** then looks at drama-based English activities through his article "Acting out: A one year drama class to increase participation." We then turn to **Eucharia Donnery** and **Yuka Kusanagi** for a report of the 2nd International Association of Performing Language (IAPL) which recently took place in Canada, and finally, **Myles Grogan** reports on the growing JALT Extensive Reading (ER) SIG and updates us with a documentation of their recent activities.

In *My Share*, **Annie Menard** introduces "A great ice-breaker" and **BK Cottle** shows how to use a "Simple psychology test" in the language classroom. In *Wired*, **Henry Foster** showcases the process of "Building learner-generated vocabulary logs with Quizlet" while in this month's *Book Reviews*, **Mark Rebuck** provides and evaluation of "An A-Z of Common English Errors for Japanese Learners."

Finally, as this is the last issue of 2009 I would like to wish everyone a merry Christmas and a Happy New Year. With your help and assistance I look forward to making 2010 a great year for TLT!

Damian Rivers
TLT *Coeditor*

静岡での第35回年次大会の熱気が残る2009年最終号へようこそ。東京で2年間開催され、その後少し移動して行われた今大会でしたが、無事大成功を収めましたことを受け、すべての*TLT*スタッフを代表し、主催者の皆様そして参加者の皆様に心より感謝の意を表したいと思います。2009年の終わりを締めくくるのにふさわしい、卓越した記事の数々をご紹介しましょう。

今月の *Readers' Forum* では、James McCrostie がゴーストライターの書いたテキストブックに関する考察を寄せ、この慣習はテキストブックの質に最終的には好ましくない影響を与えていると論じます。Michael Dailey は、「Acting　out— 1 年がかりの、参加を促すドラマ授業」という論文で、ドラ

TLT Coeditors:
Jerry Talandis Jr. & Damian Rivers

TLT Japanese-Language Editor:
Mihoko Inamori

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マ仕立てのアクティビティーについて概観します。Eucharia Donnery と Yuka Kusanagi は最近カナダで開催された第2回IAPL会議のリポートを寄せ、そして Myles Grogan は発展しつつある JALT多読(ER)SIG について、その最近の活動も交えて報告しています。

My Share では、Annie Menerd が素晴らしい会話の口火を切る方法を紹介し、BK Cottle は語学クラスで単純な心理テストを使用する方法を提示しています。*Wired* では、Henry Foster が「Quizlet で学習者が作成するボキャブラリー・ログの作り方」の過程を示し、*Book Reviews* では、Mark Rebuck が『日本人英語学習者によくある間違い A-Z』について概観します。

今年最後の号を、いよいよ締めくくりたいと思います。メリークリスマス！ どうぞ佳いお年をお迎え下さい。来る2010年が*TLT*にとって実り多き年となりますよう、ご支援よろしくお願い致します。

Damian Rivers
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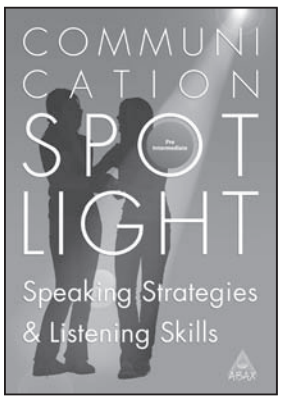

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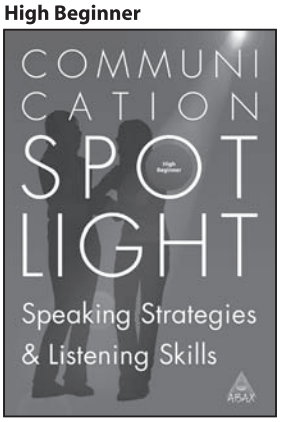

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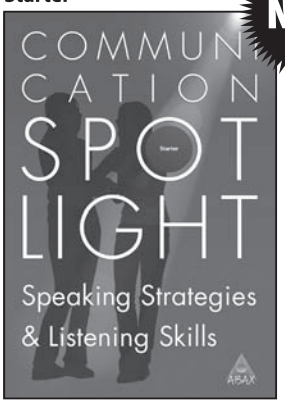

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Ghost-written textbooks

James McCrostie
Daito Bunka University

Keywords
ELT textbooks, ghostwriting, textbook quality, ELT publishers

Ghostwriters are a common but hidden part of ESL/EFL textbook publishing. This paper gives examples of the many forms ghostwriting takes, outlines how the practice exploits ghostwriters, and discusses whether or not ghostwriting constitutes plagiarism. While often dismissed as a victimless crime, the use of ghostwriters has a negative impact on textbook quality.

ゴーストライターは、隠れた存在ではあるが、ESL/EFL　テキスト出版ではありふれた存在である。本論では多くの例を挙げ、ゴーストライター利用の慣例について概説し、盗用にあたるかどうかを検討する。被害者なき犯罪としてしばしば見過ごされがちではあるが、ゴーストライターの利用はテキストブックの質にネガティブな影響を与えている。

Ghosts haunt our English classrooms. Virtually all the major publishers use ghostwriters to produce at least part of many English textbooks. Like shape-shifting spirits, ghostwriting takes many forms. Sometimes a famous name on the cover replaces the name of the actual author who might receive some form of recognition on the inner pages. Another form occurs when one famous author is listed on the cover in large type, with the names of the co-authors who did most of the writing in much smaller type. Famous names also get placed prominently on book covers even when they only worked as editors or consultants.

It is impossible to determine what percentage of English textbooks ghostwriters write. While investigating this topic, I conducted interviews with 11 textbook authors and publishing company employees working in Japan and the United States. The majority of these insiders had ghostwriting experience and while all admitted that ghostwriting is widespread, no one wanted to be quoted by name.

Should teachers and students care who writes the textbooks? The practice should be of concern because it exploits those authors doing the real work, sometimes gives undeserved prestige to a few brand name authors, and because it borders on plagiarism.

A common practice

The multi-level textbooks released by major publishers seem to make the most use of ghostwriters. Major companies I found evidence of having published ghostwritten ESL textbooks include: Cambridge University Press, Heinle Cengage, Macmillan, McGraw Hill, Oxford University Press, and Pearson Longman. According to an editor working for one of the companies associated with a famous British university, multi-level courses require armies of editors and freelance writers. A publishing company typically commissions a big name in TESOL to act as the general. He or she designs a syllabus and produces a draft chapter or two. A platoon of privates then writes all the student books, teacher manuals, workbooks, and other materials required for a big textbook series. Of course the famous name gets printed in big type on the cover, even if they only assisted with the project and let others do most of the grunt work.

In other cases, a famous author writes the first book in the series. But due to time constraints the publisher hires freelancers to produce the rest of the series. According to one author with ghostwriting experience, buyers of books have to beware and check the quality of the last book in any series extra carefully.

Spotting the ghosts

While it is not easy to identify ghostwritten textbooks, it is not always impossible either. Reading the fine print can provide clues. I will discuss four examples – not because they are automatically bad textbooks, but because they show some of ghostwriting's common forms.

Longman's *Worldview* series (Rost et al., 2005) plasters Michael Rost's name on the cover first, followed by the names of the other authors in smaller type. Since Rost's name is printed first and in a larger font size, it would not be unreasonable to assume that he wrote the book. However, he only acted as the series editor and is credited as such on the back cover. In one interview, whenever Rost was asked questions about being the author of *Worldview* he referred to himself as the editor but failed to explicitly correct the misunderstanding (McBennett, 2004).

The fine print in Macmillan's *Synergy* series proves similarly revealing. The books' covers credit five authors with Adrian Tennant and Clyde Fowle listed first. However, the inside back cover lists Tennant and Fowle only as contributors of "additional material" (Tennant et al., 2006).

The fine print on the inside cover does not always indicate the contribution of ghostwriters. For example, the second book in a listening series published by Heinle has only the single name of a famous TESOL textbook author and professor on the cover. Nothing in the fine print gives any indication that this person was not the only author. However, according to a freelance writer I interviewed who is familiar with the textbook, the real author is one of the publisher employees.

Even textbooks that are not part of a series make full use of ghostwriters. The main author of a listening and speaking text explained how the process worked for his book on condition of anonymity. His graduate supervisor (a professor with Dr. before his name and the author of more than 30 textbooks) was hired by a minor American publisher to write a textbook. The professor wrote two chapters and hired his MA student to write the remaining ten. Editors ended up cutting two of the chapters, including one of the professor's. On the cover of the published book the professor's name was printed first in type four times as large as the graduate student's name.

Exploiting the ghosts

Ghostwriters must accept not only seeing their name in tiny type on book covers but also paltry paycheques in their bank accounts. Too often the publishing companies exploit ghostwriters as cheap labour. In many cases, however, inexperienced authors readily accept the exploitative nature of their inferior ghostwriter status, and many feel fortunate to have the opportunity for their work to be associated with a famous author.

As one MA student with ghostwriting experience explained, "I was just happy to list a textbook on my CV. If putting my supervisor's name first on the cover sells more books, I can live with that." However, in this grad student's case the professor had convinced the publishing company to give the student an advance and agreed to divide royalties equally. Such deals are atypical. Ghostwriting compensation packages get negotiated on a case-by-case basis; usually ghostwriters only receive a one-time payment. Whether a ghostwriter's name even gets printed on the cover is a point that ghostwriters must negotiate with the publisher. The authors and publishers I talked to said ghostwriters make very little money but allow themselves to be exploited to get a foot in the door of the textbook writing field. According to one publisher employee, "All I can say is that ghosts let themselves be exploited in order to learn the craft of creating a book. They make very, very little money on the deal."

Naturally, not all ghostwriters are satisfied with the experience. One ghostwriter quit writing commercial textbooks explaining, "I suppose if I kept gnawing at the bones the publishers threw me I could work up the ladder. But how can I compete with Dr. Famous who just throws together a syllabus and the publishing company hires a bunch of fresh faces to write the book?"

Teachers should be concerned about ghostwriting because it all too often means the exploitation of the freelance writer. Ghostwriters often fail to receive an entirely fair share of compensation, whether it is paid in cash or praise. Publishers exploit the ghostwriters' willingness to work cheaply. As we shall see, famous authors frequently exploit ghostwriters to build their own reputations. In doing so they hurt the credibility of TESOL as an academic discipline by indulging in a practice verging on plagiarism.

Is ghostwriting plagiarism?

The use of ghostwriters by commercial English textbook companies is a dark secret shared by other academic disciplines. For example, somewhere between 11% and 50% of the articles on pharmaceuticals published in major medical journals supposedly written by scholars are actually ghostwritten by researchers employed by pharmaceutical companies (Jirik, 2006). Furthermore, several famous scholars have recently had their reputations tarnished by ghostwriting and plagiarism scandals including: Harvard Law school professors Charles Ogletree and Laurence Tribe, Yale Law professor Ian Ayres, and historians Doris Kerns Goodwin and Stephen Ambrose. But, does what one textbook author I interviewed referred to as "the commercial chicanery" of ghostwriting deserve a scarlet letter *P* for plagiarism?

Failing to fully acknowledge contributions

A number of conditions must be met for ghostwriting to constitute plagiarism. The first condition is the failure to fully acknowledge contributions. A university professor would condemn a student who paid someone to write most of an essay without properly acknowledging the contribution as guilty of one of academia's most heinous crimes. When that same professor uses a ghostwriter to produce a textbook, it is dismissed as an innocent form of marketing.

Benefiting from the deception

Plagiarism also requires the person claiming authorship to benefit from the deception. In the case of ghostwritten textbooks, the benefits for the famous names involved are clear. In addition to direct monetary gain, they also profit from the prestige of having people assume they wrote the textbook. Placing the famous name first, even when others did most of the writing, helps the big names in ESL secure and maintain their voice of authority as leaders in the field. Several big names in the English teaching field try to cultivate a kind of celebrity status for themselves. An important part of the process is being associated with various textbook series. Thus, ghostwriting can strengthen the authority and prestige of a few leaders in the field of TEFL to the detriment of the lesser-known authors who receive less than their fair share of the credit (Martin, 1994).

Creating brand names

Publishers support the creation of big name authors because they view many of them as brands that make selling the textbooks that much easier (Schemo, 2006). Publishing companies spend a great deal of money and effort to help make a good textbook writer a brand name to use as a marketing tool. It is no coincidence that the most famous authors are often the best salespeople, effective public speakers who can travel the conference circuit and sell books. You can see some of them in action in Japan at the annual national JALT conference. However, as one publishing company employee pointed out to me, often the famous author does not have the time to write all the books the publisher can sell. If publishers are lucky, the big name might have time to write an outline and hopefully polish the finished text produced by ghostwriters.

Harry Lewis, the former Dean of Harvard College, labels this tendency for famous authors to rely on ghostwriters the "atelier phenomenon," after Renaissance painters who had assistants imitate their style to allow the famous artists to increase output and income. Lewis points out when academics try to become celebrities it means "establishing a personal reputation and denying it, to the extent possible, to rivals and even to assistants" (Russell, 2007). The use of ghostwriters thus helps foster a star status for a select number of famous names involved in TESOL.

Conventions of the academic discipline

Definitions of plagiarism also depend on the conventions of different academic disciplines. A university history professor who attempted what so many in the TESOL profession regularly do would be forced to stand blindfolded with their back to the nearest ivy covered wall. Historians assume that the person listed as author on a book's cover actually wrote the text. The English textbook industry and its brand name authors appear to assume that the conventions of the discipline sanction ghostwriting.

When it became known that Martin Luther King Jr. plagiarized parts of his dissertation some tried to defend him by arguing that preachers had a tradition of borrowing from others (Hexham, 2004). Perhaps publishing companies feel the tradition of sharing ideas among teachers sanctions the use of ghostwriters. Then again, none of the people involved in textbook publishing interviewed for this article would go on the record, which suggests that publishing companies would rather teachers never know how widespread the use of ghostwriters has become.

The harm of ghost writing

A final consideration when deciding if the plagiarism charge sticks is whether readers are deceived to their detriment. Some might argue that ghostwriting remains a victimless crime because (apart

from the exploited freelance ghostwriters) nobody is harmed by the fact the famous name on the cover did not write the entire book. However, ghostwriting does have a pernicious impact and teachers should not insouciantly accept such textbook trickery.

For one, the quality of textbooks likely suffers from ghostwriting. One textbook author informed me that she stopped using ghostwriters to write books according to her syllabus because publishers could not find anyone who could write to her specifications. Another related the tale of how a publisher made terrible changes to the text he wrote, but as a mere ghost they were powerless to prevent the edits. The ghostwriter went on to complain that the big name listed as the main author failed to insist on any improvements, if they even noticed anything wrong.

Famous authors, too busy to properly write the book in the first place, will have problems ensuring the quality of the final product. If you have experience teaching from a textbook authored by a big name you have almost certainly come across a unit or activity that caused you to wonder: *why did Dr. X include such a terrible task/listening passage/reading/vocabulary item/grammar explanation?* You now have a likely explanation – blame it on ghosts.

Although a strong argument can be made that ghostwriting represents a form of plagiarism, most authors, publishers, and teachers who know about it ignore the problem. As a result, ghostwriting has become a form of institutional plagiarism; something technically against the rules but ignored by all the parties concerned to that point that it becomes institutionalised.

Conclusion

Textbook authors, teachers, and students all end up suffering from the process of using ghostwriters to support brand name authors. While a textbook may become popular because of its high quality, unfortunately many can be compared to the most cynically manufactured pop albums. Too many books become bestsellers because of a publishing company's highly efficient sales push, of which star authors form a key part. Branding books with the name of a celebrity author draws teachers away from what might otherwise be better texts written by relative unknowns. Or worse, the books written by unknowns never see the light of day.

Unfortunately, there is not much that individual teachers can do to stamp out ghostwriting. However, when selecting textbooks for their classrooms, teachers should be aware that ghosts haunt the pages of many books. Read the fine print on the inside pages to see if the famous name on the cover is listed as a series editor, consultant, or contributor. Most importantly, ignore the big name on the cover and concentrate solely on the quality of the textbook's syllabus and tasks.

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James McCrostie is an Assistant Professor in Daito Bunka University's Department of Business Administration. His teaching and research interests include academic and professional writing, vocabulary acquisition, and the commercialization of language teaching.

Acting out: A one-year drama class to increase participation

Michael I. Dailey
Kurume Institute of Technology

Keywords
English through Drama/Acting, increased participation, self-confidence, speaking proficiency

English teachers in Japan often struggle to get students to participate in class. As a potential solution to student passivity, a one-year English Through Acting class was created, introducing a variety of drama-based activities to a small group of Japanese college students. This action research project evaluates the effects this unconventional English course had on the students' participation, confidence and English speaking proficiency.

日本の英語教師は、学生を授業に参加させようとしばしば奮闘している。学生の受動性に対する潜在的な解決策として、1年間のEnglish through Actingクラスが作られ、ドラマ仕立ての多様なアクティビティが日本の大学生の小グループに導入された。本アクション・リサーチでは、この慣例的ではない英語コースが学生のクラス参加度、自信、英語スピーキング力に与えた影響を評価する。

English teachers in Japan often struggle with the problem of student passivity. Shyness, insecurity, and low participation not only make lessons frustrating, but also negatively affect practice time and overall development. Passivity creates a downward spiral where insufficient speaking practice contributes to low speaking proficiency which, in turn, affects self-confidence. Insecurity causes shyness and a reluctance to speak up in class. (Doyon, 2000; Fukuchi & Sakamoto, 2005; Gondor, 2005; Ueba, 2006).

To remedy these problems, a one year *English through Acting* class was created, encouraging students to practice speaking English in a safe, enjoyable environment. Students participated in a variety of drama activities that eventually contributed to more personal and creative conversations. These activities improved pronunciation skills, boosted self-confidence, and increased participation, ultimately improving the students' English speaking proficiency.

Advantages of teaching drama

A review of the literature suggests that drama-based activities focusing on meaningful language, interactive communication, and cooperative group/pair work can stimulate participation. Drama activities include physical/vocal warm-ups, role plays, improvisations, pantomimes, chants, songs, and dances, as well as watching, discussing, reading, writing, and performing skits, scenes or full length plays. This wide range of activities helps teachers create lessons which cater to the needs and personalities of their students. However, teachers using drama should be careful not to get overly excited and rush students into performing without proper preparation.

When using drama, it is crucial to create a safe environment of trust, which will encourage risk taking and creative expression (Dodson, 2000). A relaxed, supportive classroom increases motivation because participation increases when self-consciousness and anxiety are minimized (Piasetski, 2001). After a gradual introduction to breathing/vocal exercises, physical warm-ups, trust exercises, and drama games, students will feel more comfortable and

confident. Establishing that mistakes are inevitable, acceptable, and beneficial also reduces student anxiety (Gregersen & Horwitz, 2002). Teachers should provide plenty of praise and regularly remind students that mistakes are valuable learning opportunities.

One of the most often stated benefits of using drama is that drama activities are fun. Students overcome inhibitions in a playful, entertaining, and enjoyable class atmosphere (Ranzoni, 2003). When students enjoy class, they are more relaxed and more likely to participate. In addition, drama activities are extremely effective in stimulating students with low motivation or rejuvenating students who are losing interest (Sato, 2001).

Drama is an effective language learning technique because it is student-centered and meaning based. Exercises focusing on meaningful communication rather than structural/grammatical aspects create more motivating learning experiences (Sato, 2001), and students retain more while practicing English in communicative activities in real contexts (El-Nady, 2000). Drama teaches that language is more than just words and grammar – it is also emotions, motivations, and meanings (Miccoli, 2003). Students learn English not to pass a test, but to achieve effective communication and express themselves as individuals.

Drama connects thought to action and emotion and allows for authentic communication (El-Nady, 2000). Role-playing involves the recreation of real-life situations and can provide the necessary goal orientation for effective language learning (Sato, 2001). Drama activities develop important conversational skills such as topic changing, turn taking, and leave taking. Psychological and social benefits include working with groups, increased self-esteem, developing problem-solving skills, risk taking, and overcoming fears of participation. Additional benefits include improved oral communication skills such as pronunciation, intonation, fluency, and increased vocabulary (Dodson, 2000).

Drama is interactive. When learners interact, language acquisition is more likely to occur than when they sit passively taking in information (Tsou, 2005). In fact, interactive communication activities are preferable to lecture or memorization techniques for long term retention of information (El-Nady, 2000). Drama creates more natural, extended speaking experiences, helping students apply relevant information to a variety of settings (Royka, 2002). The more students interact and practice speaking English, the more confident they will become. Increased participation, interaction, practice, and confidence can therefore lead to overall improvement in students' English speaking abilities.

Participants

Thirteen students joined the English through Drama class at a small commercial business college in Fukuoka. Their instructor had received a Masters degree in Education from the University of Phoenix, a bachelor's degree in Theater from the University of Illinois, and had worked as a professional actor in Chicago. The class met every Friday for 90 minutes.

Methodology

A series of drama activities designed to stimulate participation and speaking practice were gradually introduced. Students engaged in a variety of activities, including physical/vocal warm-ups, acting exercises, role-plays, and improvisations. Active participation was emphasized as a principal component of the course. Social communication activities such as dialogues, group discussions, and team projects were used to produce maximum student interaction. Students studied cooperative learning, peer evaluation, and constructive criticism techniques. The conventional lecture-style class was transformed into a relaxed, interactive environment with students either sitting or standing in a circle or moving freely about the room. Students moved the desks to the back of the room and cleaned the floor as a group before each class. The teacher implemented an English-Only Rule to discourage chatting in Japanese.

Surveys (written in Japanese) were distributed on the first and last day to evaluate student interest in specific drama activities and reactions to them. Students also evaluated their own English speaking proficiency and participation levels on a scale of one to ten. Students kept weekly journals as homework and gave them to the teacher at the beginning of every class. The teacher read each journal entry and wrote back one page responses mindful not to over-correct grammar mistakes (unless specifically asked), but simply to communicate with students on a more personal level. This weekly written communication was very interesting and beneficial to both the students and the teacher.

The first three months were dedicated to creating a relaxed, safe, supportive atmosphere of trust where students felt comfortable taking risks, asking questions, and expressing themselves creatively. The teacher was careful not to rush students into performing without proper preparation and acted as a supportive coach to encourage participation. The notion that mistakes were essential in the learning

process was continually emphasized. Students understood that evaluations were based on individual effort, positive attitude, and participation.

Each 90-minute class began with physical/vocal warm-ups and exercises to help students relax, trust each other, and feel comfortable. Traditional acting warm-ups were modified to teach participation strategies such as asking questions and providing feedback. Warm-ups became progressively more challenging. As students gained confidence, they began writing and performing short skits related to their everyday experiences or personal interests. The teacher spent time with each group answering questions, offering suggestions and giving performance advice. At the end of the first three months, students performed their skits for the rest of the class.

The second three months focused on students performing and discussing simple role-plays and improvisations such as attending a party, applying for a job, or asking someone on a date. Ample preparation time was given and group discussions followed. The teacher praised effort and gave simple grammar and vocabulary pointers. Students also read and discussed the full-length play, *Death*, by Woody Allen. This activity encouraged reading with emotion, listening, and participation in a large group conversation. At the end of every page, students asked questions about unknown vocabulary or grammar.

In the final three months, students watched, discussed, and performed scenes from the television show LOST. Conversations about characters, situations, and relationships led to activities about basic survival and helping others. For the final project, each student, along with several acting partners, chose their favorite scene to perform. This resulted in every student performing in at least three final scenes. Groups wrote out their dialogue, rehearsed and then performed their scenes on the last day of class. Following the performances, students discussed each scene and filled out their final surveys.

Results

The following list consists of expected outcomes and whether or not these goals were achieved.

- *Students would demonstrate increased participation by voluntarily asking questions and adding to conversations.* This outcome was achieved with 10 out of 13 students. Field note observations showed an overall increase in participation. It was particularly satisfying to see how initially shy students came out of their shells and gained confidence over the year.
- *Students would voluntarily answer teacher questions without long, painful silences.* This outcome was achieved to a small extent; however, students were not as responsive to open-ended questions. Gradually, they became more comfortable with the Western-style class and discussions became more natural.
- *Students would ask questions for clarification or assistance.* Field notes showed that 9 out of 13 students began voluntarily asking for assistance, especially during the play reading and role-play activities.
- *Students would initiate discussions and bring up new topics of interest.* This outcome was not achieved. Only three students began to initiate discussions. The rest kept discussions limited to what was suggested by the teacher.
- *Students would work together and help each other, providing support, constructive criticism, and positive feedback in English.* This outcome was achieved with coaching. Students used the supportive phrases studied in the first month after being reminded.
- *Students would refrain from speaking Japanese in class.* This outcome was not achieved. Despite the English-only rule, many students continued to chat in Japanese, especially during pair work activities. Students sometimes answered questions in Japanese, but when reminded of the English-only rule, they rephrased their responses in English.
- *Attendance rates would improve.* This goal was achieved. During the year, more than half the class displayed perfect attendance. The rest only missed eight classes in total and two new students actually joined the class after summer vacation. In comparison with the previous year's elective class, this was a noticeable improvement.
- *Students would be able to have conversations in English without making numerous rudimentary mistakes.* This outcome was not achieved. Students continued to make mistakes; however, students appeared less afraid of mistakes, less embarrassed and began to enjoy learning from them.
- *Students would demonstrate an improvement in the ability to use English to discuss a variety of topics and issues that are important to their lives.* This outcome was achieved to a small extent. Conversations were never spontaneous; however, role-plays, improvisations and scene writing activities provided students the opportunity to communicate their ideas, opinions, and feelings in English.

- *Students would feel confident enough to speak in voices that could be heard.* This goal was definitely achieved. Vocal warm-ups at the beginning of every class greatly helped students feel more confident using their voices. Every student displayed improvement in vocal projection and pronunciation. Two students commented in their weekly journals that the vocal warm-ups were very helpful to their pronunciation and projection skills.

Journals

All of the student journals reflected positive reactions. One student commented, "I am enjoying the play. I want to study accurate pronunciation and natural phrases." Another noted, "Last lesson everyone had fun and made effort. We are getting interesting chances to speak English." A third student said that the class was helping him become more manly and confident. Finally, more than half the students wrote that they were enjoying the activities and looking forward to the next lesson.

Survey results

Six point Likert-scale questions (in Japanese) ranging from 1-Strongly Disagree to 6-Strongly Agree helped students evaluate class activities and personal progress. The Final Survey Results graph (Figure 1) demonstrates the positive reactions to the drama activities.

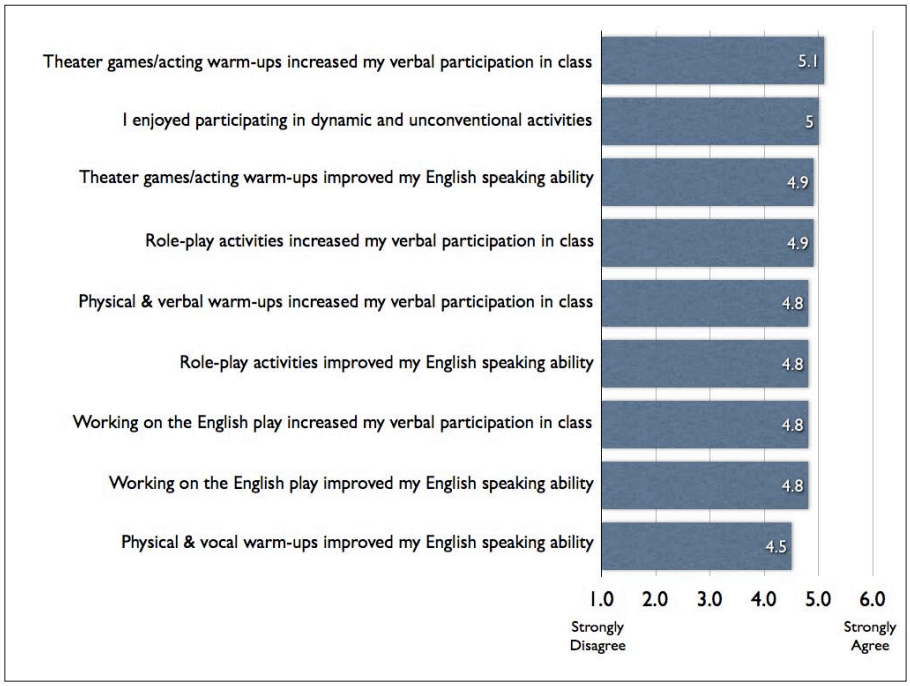
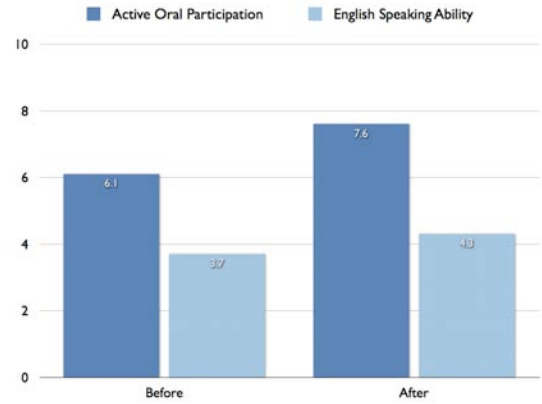


Figure 1. Final Survey Results

Figure 2—The Self-Evaluation Results graph—shows the average self-evaluation on the first and last day of class. On a scale of one to ten (one being very bad and ten being very good), students evaluated their oral participation and English speaking ability before and after the drama activities class.

Figure 2. The Self-Evaluation Results



The Self Evaluation Results graph shows that students believed the drama activities helped improve their English speaking abilities, as well as, increase their active oral participation in English class.

Discussion

These positive results should be appreciated in the context of the project. All 13 students voluntarily joined this class expressing interest in drama and improving their English speaking abilities; they were motivated and the class size was relatively small. Attempting similar activities in large, mandatory classes of disinterested students may not work as well. The teacher's acting/directing experience may have also contributed to the project's success. Enthusiastic demonstrations and passion for theater may have inspired students to

overcome their inhibitions.

Unachieved goals were possibly the result of the casual class atmosphere. For example, students spoke Japanese because they were relaxed and comfortable. Despite some occasional Japanese, at least students were participating and not passively silent. Mistakes were no longer viewed as taboo and began to be embraced as learning opportunities. The carefully planned series of drama activities broke down the frustrating walls of silence and encouraged participation from even the quietest of students.

Conclusion

The implications of this study suggest that alternative, creative methods of teaching EFL in Japan should continue to be explored. Drama activities emphasizing meaningful language, interactive communication, and cooperation stimulate participation and speaking practice. Drama transforms traditional classrooms, provides exciting opportunities to speak English and helps students overcome shyness. Increasing participation, confidence and speaking practice ultimately improves students' English speaking abilities.

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Michael I. Dailey has been teaching English in Japan since 1997. He currently teaches at Kurume Institute of Technology in Fukuoka. He graduated with a Bachelors degree in Theater from the University of Illinois and with a Masters degree in Education-Curriculum and Instruction/TESL from the University of Phoenix. Before moving to Japan, he was a professional actor in Chicago. With the help of fellow English teachers, Michael has produced and directed five English/Japanese musicals in Japan.

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Conference report: IAPL 2009

Eucharia Donnery
Kwansei Gakuin University
Yuka Kusanagi
Akita Prefectural University

Keywords
IAPL, conference, ELT, drama, education

In response to the challenge and invitation, 60 participants from Africa, Asia, Europe, and North America joined the 2nd International Association of Performing Language (IAPL) conference held at the University of Victoria (UVic), situated in the beautiful garden city of Victoria, Canada, from March 6th to 8th, 2009. This new conference was a meeting place for language teachers and drama practitioners to build relationships and understanding from their knowledge and experience on performing language – the application of performing arts into language education. This year there were 20 academic papers, a panel discussion, and six workshops. The conference was offered bilingually, in English and Japanese.

2009年3月6日～8日、カナダの美しい庭園都市ビクトリアにあるビクトリア大学で行われた第2回IAPLに、アフリカ、アジア、ヨーロッパ、北米から60名が参加した。この新しい会議は語学教師と演技指導者の出会いの場として、新しく関係を築き、performing language （言語教育への演技導入）に対する知識と経験を共有し、相互理解を深めるためのものであった。20の学術論文発表、6つのワークショップ、そして公開討論会が1回あり、会議は英語と日本語の2ヶ国語で行われた。

"Come join the cast!"
-Cody Poulton, IAPL President

Workshops and show

On the first day, the conference began with a drama workshop by *Anaza Jijodan*, a theatrical group from Japan. It opened with a kinetic self-introduction, where through the use of body-sign names, each of the 30 participants were able to remember everyones' names in ten minutes! Fascinatingly, these body-sign names acted as a catalyst for the rest of the activities. Utilizing their sign-names, participants set about creating, in a step-by-step fashion, a drama based on Anton Chekov's comedy, *The Three Sisters*. Participants were so engrossed in this task that the two-hour workshop ran somewhat over ime.

The conference reception was extraordinary. After a party, there was an ice-breaking theatrical activity directed by Juliana Saxton, Professor Emeritus of the Department of Theatre, UVic, and Cameron Culham, a UVic ESL instructor and professional actor and director. After working for a short time in four groups (narration, movement, sound, and stage setting), all participants performed an ensemble drama of a native Canadian story called *How Raven Stole the Sun.* Despite the constraints of limited time and resources, an evocative performance ensued. The most magical moment came when the four groups were harmonized as an imaginative multimodal orchestra to perform the story. As a result, the first day of the conference ended happily and contentedly.

On the second day, there was an applied theatre demonstration given by two experts in the field: Dr. Warwick Dobson and Emily Story. The demonstration began with a short scene from Harold Pinter's play, *Mountain Language*, performed by professional actors. It began:

Man: (speaking to a woman): *Your language is dead. It is forbidden. You are not permitted to speak your mountain language in this place. You cannot speak your language. It is not permitted. Do you understand?*

What do you think this play is about? Who is the man? Who is he talking to? In addition to these deceptively simple questions, the audience, working in small groups, was also asked to imagine what was going on in the story. Most groups seemed to agree that the play was about people who were prohibited from using their own language. Although time was quite limited, through the process of group discussion and articulation of ideas within a theme of *language, oppression, and emancipation*, each group created original scenes and performed them for each other. The demonstration was wrapped up by Story's talk about how theatrical theory and practice has contributed to the understanding of languages and cultures. We learned that using drama in language education can be a powerful learning tool for reflecting on intercultural issues as well as issues of using L2-only policies within language teaching and learning.

The highlight of the second day was a bilingual performance of *The Three Sisters* by Anaza Jijodan at the banquet. After a *kamishibai* (picture-story) introduction, the professional actors powerfully demonstrated how audience participation can be utilized during a performance, thus reviewing skills taught in previous workshops. The play was full of energy and laughter, and the audience thoroughly enjoyed themselves.

On the third day, three different types of performing arts presentations were offered. Yuka Kusanagi of Akita Prefectural University introduced reading aloud as performance (*gundoku*) activities. Working in two groups, workshop participants experienced amusing ice-breaking activities with tongue twisters and rhymes and made a *gundoku* script for a poem by Kenji Miyazawa. Through open discussion of Miyazawa's poem, creative energy was unlocked that resulted in extremely different interpretations of the same text. In this way, the participants learned the essence of *gundoku*.

Also on the third day, Sachiho Mori, a Japanese language teacher, introduced a game called *Mari Ball* for communicative language learning. Mari Ball was originally designed by Mariko Suzuki for students who could not find topics for writing short essays. Mori demonstrated other uses of the activity, such as building student rapport, conversation practice, speech making, and practicing pronunciation.

Finally, Hideko Oshima, a drama improvisation and Japanese language instructor, led an improvisation workshop for language learning. She emphasized the importance of providing a relaxing environment in the classroom for students. When students feel at ease in the safe zone, mistakes can be seen as exciting opportunities to observe and learn about language. Participants experienced various improvisational activities to practice language in amusing ways.

IAPL Committee: In one place, at one time at last

Concurrent sessions

On the mornings of the second and third day, there were a number of thirty-minute concurrent sessions. Although the common thread was *Performing Language*, the topics were wide ranging and diverse, with a huge range of interesting and dynamic fields from which to choose. The sessions commenced with a presentation by Dr. Claire Borody (University of Winnipeg) on the question of what happens before human beings express themselves. Her research incorporated Anne Bogart's viewpoints of time, space, composition, and vocals as a means for training actors within the L1 theatre experience.

There was a dynamic and interactive session on learning Yoruba, a West-African language, demonstrated by Olusola Adescope. This focused on the cultural and linguistic traditions of Yoruba to replicate Vygotsky's concept of play within African language acquisition, and made use of drama-focused computer software.

To demonstrate how the past can benefit the present, Dr. Sakae Fujita of the University of California presented video footage of how her students sought to make the Japanese language their own

through the theatrical experience of Japanese *kyogen*. Kyogen is a type of theatre that is performed between the acts of a Noh drama, however, in contrast to the solemnity and symbolism of Noh, the content of Kyogen drama relies heavily on comedy and satire and it was the precursor of the original Kabuki, which was later banned on various occasions on the grounds of lasciviousness before developing into the more staid art form of kabuki today.

In *Patchwork and its Influence,* Anne McCormack and Su Jeong Lee introduced the *Patchwork Project*, a project designed to show teachers how the telling of folktales from around the world had been used to catalyze creativity in children and students in New York and Korea. They spoke about how this project has toured the world and made a particular mark in English language teacher training in Korea.

The issue of bullying was the focus of the *Process Drama Project* that Eucharia Donnery (Kwansei Gakuin University) demonstrated. Using graphs and video footage, Donnery showed how the issue manifests itself in societies worldwide. The findings of this project were quite surprising and lead to subsequent exploration of the theme in various ways. For example, students studied radio announcements and letters, set up an online discussion group, performed role-play activities, and presented a final performance to dramatize the issue.

Reflections

An interactive presentation made by Aiko Saito (Setsunan University) demonstrated how movie scripts can enhance student creativity and develop memory in the target language through covert repetition.

Finally, the ten-minute Q&A discussions which followed each session were dynamic and allowed for a free-flow of ideas, encouragement, and explanation between the speakers and the audience, maximizing the experience for both through the open exchange. Names of prominent theorists from the fields of language acquisition, drama, and theatre pedagogy were utilized as the basis for these discussions, which often continued outside of the conference setting.

Panel session: Scientifically minding theatre

In this groundbreaking report, cognitive psychologist Miki Goan (PRESTO-JST/ATR, Kyoto) discussed the outcomes of her scientific approach to the work of one of Japan's leading playwrights, Oriza Hirata. Through extensive analysis of rehearsals in both real-time and in video footage, she revealed much of how and why Hirata's unique directorial approach was effective in improving the actors' performances.

Although the time and place for the next IAPL conference has not been set as yet, emerging details indicate it will be held next summer in Japan. For more information on IAPL, please go to the following site: < web.uvic.ca/~hnserc/IAPL/ >, or contact Yuka Kusanagi in Akita <kusanagi-y@akita-pu.ac.jp> or Eucharia Donnery in Kansai <eucharia@kwansei.ac.jp>.

Eucharia Donnery is an instructor of English at Kwansei Gakuin University. Her research interests include process drama in language acquisition, intercultural communication and motivation. She is a member of IAPL, Cambodian TESOL, the Network of European Researchers in Japan (Euraccess Links Japan), JALT, and the alumni representative of Japan for University College Cork.

Yuka Kusanagi is an associate professor at Akita Prefectural University. Her research interests include drama-in-education, project-based learning, needs analysis, and extensive reading. She is also on the board of IAPL and a member of Asia TEFL, JACET, and JALT, among many others.

The ERJ to succeed: Extensive Reading SIG seminar at Kinki University Language Centre, July 5th 2009

Keywords
extensive reading, JALT ER SIG, ER Seminar, Rob Waring

Extensive Reading (ER) is taking an increasingly central role on the EFL stage in Japan. The JALT ER SIG, officially recognized at last year's conference, is growing rapidly. The first ER Seminar was held last year with 30 attendees seeing four speakers. This year saw 125 people enjoying a plenary by Rob Waring, 11 presentations, 8 poster sessions, and offerings from 10 publishers. ER is not a new idea, but in light of its growing popularity, it is one the academic community is coming to accept and (though not in all cases) embrace.

多読（ER）は日本の英語教育において次第に中心的な役割を果たしつつある。昨年公式に認められたJALTのER SIG は急速に発展している。第1回のERセミナーは昨年4名の発表者と30名の参加者で行われた。今年はRob Waringの基調講演、11の発表、8つのポスターセッション、出版社10社の教材展示販売を125名の参加者が楽しんだ。ERは新しいアイディアではない。しかし、その人気の拡大は、ERが英語教育界で受け入れられ、全ての授業でではないが、推進されるであろうことを示している。

Co-sponsored by Osaka and Kyoto JALT Chapters

Myles Grogan
Momoyama Gakuin Daigaku

The process

The 2009 ERJ Seminar was a success story in cooperation between chapters, SIGs, and other willing professionals within the field. This seminar was a cooperative venture originally started following the 2008 JALT National Conference with just the ER Forming SIG and Osaka Chapter. Daniel Stewart, the ER SIG Coordinator, and I, the Osaka JALT Program Chair at the time, originally envisioned a similar event to last year, with the SIG holding a call for presentations and the Osaka Chapter providing the venue. The Kyoto Chapter quickly joined the organizing process, and Bjorn Fuisting managed the contact with the publishers, a process which turned out to be a key part of this year's event. The call for papers went out in early April, 2009. Publicity was helped by other local JALT chapters in Kansai (many thanks!). Alison Kitzman (Kinki Daigaku Language Center) joined the team to work out the schedule of events. She also organised all the refreshments and built the seminar website that included a preregistration function. Oana Maria Cusen (Kyoto Chapter) also stepped in to help with the treasury side of things.

The event

A variety of presentations and themes were included in the program and are too numerous to list here. Here are the highlights from a sampling of the presentations:

Atsuko Takase (Kinki University) and Akio Furukawa (SEG) looked at starting students off with reading in four different age groups and suggested two tips for success. The first involves *Starting with Simple Stories* (SSS) to motivate students by getting them to read a quantity of easy-to-understand books. Besides the motivation that reading such a quantity brings, this approach also builds up some automaticity in recognizing written words and phrases. In addition, Takase and Furukawa spoke about *Sustained Silent Reading* (SSR), a technique

that gives busy students time to read in class. The themes informing SSS and SSR were reflected by many other presenters at the seminar.

During the same morning time slot, Alison Kitzman (Kinki Daigaku Language Center) introduced a process for introducing ER into a typical university setting using the Kinki University Reading Can-do List. George Truscott then evaluated the second year of the pilot study at Kinki Daigaku, discussing its issues and successes.

The program at Kinki Daigaku was influenced by another team very active in this field. Tom Robb started working with ER at Kyoto Sangyo University over 20 years ago. Robb was also one of the early adopters and contributors to Moodle, an open source online Course Management System. He has created a Moodle module that assesses students on what they have read. Students can take a quiz every three days on the module to see if they have read and understood a graded reader. By doing so, they collect a series of points which contribute to their overall grade. Quizzes can be crosschecked quickly to see if they are constantly scoring high or low, then modified accordingly.

Complementing Robb's presentation, Mathew Claflin discussed the human (or "messy") side of introducing the ER program at Kyoto Sangyo. The process of accepting ER into the curriculum has taken a long time. All of the stakeholders have had different visions of the program and images of how much work would be involved. Of particular interest was the eventual cooperation given by the library upon realizing that the care of a large set of readers in a compulsory reading program would bring many more people into the library. This shift in perspective encouraged the acceptance of ER at the Kyoto Sangyo campus. Overall, the expansion of the program has been a success but has also set new challenges in terms of keeping teaching teams together and on the same page.

The poster session had a good turnout of presenters and participants, giving a strong networking feel to the day. Interestingly, one area of the poster session was occupied by people trying out the poster session format for the first time, with some worthwhile results. Many of the common and important ER themes were reflected, such as the use of SSS (Thomas Koch) and setting up new programs (Bjorn Fuisting).

The plenary

Rob Waring gave the plenary to a packed house. Whilst one might expect a speaker at an event like this to focus on why ER works, Waring looked at its different flavours. Most ER approaches have some things in common – the reading is easy, fast, highly comprehensible, and fun. In other respects, approaches may differ, such as whether reading uses class time or not, is assessed or not, and if books are read as a class or by individuals. These variables form the basis for supporting ER within a given institution. Understanding the limits of resources and assessment needs will help tune the program. It may also be possible to adopt a mix of approaches within the same institution. Programs must be adaptable, or they risk being dropped as unworkable.

To help participants promote ER within institutions, Waring looked at several vehicles for its promotion. Firstly he addressed the emotional view, in which ER can be used to help students learn about the human condition and gain good language practice. The logical approach to promoting ER involves its role in complimenting a coursebook. Where coursebooks introduce language elements, they have limitations. Although they may have 30-40,000 words in them, the topical and linear nature of these books leads to little recycling. Teaching collocations, more natural usage, and multiword phrases is all supported by ER.

By far Waring's most powerful argument for ER was the mathematical vehicle for promotion. The sheer number of times a student must meet a single word to internalize that word is huge. Hopefully this time can be shortened by having good quality reading materials, a result backed up by Akio Furukawa's research. Waring noted that Furukawa's data showed "two years of extensive reading gives second grade junior high school students an equivalent reading level of third grade high school students, even taking into account time on task and extra time studying English." This sort of data is most compelling, as people tend to lend more credence to statistical results than anecdotal evidence.

From those who feel graded readers are too easy to those who feel they have no time for ER, Waring concisely and efficiently addressed a variety of concerns. He recommended starting small, foreseeing problems, and setting aims for both students and the program. In closing, he gave tasks to all those present: Write a graded reading book, be a guru, write an article (particularly for the ER SIG newsletter - ERJ), or do some action research.

Conclusion

If I were to point to any single factor that made this event a success, it is the willingness of volunteers who just pitched in and helped generate a widespread buzz of publicity. This included all those in-

volved in the event leading up to the day, including presenters, and those who arrived and said, "Can I do anything?" The willingness of members to join in and take positive action is one of the things that makes JALT special, and plenty of that rubbed off on the day itself. I also believe it is this same willingness of teachers to pitch in and get started that will ultimately make ER a success in the classroom. With proponents such as those who attended this seminar, the result is sure to be a piece of magic.

Next year's ERJ Seminar will be in Hokkaido. Visit <www.jaltersig.org> for details as soon as they are available!

Participating publishers

Abax, Compass, McGraw-Hill, Oxford, Pearson/Longman, Cambridge ESOL, Cengage, Macmillan, RIC Publications, and Scholastic Inc. with Mary Glasgow Magazine

More information

- Conference website and pictures <sites.google.com/site/jalt2009erconference/eventpix>.
- Rob Waring's Keynote Address slides can be downloaded at <www.robwaring.org/presentations>.
- Moodle Reading Module: <moodle.org/mod/data/view.php?d=13&rid=2131>.

Myles Grogan is a lecturer at Momoyama Gakuin Daigaku. Besides extensive reading, his research interests focus on strategies for introducing and applying technologies for use by students and teachers. He continues to serve Osaka JALT as an officer at large.

…with Mark de Boer & Dax Thomas

<my-share@jalt-publications.org>

We welcome submissions for the My Share column. Submissions should be up to 700 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

MY SHARE ONLINE

A linked index of My Share articles can be found at:

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

Welcome to this month's My Share! This month Annie Menard brings us a great icebreaker activity bound to get students talking and BK Cottle has a great psychology test that will have students finding out interesting information about their classmates!

A great icebreaker

Annie Menard

Tokai University Shonan Campus

<shamuskii@hotmail.com>

Quick guide

Key words: Methodology, speaking, icebreaker

Learner English level: Beginning and above

Learner maturity level: Any level as long as they can make a sentence (e.g., junior high school and above)

Preparation time: 5 minutes

Activity time: From 10 minutes to an hour

Materials: 6 pieces of scrap paper (blank on one side, per student) 1 timer

Introduction

This is an icebreaker that will truly get students talking and listening, not just reading questions off a piece of paper. It's quite simple and versatile in style as well as in length.

Procedure

Step 1: Tell the students that they'll have to introduce themselves to a few other students in the class, they'll have to talk for 1 minute each time, and they're not allowed to use "my favorite…" (see *Variations*).

Step 2: First demonstrate how long one minute actually is by setting the timer for one minute and telling them to listen for the beep. Students will feel the minute spent waiting for the beep is a lot longer than the one minute they'll spend talking, but this helps them to prepare more things to say.

Step 3: Give the students time to prepare. They should not write anything down, but can prepare with their friends. I give them about 2-3 minutes to prepare. At this point, I give everyone six pieces of paper and ask them to write their name on each piece.

Step 4: Have the students sit in pairs, in a way that will allow them to move easily from one partner to the next. In my classes, I have everyone get into two very long rows facing each other. One row moves while the other stays still. The students will change partners and roles every minute from now on.

Step 5: Once everyone is in lines, do a practice run. Get the students to *janken* (rock, paper, scissors), then ask if the winner wants to talk or listen. The janken needs to be done only once during the entire activity.

Step 6: One student talks for 1 minute, the other student listens. When the timer goes off, all the "speakers" get up and change partners quickly. The "listening" students do not move.

Step 7: In their new pairs, the students switch roles: the old speaker becomes the listener and vice versa. Repeat Step 6.

Step 8: Once students are familiar with the process, begin the next round. Keep the same topic, but add a penalty. If the students stop talking before the minute is up, or spend too much time thinking (for example, 5 seconds), they must give their partner one piece of paper as penalty. When the timer beeps, the speakers change partners then switch roles.

Variations

I usually keep this activity going for about an hour, but change topics in Step 8 and add rules. For example, I would do the self-introduction for a third time but, this time, the listener must memorize it and repeat it to his/her next partner. I also like to use *My Favorites* as a new topic (which is why it was banned earlier). For "my favorites", the students have to talk about all their favorites for an entire minute.

Conclusion

This activity is great because all the students work together at the same time, on the same topic. For lower levels, the time can easily be made shorter. The longer the activity goes on, the more the students gain confidence and the louder it gets. Because we start with such an easy topic as self-introductions, the students do not feel intimidated by the topic, which in turn gives them a sense of safety. It's a very Japanese thing to do a self-introduction, so the initial new teacher and new classroom culture shock isn't so overwhelming anymore. The pieces of paper or lack of them by the end of the activity serve as a tangible motivating tool. Students try harder to say more things for longer periods of time.

Simple psychology test

BK Cottle
Rikkyo University
<bkcottle@rikkyo.ac.jp>

Quick guide

Key words: Communicative activity, psychology test, icebreaker, favorites, adjectives, cultural comparisons

Learner English level: Beginning and above

Learner maturity level: Junior high school and above

Preparation time: 5 minutes (requires photocopying of handouts)

Activity time: 60 to 90 minutes

Materials: Activity handouts, deck of playing cards

Introduction

This is a simple psychology test I use as a first day activity for university classes. It has three questions asking about favorites and one imaginary situation. After each question, students are asked to provide more information. The imaginary situation asks students to describe the situation or their feelings.

Students are required to use only nouns and adjectives as simple, one-word answers. It is important to wait until students have finished before revealing the nature of the activity; otherwise answers will lack authenticity.

Preparation

Make enough copies of the handouts for your students. For beginning students, I only use the "Favorites" handout, as most students have little problem producing one-word answers. The follow-up activities ("Psychology Test Revealed" and "Common Japanese Answers") are better suited for higher-level students, as they require greater amounts of discussion.

Class management

Step 1: Use a deck of playing cards to randomly distribute students and encourage pairwork. Let's say you have 32 students. Separate the aces through eights from the deck, equaling 32 cards. Shuffle the 32 cards and distribute to your students. Have the aces sit in the first row, seated left to right: spade, heart, club, and diamond. Twos sit in the second row, threes in the third row, etc., until all students are seated according to row (one to eight) and column (spade, heart, club, diamond). The spades partner with hearts (e.g., ace of spades with ace of hearts, etc.) and the clubs partner with diamonds (e.g., ace of clubs with ace of diamonds, etc.) This results in random pairings and good manageability, even with classes of 40+ students.

Step 2: To change partners, have the hearts and diamonds move one chair forward (e.g., ace of spades with two of hearts, etc.) Repeat Step 2 as necessary. This entire procedure is easily modified for odd student numbers. It just requires some creativity on the part of the instructor. Although you may choose alternative methods for changing partners, I prefer this one as it is quiet, orderly, and very efficient.

Procedure

Step 1: Distribute only the first page entitled "Favorites." Ask the first question and write your answer for the students to see. Give students time to write their answer. Next, ask students to write two adjectives describing their favorite animal. Write your answers and give students time to write theirs. Continue guiding students through the remaining questions, allowing sufficient time for answering. Students will require an explanation of the third question, regarding their favorite form of water. Anything composed of mostly water is acceptable (e.g., ocean, lake, river, rain, snow, ice, etc.) Because students have been seated according to the class management procedure, it is very easy to monitor and assist students requiring help. Proceeding in a stepwise fashion allows for greater manageability, especially with large classes.

Step 2: Once all students have finished, pair them with their first partner according to Step 1 of the class management procedure. Students question their partner and write the answers in the spaces provided on the handout.

Step 3: Once all students have finished, pair the students with their second partner according to Step 2 of the class management procedure. Students question their second partner and write the answers in the spaces provided on the handout. Repeat this step until students have been paired with three different partners.

Step 4: Once all students have finished, explain and write the meaning of each question for the students to see.

Follow-up activity

Depending on the level of the class, you may decide not to use the follow-up handouts, "Psychology Test Revealed" and "Common Japanese Answers." Most students enjoy going over the questions again with classmates and laughing at their answers. The common Japanese answers were taken from data gathered using the psychology test in university classes from the past several years.

Conclusion

It is important to note this psychology test is not a precise instrument. The goal is to promote English communication using a personalized and enjoyable activity. The overall level of students will determine how long the psychology test takes and whether the follow-up activity is necessary or not. In my experience, students have a lot of fun and it's a great way to start the semester.

Appendix

The appendix, including "Favorites" and the follow-up handouts, is available online at <jalt-publications.org/tlt/myshare/resources/0912a.pdf>.

…with Robert Taferner

<reviews@jalt-publications.org>

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 features Mark Rebuck's evaluation of *An A-Z of Common English Errors for Japanese Learners*.

An A-Z of Common English Errors for Japanese Learners

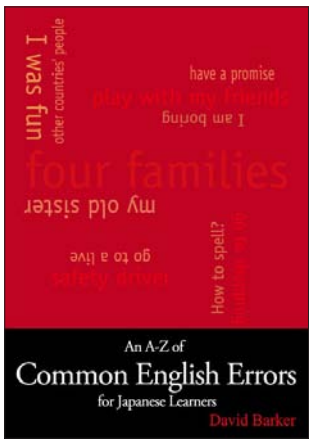
[David Barker. BTB Press, 2008. pp. 315. ¥1,700. ISBN: 9784990415112.]

Reviewed by Mark Rebuck, Nagoya University

Only a year after he began to write seriously in Japanese, David Barker had published his first Japanese book, *Eigo to Nakanaori Dekiru Hon* (see Jones, 2003, for a review), which became a bestseller. This achievement, Barker explains in his introduction to *An A-Z of Common English Errors for Japanese Learners*, owed much to his learning from the corrective feedback of Japanese friends. While his first book was targeted at the popular market, this reference-book-cum-textbook has been written primarily for the language classroom.

The structure of the entries is straightforward, with a key word or phrase followed by an example of a common error, the corrected version, and then an explanation in Japanese. In another book detailing common errors (Webb, 2006), the explanations are narrowly focused on the error in question. In contrast, Barker cleverly segues in related points of linguistic interest and instructive, often humorous anecdotes. Some of the 230 entries are dealt with briskly; others are explored in some detail (articles, for example, cover 11 pages). The explanations are lucid, raising students' awareness of both their first language (L1) and second language (L2) through frequent discussion of the possible causes of their errors in terms of language transfer.

I assigned the book as a supplementary text in a first-year university communication class and, with the help of a few tests, encouraged students to read it at their leisure. During lessons, I used it to deal with errors as they arose. After briefly providing my own corrective feedback in English, I referred the learner to the appropriate page(s) to read after class although, when time was limited, I occasionally dispensed with my own feedback and left the explaining to the book. As described in the teachers' guide, written in English and available on the publisher's home page, basic English grammar and usage can be covered more systematically than this in the book's extensive workbook section.



Barker recommends that to use this book most effectively teachers should be familiar with its contents, ideally to the extent that they can direct students to the relevant section without having to consult the index. Another benefit from familiarity with this book's contents was that I found myself becoming more sensitive to students' errors, particularly those that had, after over a decade in Japan, ceased to sound incongruous. I was reminded on page 108, for example, that "What is your hobby?" "My hobby is sleeping" would be an unlikely exchange between native-speakers.

Between the main entries and the workbook is another section, "How do you say this in English?" covering *ganbatte* and *otsukaresamadesu* and 15 other tricky-to-translate phrases. In the introduction to this section, Barker qualifies its title by explaining it is often better to ask, "Do you have an expression like…in English?" (p. 239), rather than

assuming an equivalent one exists. Reading this section should help students better understand "that what seems possible to [learners] may not, in fact, be sanctioned in the natural use of L2" (Lewis, 1997, p. 61).

A class questionnaire showed students considered the book very useful, with almost all indicating that they wish they had read the book earlier in their English studies. I, however, thought that a few of the Japanese translations were perhaps too literal; for example, rather than *osake ga hitsuyo*, the expression *osake ga nomitai na* would have better conveyed the feeling of "I need a drink" (p. 27). Moreover, and notwithstanding Barker's comment in the English introduction that a book such as this can only be "a work in progress" (p. 7), I was slightly surprised that some errors I have encountered in class were not in the book. The mistaken use of the word *smart* to mean slender (an example of Japanese to English transfer of the loanword *sumaato*) was but one example. Comprehensive as it may be, it cannot, nor should it be expected to, take over completely from the teacher as provider of corrective feedback.

For many *TLT* readers, the proverbial elephant in this review is that the book is in Japanese. The teachers' guide and English index do enable the book to be used in the classroom by those who cannot read the language, and a general idea of the points being made can also be gleaned from the example sentences. Regardless, however, of whether teachers understand it completely, this is a book from which their students can learn much. At the very least, consider recommending it to your class.

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Webb, J. H. M. (2006). *151 common mistakes of Japanese students of English*. Tokyo: The Japan Times.

22 RESOURCES • RECENTLY RECEIVED

…with Greg Rouault

<pub-review@jalt-publications.org>

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the Publishers' Review Copies Liaison address listed on the Staff page at the back of *TLT*.

RECENTLY RECEIVED ONLINE

An index of books available for review can be found at <jalt-publications.org/tlt/reviews/>

* = new listing; ! = final notice. Final notice items will be removed 31 Dec. Please make queries by email to the appropriate JALT Publications contact.

Books for Teachers (reviewed in *JALT Journal*)

Contact: Bill Perry
<jj-reviews@jalt-publications.org>

Global English Teaching and Teacher Education: Praxis and Possibility. Dogancay-Aktuna, S., & Hardman, J. (Eds.). Alexandria, VA: TESOL, 2008.

Global Englishes in Asian Contexts: Current and Future Debates. Murata, K., & Jenkins, J. (Eds.). Hampshire, UK: Palgrave Macmillan, 2009.

* *The Handbook of Language Teaching*. Long, M. H., & Doughty, C. J. West Sussex, UK: Wiley-Blackwell, 2009.

* *Teaching Second Language Listening*. Lynch, T. Oxford: Oxford University Press, 2009.

* *Vocabulary Matrix*. McCarthy, M., O'Keeffe, A., & Walsh, S. Hampshire, UK: Heinle CENGAGE Learning, 2009.

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault
<pub-review@jalt-publications.org>

* *Academic Connections*. Cassriel, B., ter-Mate Martinsen, M., Hill, D., & Williams, J. White Plains, NY: Pearson Education, 2010. [4-level integrated skills course for academic study and TOEFL iBT prep incl. teacher's manual, audio CD, and access code to MyAcademicConnectionsLab online program for students and teachers].

* *English Firsthand 4th Edition*. Helgesen, M., Brown, S., & Wiltshier, J. Hong Kong: Pearson Longman

Asia ELT, 2010. [4-level four-skills coursebook w/ emphasis on oral communication incl. student book w/ complete audio program, workbook, online support, and teacher's manual w/ CD-ROM, test generator software, and audio scripts].

* *Out Front*. Diem, R., & Rabbini, R. Fukuoka: English Education Press, 2007. [conversation class text for young adult learners in Japan incl. teacher's guide and CD w/ supplementary activities and materials online].

*_Passport Second Edition_. Buckingham, A., & Lansford, L. Oxford: Oxford University Press, 2009. [2-level Japan-specific oral communication coursebook incl. student book w/ full audio CD, workbook, and teacher's guide w/ teacher's resource disc and *Test Center*].

* *Reading Pass*. Bennett, A. E. Tokyo: NAN'UN-DO, 2009. [3-level integrated skills coursebook w/ contemporary reading content and vocabulary, listening, composition, and speaking activities incl. CD and teacher's manual w/ answer key and transcripts].

* *World English*. Johannsen, K. L., Milner, M., & Tarver Chase, R. Boston: Heinle Cengage Learning, 2010. [4-level four-skills coursebook w/ National Geographic content, images, and video incl. full and combo split student books w/ CD-ROM, workbook, online video workbook, teacher's edition w/ online planner, class CD and DVD, and Exam*View* assessment CD-ROM].

* *Writing Stories*. Wright, A., & Hill, D. A. Crawley, UK: Helbling Languages, 2008. [Resourceful Teacher Series activity book for developing language skills through story making].

…with Paul Daniels & Ted O'Neill

<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.

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you would like discussed in this column, please contact us.

We also invite readers to submit articles on their areas of interest. Please contact the editors before submitting.

Building learner-generated vocabulary logs with Quizlet

Henry Foster, Kyoto Tachibana University

QUIZLET <quizlet.com> is a website that allows users to create and study sets of flashcards online using a suite of game-like study tools. Quizlet enables users to interact, collaborate, and share sets of flashcards. With a simple, attractive, and intuitive interface, it is accessible to even the most technologically challenged teachers or learners. The author has used Quizlet in and out of the classroom as a simple vocabulary review tool, as a collaborative, learner-generated and maintained vocabulary log, and for conducting informal in-class assessment.

Flashcards: A meaningful component of any language course

While it would be unwise to devote more than a small portion of class time to the deliberate study of flashcards, research shows that focused, intentional learning using word cards is an efficient means of acquiring and retaining new vocabulary (Nation, 2001, p. 302-310). The effect is optimized through careful selection of items and by randomizing the order of cards. Quizlet randomizes automatically and, if learners themselves select words from new language encountered during lessons, the benefits of deliberate vocabulary study are combined with those of systematic review.

Sets: Simple yet versatile

A set of Quizlet cards consists of a list of *terms* and a corresponding list of *definitions*. A straightforward example item is [*commute* | *travel to and from work*

or school], or a word with a gloss [*believe* / 信じる]. Other uses include, for example, irregular verb forms [*eat* / *ate, eaten*]; common collocations [*ride* / *a bike*]; or any other arrangement one can put on two sides of a card [*insist* / ~ *that you are right [v.]* 自分の正当性を主張する]. Quizlet also allows adding images from Flickr's Creative Commons to the definition side of cards. Uploading images directly is still in development.

Creators can specify the level of access to a set of flashcards on Quizlet: the set can be shared with everyone (a public set), with the members of a *group*, or can be kept private, available only to the creator. Currently, Quizlet has over 500,000 registered users and over a million sets—about three quarters of which are public, meaning that anyone can use them, even without logging in. This is one convenient aspect of Quizlet: if you just want to provide a set for your learners to use at home, they do not need accounts in order to study it.

Study modes: Fun yet powerful

Once users create, find, or are pointed to a set for study, various modes of study are available. First, *familiarize* allows users to do just that. Browse backwards and forwards through the deck and toggle cards front-to-back or vice versa, or view both sides of the card at once.

Figure 1. The definition side of a flashcard in *familiarize* mode

Second, perhaps the most powerful mode in Quizlet, is called *learn*. Users are prompted with one side of a card and must type in the corresponding term, thus reinforcing productive knowledge and spelling. Quizlet keeps track of your right and wrong answers and automatically retests you on wrong responses.

Figure 2. The interface in learn mode

The third mode, *test*, randomly generates a quiz from a set. The number of items on the quiz can be specified, and the quiz can be configured to include one to four question types (written, matching, multiple choice, true/false). In the CALL classroom, this mode can be used for informal in-class assessment.

The next modes, *scatter* and *space race*, are fun review games. Scatter literally scatters terms and definitions around the screen. Learners drag these around and when a term and its definition are correctly matched, they disappear. The object is to clear the screen as quickly as possible, and to improve on previous times.

Space race scrolls definitions left-to-right across the screen. Learners must enter the corresponding term before the definition reaches the far side. With progress through the game, definitions appear more and more frequently and move faster and faster, making this a fun way to practice not only recognition/recall and production/spelling, but typing skills as well.

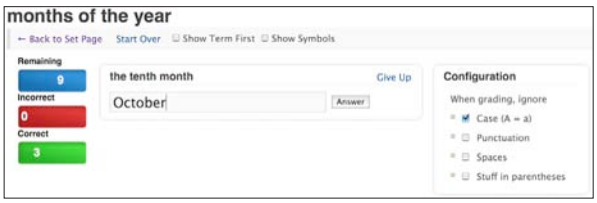

Figure 3. *Space race* trains your response speed

Finally two study modes involving voice recognition technology, *voice scatter* and *voice race*, are still in development. The author has had mixed results using these, depending upon the computing and network environment. When these work, they are a good way to include pronunciation practice.

Applications in and out of the classroom

Teachers can use Quizlet in many ways to support learners. To just help students review vocabulary that has been covered in class, create a set or sets and provide learners with the URL. While Quizlet uses clean, intuitive URLs (e.g., <quizlet.com/577594/action-verbs-flash-cards/>), the easiest way to direct learners to a set is by providing a link on a class homepage, in a teacher blog, or by email.

Alternatively, learners can be required to create and maintain their own sets at home. This requires an account, which is free and easy to create. With a learner's username, teachers can view that learner's dashboard, which includes information such as sets created by the user, and which sets they have studied how many times. Users can also create a group to share sets among members.

In the CALL classroom, there is greater potential for making use of Quizlet in learner-centric and collaborative ways. Learners can log new language items in individual sets during class, and then share each other's logs as a group or even compile them all into a class set. Quizlet makes it very easy to create, import, export, and share terms, so this is not a time-consuming process. Giving learners control over this process naturally makes it more interesting and engaging for them. Learners may help each other by sharing their vocabulary sets.

Finally, Quizlet can be used as an informal assessment tool in the CALL classroom, using the test mode. Regular administration of quizzes can motivate learners to review the sets they have created, and can provide the teacher with feedback on who has been reviewing.

In short, Quizlet is a simple and powerful vocabulary study tool that is easy and enjoyable to use, and can complement a language course in various ways.

References

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Henry Foster has been teaching in Japan for 17 years and presently teaches at three Kansai area universities and one high school. He has an MA in Applied Linguistics from the University of Southern Queensland. His research interests include vocabulary acquisition and CALL, especially the application of internet resources in and out of the classroom. <henry@abiloon.com>

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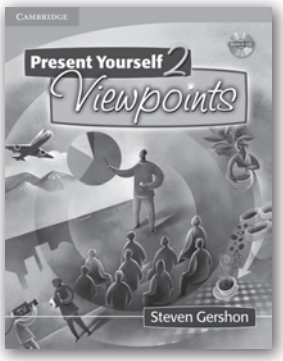
by Steven Gershon

978 0 521 71328 3

Present Yourself is a presentation skills course for adult and young adult learners of English. The series takes a process-approach to giving presentations and combines careful language control with communicative activities and offers students an opportunity to develop the life skill of talking about topics to an audience outside the language classroom. It can be used as a main text in a presentation skills course, in the context of a general conversation course, or as a component in speaking or integrated-skills classes.



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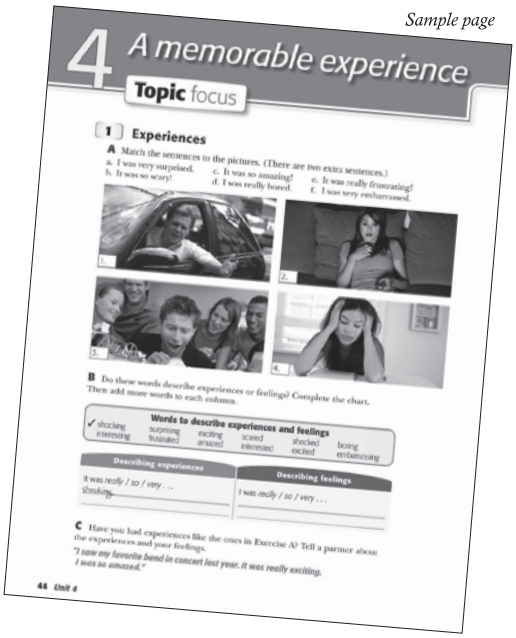
Sharing everyday *Experiences*

Expressing opinions and *Viewpoints*

Present Yourself 1 Experiences is intended for low-intermediate students and focuses on giving presentations about everyday experiences.

Present Yourself 2 Viewpoints is intended for intermediate students and focuses on giving presentations that express an opinion or point of view.

Sample page


4 A memorable experience

Topic focus

1 Experiences

A Match the sentences to the pictures. (There are two extra sentences.)

a. I was very surprised.
b. It was so scary!
c. It was so amazing!
d. I was really bored.
e. It was really frustrating!
f. I was very embarrassed.

B Do these words describe experiences or feelings? Complete the chart. Then add more words to each column.

Words to describe experiences and feelings

Describing experiences	Describing feelings
It was really / so / very ...	I was really / so / very ...
shocking,	

C Have you had experiences like the ones in Exercise A? Tell a partner about the experiences and your feelings.

"I saw my favorite band in concert last year. It was really exciting. I was so amazed."

44 Unit 4

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	Getting ready	Getting ready
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Unit 2	A favorite place	Young people today
Unit 3	A prized possession	Dream vacation
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…with Marcos Benevides

<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:
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JALT Calendar

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

- 23 Apr – Deadline for submissions to present at JALT2010 in Nagoya. See <jalt.org/conference> for more information.
- 22 - 23 May – 9th Annual JALT Pan-SIG Conference: *Learners' Perspectives* at Osaka Gakuin University, Suita City, Osaka.
- 20 - 22 Nov – JALT2010 "Creativity: Think Outside the Box" will be held in Nagoya, Japan. See <jalt.org/conference> for more information.

JALT Focus

THIS month we highlight the winners of the Best of JALT Awards. Congratulations to all the 2009 winners for their excellent 2008 presentations. A big thank you also to Margaret Orleans for her stellar job organizing this year's awards and their presentation at the JALT2009 conference. It is also mostly her words which I have shamelessly copied-and-pasted below, so please point any potential lawsuits in her direction.

To everyone else, could this be the motivator for you to call up your local chapter or SIG organizers and volunteer to present that new idea or research paper you've been working on in secret for so many months now? Why yes, yes it could be. Who knows, next year it could be *your* name "in Focus"! (Ha ha, get it?)

The Best of JALT Awards

Every year for the past dozen or so, each JALT chapter and SIG has had the opportunity to nominate an outstanding local presenter from the previous calendar year for a Best of JALT Award. The winners don't have to be JALT members or first-time presenters, and may even have given commercial presentations, as long as the program is deemed to have been "the best" in that chapter or at a local or regional SIG-sponsored event for that year.

One other nice benefit of winning is that Best of JALT Award winners are frequently invited to other chapters to repeat their award-winning presentations. If you are an event organizer, a BoJ laureate could be a good option to anchor your yearly schedule with a solid, well-received presentation.

Congratulations to the Best of JALT winners for 2009!

- **Steve Quasha** (nominated by Gunma chapter), for his presentation titled *Exploring Portfolio Assessment in the EFL Classroom*. Quasha demonstrated how portfolio assessment plays an integral part in his communicative English courses at a Japanese women's university.
- **Mark Neufeld** (nominated by Iwate chapter), *Debate and Structured Discussions in the EFL Classroom*. Neufeld teaches at Sakura no Seibo Junior College in Fukushima.
- **Yusuke Yanase** (nominated by Kitakyushu chapter), *A Three-Dimensional Understanding of Communicative Language Ability*. Yanase, of

Hiroshima University, critiqued the quantitative values applied to English communicative competence via TOEFL and TOEIC scores, and emphasized educational goals as opposed to the business goals prevalent in commercial ELT companies.

- **Donna T. Fujimoto** (nominated by Matsuyama chapter), *The Nikkei Experience in Japan*. Fujimoto, of Osaka Jogakuin College, presented research ongoing since 2004 on people of Japanese heritage who were raised outside Japan.
- **Richard Hodson** (nominated by Nagasaki chapter), *Can We Teach Humour in EFL classes?* Hodson, of the University of Nagasaki, Siebold, introduced a variety of materials that exploit the huge potential of English humour as a source of authentic language input and output, from sentence level to narrative and beyond.
- **Jim Smiley** and **Brian Cullen** (nominated by Sendai chapter), *Integrating Music into EFL Materials*. Smiley and Cullen are musicians, teachers, and materials writers working in Japan.
- **Karen Ricks** (nominated by Shinshu chapter), *Teaching Young Learners with the Montessori Method*. Ricks is a certified Montessori teacher of young learners. She spoke on various methods that her school uses to invigorate learners' minds and encourage them to express themselves through English.
- **David Barker** (nominated by Toyohashi chapter) *Getting Back to Basics in English Language Teaching*. Barker, of Nanzan University, introduced a new range of materials which follow a back-to-basics approach focused on what actually works for Japanese learners, and discussed the principles and research evidence on which they are based.
- **Mike McDonald** (nominated by West Tokyo chapter), *Combining General and Genre-Specific Approaches to L2 Writing Instruction*. McDonald, of Hosei University, showed how genre-specific approaches in writing classes can be combined with a more general approach focusing on discourse patterns common to many different genres, such as Situation–Problem–Response–Evaluation.

So, once again, congratulations to all of this year's winners. The 2009 Best of JALT Awards were presented by JALT President Caroline Lloyd at the National Conference JALT Ordinary General Meeting, on the Sunday of the conference.

28 JALT FOCUS • MEMBER'S PROFILE

…with Jason Peppard

<memprofile@jalt-publications.org>

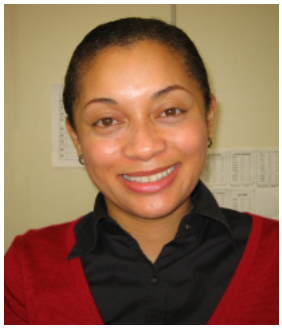
Member's Profile is a column where members are invited to introduce themselves to *TLT*'s readership in 750 words or less. Research interests, professional affiliations, current projects, and personal professional development are all appropriate content. Please address inquiries to the editor.

IN this month's Showcase, Michi Saki shares her thoughts on motivation in the L2 classroom.

SHOWCASE

Michi Saki

It wasn't until recently when I finished writing a paper on L2 motivation that my research on the topic opened my eyes to the number of key factors that motivate someone to learn a foreign language, and the many ways that we as educators can improve our students' levels of motivation to help them succeed in L2 learning.



Motivation is something that never fails to challenge both students and teachers in the L2 classroom. No matter how many years we have been teaching a second language, we find ourselves repeatedly having to face the issue of how to motivate our students to learn. I feel that motivation is something quite complex and is a phenomenon which needs to be explored more deeply. We can no longer suppose that the most intelligent or capable students in our classrooms are the ones who are the most motivated to learn a foreign language. We as educators need to research the influences and sources that generate and maintain motivation. We must be aware of the main factors that make our students motivated or demotivated in learning a

foreign language. Although we may be unable to improve all of our students' motivation levels as much as we would like to, we can only try our best to first understand what lies behind their initial levels of motivation, and then try to work on helping them achieve their individual L2 learning goals through quality teaching and effective facilitation in the classroom.

Michi Saki is a university lecturer based in Kyoto, Program Chair of JALT Kyoto chapter, *TLT* Chapter Events column editor, and a new Mommy of a baby girl! Her interests include motivational strategies in the L2 classroom, Task-Based Language Teaching, and Gender and Language Education.

JALT FOCUS • GRASSROOTS 29

…with Joyce Cunningham and Mariko Miyao

<grassroots@jalt-publications.org>

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

IN this issue, Michele Steele informs us of her reflections on the Gunma chapter of JALT, and why she feels honoured to represent it.

A finely-tuned machine

by Michele R. Steele, Gunma Prefectural Women's University

An ALT from California took me to a Gunma JALT meeting my first time, but it was the warmth of the co-president, Morijiro Shibayama, that kept me going back. He made me feel so personally welcome, enquiring about my wellbeing with each subsequent visit that I vowed to myself in my early days of involvement that if I were ever to be in a position of leadership, I would also treat people with such gracious magnanimity.

JALT Gunma was founded by Morijiro Shibayama and Wayne Pennington over 20 years ago, and without their hard work the chapter would not exist today. As a chapter, we try to be somewhat frugal, considering our budget when planning our meetings and events so that we can stay afloat. We have been blessed with consistently excellent presenters, and it's always difficult to narrow them down to just one for the Best of JALT Awards which are announced at the national conference each year.
It has been our policy to fill each officer slot with at least two officers to help share the work, and always with at least one native speaker of English and one native speaker of Japanese in each position. This helps everyone to feel equally involved and also ensures smooth communication with other chapters and in the community.

Our officers all work hard to make great meetings possible. Our program chair has found great presenters and has become very skilled at using his Mac to create beautiful posters in order to announce our events. Our publicity chair contacts local newspapers, publishers, and local high schools to publicize the details of our upcoming meetings. Our membership chair sits at the reception table during our meetings in order to assist new members in joining and to process membership renewals. She is active in promoting the organization, and was delighted when I handed her the stack of glossy JALT brochures sent to me by JCO. Our former co-president, Mr. Shibayama, has stepped in as the chapter treasurer and he has truly been an asset, given that he worked for a time as auditor at national level. He also edits our newsletter, *Speakeasy*, to which members and visiting presenters may submit articles. We are also very fortunate that our co-president, Mr. Harashima, is a whizz at computers and assiduously maintains our homepage.
In addition to the core officers, we have facilities chairs who arrange for meetings to be held at their respective institutions. We also have recording secretaries who take turns recording notes at our meetings to be later submitted in reports to *The Language Teacher*. If one of them is unable to attend, they work together to make sure an alternate is in attendance. Our social chair prepares refresh-

ments for every meeting and organizes the annual holiday party.

I have heard that other chapters have difficulty filling officer positions and have been asked how we are able to get so many volunteers. There seems to be a consensus that the chapter is a shared investment. We realize that JALT benefits all of us and that if we want to continue to have a local chapter, we have to work to make it happen. More importantly, it is clearly a labour of love for all involved. There is a loyalty and dedication that I am truly honoured to experience. It is almost as though JALT Gunma is a family, and this was most evident when we all came together in late August to mourn the sudden and premature loss of a dear friend and longtime member. Our meetings will continue with her in our shared memory.

Many of the members of JALT Gunma were working together cooperatively long before I arrived. It is with this humbling knowledge that I attempt to serve the chapter as best I can. Now, as co-president with Hideto Harashima, I try to be as warm and welcoming as Mr. Shibayama was to me. His are big shoes to fill.

We hold meetings every month except March and December, when we have a holiday party, and August, during which we have our annual Summer Workshop in Kusatsu. Come visit us sometime.

Our contact information is as follows: Michele Steele <psisnowar@gmail.com>, Hideto Harashima <hideto@moodler.com>, JALT Gunma homepage <harahara.net/JALT/>.

…with David McMurray

<outreach@jalt-publications.org>

Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.

Teaching about Japan in the U.S.

GIVEN the right research tools, students who study abroad can learn more than a foreign language: this is the theme of the following case study based on observations of classrooms conducted in September 2009 at Clarke College. Established in 1843, the university provides a wide array of majors and graduate degrees for students from Iowa, neighboring states, and increasing numbers of international students.

New on the faculty, Michael Knock accepted a request from the department chair to teach Modern Asian History during the fall semester at Clarke College in Dubuque, Iowa. A required course for history majors, he wondered how to cover an investigation of the political, economic, and social development of Asia as a world force in a 3-hour class for 15 weeks. Knock decided to prepare a syllabus focusing solely on Japan rather than 15 different Asian countries, because of the numerous historical ties between Japan, Asia, and the U.S.

In his first class, students debated the question, "What do we really know about Japan?" They discussed American perceptions of Japanese culture and vice versa, and what they thought the Japanese think about themselves. Knock took an ethnohistorical approach to the study of the development of Japanese culture using documentary materials. Never having been to Japan, nor having previously taught a primer on Japan, he selected three textbooks: *A Modern History of Japan* by Andrew Gordon (2009), *An Artist of the Floating World* by Kazuo Ishiguro (1989), and *You Gotta Have Wa* by Robert Whiting (2009). Lectures began by highlighting the Tokugawa Era, showing the Kurosawa film *The Seven Samurai*, and explaining how Commodore Perry forced Japan to open up to international trade. Students read about the Meiji Constitution and the creation of a new Japanese identity, and the two

world wars; and critiqued the Eastwood film *Letters from Iwo Jima*. Japan's attraction to baseball was explained and America's fascination and confusion with Japanese culture was introduced with a look at Sofia Coppola's film, *Lost in Translation*. In the final week, the course culminated with the assessment of student presentations on one of the topics covered in previous classes.

Normally the course could end at this point, were it not for the nagging questions raised in the first class about what the Japanese think about Japanese culture. Similar questions were raised in a class down the hall led by Joyce Meir, where students of Multicultural Education were asked to speak out on the diversity of classes on campus and the impressions that Japanese or other Asian students might have about studying in Dubuque. These students appreciate instructors who encourage classroom discussion of multiple opinions and do not provide the right versus the wrong answers. But the classrooms lacked important input from the Japanese side of the discussion.

Learning about Japan in Japan

Despite the interest in Japan, currently there are few Japanese students or resident professors at Clarke College who can answer the questions raised in class. The skill, therefore, that these students of history and education seem to need is ethnology, the ability to study a group's social and cultural practices from an insider's perspective. Ethnology is multidisciplinary, drawing on social, linguistic, and cultural anthropology practice dealing with the comparison of cultures, developed from the science of dividing mankind into races, origins and distribution. If students were taught methods to investigate Japanese culture, economics, politics, and social patterns of interaction they could observe with an additional, different perspective (Roberts, Byram, Barro, Jordan, & Street, 2001). For example, Eastwood approached the Battle for Okinawa from two different perspectives and gathered information from informants in the U.S. and Japan, allowing him to direct two films. Taking the American side, the film *Flags of Our Fathers* follows the soldiers who hoisted the American flag in an iconic photograph that came to symbolize Iwo Jima in the United States. On the Japanese side, *Letters from Iwo Jima* recalls the final days of the Japanese soldiers stationed at Iwo Jima through the letters they left behind. Conducting an ethnographic study while resident in Japan for a semester would immerse students in the study of Japan and provide opportunities for unforgettable intercultural encounters. Taking a credit course on a subject related to one's major but in a foreign country is a formidable, yet rewarding challenge.

Clarke College has an academic exchange agreement with the International University of Kagoshima in Japan, allowing students to study abroad for up to one year. For the students, studying abroad leads to measurable improvement in language skills, cultural understanding, and country-specific knowledge that can be applied to course work in their major (McKeown, 2009). Jeff McGuigan is an exchange student in Kagoshima. He prefers to study autonomously as an independent learner, but he revealed in an interview conducted October 9, 2009, "When studying in Japan, the need to ask questions becomes evident." Instructors who encourage interactions between international students and Japanese students in class help him to better understand the subject matter. He suggests these "interactions between students improve the learning experience for both parties and create common bonds."

To assist students from Clarke College to learn about Japanese society, culture, corporate rules, and customs, 20 professors at the International University of Kagoshima designed four omnibus courses on Japanology. Japanology is a branch of cultural anthropology dealing with the study of Japanese culture. Two courses cover modern concepts such as Japan's bubble economy and Toyota's experience in America, gender, law, social work, community care, trend music, and pop culture. Two more courses cover traditions: country and urban lifestyles, haiku, martial arts, archaeology, and Jack London's visit with Hatoju Muku in Tokyo. These Japanology courses are offered in the English language.

Reimann (2009, p. 49) suggests "having students apply ethnographic methods expands their perspectives and allows them to think critically about social phenomena, developing a sense of openness towards differences." Combining one semester of studying about Japan in Knock's Modern Asian

History course or Meir's Multicultural Education course at Clarke College with another semester abroad in Kagoshima studying Japanology and conducting research with ethnographic methods is an example of how to encourage students to view and to interpret information in a diverse and pluralistic world, to embrace multiple viewpoints, and to hold more responsible worldviews.

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32 COLUMN • SIG NEWS

…with James Hobbs

<sig-news@jalt-publications.org>

JALT currently has 17 Special Interest Groups (SIGs) and 4 forming 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, biculturality, international families, child-raising, identity] [*Bilingual Japan*—3x year, Journal—1x year] [forums, panels] [ ]

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

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

Computer Assisted Language Learning

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

The JALT CALL SIG provides support, information, networking, and publishing opportunities for interested persons. If you are interested in serving as an officer and/or member of the 2010 conference team, please don't hesitate to contact us. We look forward to meeting and hearing from persons interested in the expanding world of CALL. See <www.jaltcall.org>.

College and University Educators

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

CUE's refereed publication, *OnCUE Journal* (ISSN: 1882-0220), is published twice a year. In addition, members receive the email newsletter *YouCUE* three times a year. Check the CUE SIG website <jaltcue-sig.org> for news and updates about CUE SIG events.

Extensive Reading (forming)

The ER SIG exists to help teachers in Japan start and improve Extensive Reading and Extensive Listening programmes. Our newsletter, *Extensive Reading in Japan* (ERJ), is full of ideas for those new to ER and experienced ER practitioners. It keeps our members up-to-date on ER research and new graded reader releases. Check out our website at <www.jaltersig.org>.

Framework & Language Portfolio (forming)

[curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP)] [newsletter] [seminar, workshops, materials development] [ ]

This SIG wants to discuss the CEFR and ELP, and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools; the bilingual Language Portfolio for Japanese University is now available online. The SIG holds periodical seminars and is present at many conferences. See <forums.jalt.org/index.php/topic,456.0.html> or contact <flpsig@gmail.com> for more information.

Gender Awareness in Language Education

[gender awareness; gender roles; interaction/discourse analysis; critical thought; gender related/biased teaching aims] [newsletter/online journal] [Gender conference, workshops] [ ] [ ]

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Ongoing call for papers for Journal. Visit our website at <www.gale-sig.org> or contact us for more details.

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.gilesig.org>. For further information, contact Kip Cates <kcates@rstu.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] [ ]

論文・記事大募集：JALT日本語教育論集を2010年に発行。論文、研究報告、評論、小論、手紙など募集。日本語研究者、指導者、学習者の皆様応募お願いします。ホームページをご覧ください<www.jalt.org/jsl>。

Call for Papers: *JALT Journal of Japanese Language Education*. Japanese as a second language researchers, teachers, and learners are invited to contribute articles, research reports, essays, and reviews. Publication date is 2010. Visit our website <www.jalt.org/jsl>.

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] [ ]

The Learner Development SIG is a lively group of teachers interested in exploring connections between learning and teaching. Currently members are working on an anthology of papers exploring autonomy in the classroom. To check out our blog and other plans for next year take a look at our SIG homepage <ld-sig.org/>. You will find contacts for local meetings in Tokyo and some other areas there too.

Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <jalt.org/lifelong>). For more information or to join the mailing list, contact Yoko Wakui <ywakui@bu.iij4u.or.jp> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

生涯語学学習研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン< jalt.org/lifelong>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp> 。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

The MW SIG shares information on ways to create better language learning materials, covering a wide range of issues from practical advice on style to copyright law and publishing practices, including self-publication. On certain conditions we also provide free ISBNs. Our newsletter *Between the Keys* is published three to four times a year and we have a discussion forum and mailing list <groups.yahoo.com/group/jaltmwsig>. Our website is <uk.geocities.com/materialwritersig>. 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. If you have a practical classroom technique or a research project related to Pragmatics, please send an article to our newsletter, *Pragmatic Matters*. Send submissions to <sarmstro@kansaigaidai.ac.jp>. Also see <www.pragsig.org/index.html>.

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>.

Study Abroad

[study abroad, pre-departure curriculum, setting up, receiving students, returnees] [*Ryugaku*—3-4x year] [Pan-SIG, national and mini-conference in 2009] [ ]

The Study Abroad SIG is a new and upcoming group interested in all that is Study Abroad. We aim to provide a supportive place for discussion of areas of interest, and we hope that our members will collaborate to improve the somewhat sparse research into Study Abroad. We welcome submissions for our newsletter, *Ryugaku*, and we are still in need of officers. Contact Andrew Atkins or Todd Thorpe <studyabroadsig@gmail.com> for further information.

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] [ ] [ ]

The Teacher Education SIG is a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. Our members teach at universities, schools, and language centres, both in Japan and other countries. We share a wide variety of research interests, and support and organize a number of events throughout Japan every year. We also have an online discussion group. Contact <ted@jalt.org> or visit our website <jalttesig.terapad.com>.

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

Teachers Helping Teachers

[teacher training, international education programs, language training, international outreach] [*THT Journal*—1x year, *THT Newsletter*—4x year] [teacher training conferences/seminars in Bangladesh, Laos, Vietnam, and the Philippines, AGM at JALT national] [ ]

Teaching Children

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

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions <groups.yahoo.com/group/tcsig>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <www.tcsig.jalt.org>.

Testing & Evaluation

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

The TEVAL SIG is concerned with language testing and assessment, and welcomes both experienced teachers and those who are new to this area and wish to learn more about it. Our newsletter, published three times a year, contains a variety of testing-related articles, including discussions of the ethical implications of testing, interviews with prominent authors and researchers, book reviews, and reader-friendly explanations of some of the statistical techniques used in test analysis. Visit <www.jalt.org/test>.

"Wow, that was such a great lesson, I really want others to try it!"
「すばらしい授業!、これを他の人にも試してもらいたい!」

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

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

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>

…with Michi Saki

<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.

As another year comes to a close, take some time out and support your local chapters by attending a meeting or two. Remember to check the chapter events website <jalt.org/events/2009-10> if your chapter is not listed below. Other events may appear on the website at any time during the month.

Ibaraki—(1) Main presentations: ***Another NVC (Nonviolent Communication): Both verbal and nonverbal*** by **Jim Batten** (Ibaraki Christian U.); ***Classroom feedback systems*** by **George MacLean** (U. of Tsukuba); ***Translation strategies applied to Japanese/Dutch*** by **Jeroen Bode** (Ibaraki U.) **(2)** Poster session. **(3)** Short presentations by four chapter members. **(4)** Bonenkai/Hanashikai at the Drunken Duck. For more information, visit **<ibarakijalt.blogspot.com>**. *Sun 13 Dec 12:00-17:00; Mito Shimin Kaikan, Mito; One-day members ¥500.*

Iwate—*The 30-second ad in the classroom: Using TV commercials to liven things up* by **Philip McCasland** of Fukushima U. TV commercials provide a host of pedagogical possibilities for any language class. One 30-second ad brings authentic linguistic and cultural content that can be integrated into various communicative activities. McCasland will discuss the benefits, a selection framework, and the technology necessary for using commercials, while demonstrating several activities. *Sun 13 Dec 13:30-16:30; Aiina, Morioka; <www.aiina.jp/access/access.html>; One-day members ¥1000.*

Kyoto—*Conference wrap-up and end-of-the-year luncheon.* Come and hear what the 2009 national conference was all about! Winners of the chapter's first annual scholarship to the conference, **Glen Cochrane** and **Paul Evans**, will present about their experiences. Sandwich luncheon afterwards. *Sun 13 Dec 10:30-13:00; Campus Plaza Kyoto, 5F, Daiichi Enshushitsu; One-day members ¥500.*

Matsuyama—*The communicative value of English discourse intonation and its contribution to teaching spoken English* by **Yoshio Ido** of Ehime U. This talk is based on a study of acoustic analysis of how the subordinate conjunction *that* is realized by 25 subjects (Kio University freshmen). The way in which *that* is produced is investigated in terms of pitch (Hz) and power (dβ), by means of the visa-pitch. A wide discrepancy between hertz and decibels is found in the subjects' speech, which tends to impede communicative value. *Sun 13 Dec 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1000.*

Nagasaki—*Year-end party:* For our tenth and final session of the year, we will have a year-end party in Shianbashi, Nagasaki. More information about exact location and costs will be available through our websites at <jalt.org/groups/Nagasaki> and <www.kyushuelt.com/jalt/nagasaki.html> or please look for our Nagasaki JALT and Friends Facebook Group, or simply sign up for our monthly email newsletter at <www.kyushuelt.com/jalt/nagamail.php3>. Members and nonmembers alike welcome! *Sat 12 Dec; 18:30-20:30; location and cost to be confirmed.*

Shinshu—(1) *Effective procedural instructions and motivational teaching strategies* by **Andy Boon**. There will also be a forum featuring panelists **David Carlson** (Matsumoto Dental U.), **Yuko Ito** (Matsumoto U.), **Koji Matsuoka** (Shinshu U.), and **Tomoko Aono** (Tokyo U. of Science, Suwa). *Sun 13 Dec 11:00-16:00; Shinshu University, School of General Education (in Matsumoto), Room 33.* **(2) *Christmas party*** by **Santa Claus**. Fun and games, led by **Karen Ricks**, for "kids" of all ages. Please bring some food, snacks, and/or drinks to share at this free potluck event. *Sun 20 Dec; see the Events Calendar for time and place.*

Yamagata—*A biography in medical research* by **Katsuhiko Ono.** The topic is to be presented in terms of English as a means of global communication in the 21st century. Katsuhiko Ono is a pathologist who has translated French and English books

into Japanese. He was a senior advisor to Shionogi Pharmaceutical Company. *Sat 5 Dec 13:30-15:30; Yamagata-shi Seibu-kominkan, Yamagata-shi Kagota 1 chome 2-23, ph: 0236-45-1223; Free for JALT members, One-day members ¥500. Contact Fumio Sugawara ph: 0238-85-2468.*

COLUMN • CHAPTER REPORTS 37

…with Troy Miller

<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—*My lesson* by **Akita chapter officers** and **members**. Born out of the idea of doing small presentations using lessons from the "My Share" column of *The Language Teacher*, this meeting centered round what the Akita chapter officers did as part of their classroom lessons. One presentation involved showing how Total Physical Response activities, using ECC Jr. materials, were tailored to elementary and junior high school learners, teaching them "useful expressions"; another described how to use the *JACET 8000* test series to chart the progress of mixed ability college students; another involved the entire attending group in a fill-in-the-blank listening activity utilizing music and lyrics; another laid out a 2- to 3-hour personal study process of watching, recording, writing descriptions of, and meticulously cataloging *ABC World News Tonight with Charles Gibson*; and another described a task-based lesson called "World Traveler," where students are called upon to discuss past travel experiences, while also having to create and present their own original travel plan. Along with formal presentations, interesting ideas by those in attendance employing reading, shadowing and focused listening were introduced, and thoroughly discussed. This was a new and successful meeting format for Akita!

Reported by Wayne Malcolm

Fukuoka: July—In the ***Fourth annual Fukuoka JALT applied linguistics colloquium***, keynote speaker **Kristen Sullivan** introduced the principles she applies in her listening and speaking classes. In other presentations, **Miki Tokunaga** presented how she teaches metalanguage; **Paul Turner** shared a case study on a Japanese university student's motivation and self-concept; **Trevor Holster** discussed a Facets analysis of inter-rater reliability on a dictation test; **Jane Harland** showed how non-native speakers can prepare research presentations; **Yuko Yamashita** gave a talk about the use of mind-mapping in reading classes; **Aaron Gibson** and **Jeff Anderson** talked about tasks utilizing mobile phones to facilitate language learning; **Stewart Viita** and **J. Lake** discussed the effects of cultural differences in Japanese university classes taught by native English speaking teachers; **Stella Millikan** discussed her research on administrators', teachers', and students' beliefs regarding the use of the ALC Net Academy program; **Sharmine Barriga** and **J. Lake** presented on the tensions and relations between English language and literature departments in Japanese universities; **Harry Carley** talked about the *Eigo Note* program being piloted and used in Japanese elementary schools; **Wakako Pennington** showed how to teach debate in EFL classes; and **Jack Brajcich** used corpus analysis to talk about North Americans' use of the syllable "Oh" in everyday conversation.

Reported by Quint Oga-Baldwin

Hamamatsu: July—*Changing English education in Japan at its roots* by **Dan Frost** and **Tetsuya Ozono**. Frost and Ozono are team teachers at a private junior high school in Hamamatsu. During the spring to summer term they tried several new ideas in teaching first-year students. Two of their main goals were to expose students to natural English and guide students to learn English through using English. They used simple storybooks, written by native-speakers, and they developed a personal picture dictionary, which the students could write words in themselves. Finally, they demonstrated ways that basic grammar can be taught with very limited explanation in Japanese. Switching the subject and verb to ask a question was demonstrated by assigning different colors to the grammatical functions. Frost also pointed out that in currently used textbooks approved by the Ministry of Science and Education, some of the English is quite unnatu-

ral and even contains mistakes. One way to avoid this in the future would be to choose materials written by native-speakers which are designed for beginning learners.

Reported by Dan Frost

Hokkaido: June—*Good practices that help students learn and teachers grow* by **Wilma Luth**. After the presenter's introduction, participants formed discussion groups to share with each other what they did to implement various good practices including: asking concept-checking questions; getting feedback from students; having clear learning objectives; peer-teaching; modeling; monitoring; pair work/group work; responding to inaccuracies; and using humour. In the second part of the presentation, we discussed the definition of *reflection* before learning about reflective practice. Reflective practice is a method for teacher development. Identifying *critical moments* allows teachers to describe various incidents in their classrooms while focusing on their assumptions about what was happening to precipitate these outcomes. Once the teacher has clear ideas about what happened, his or her analysis may allow for testing these assumptions. To change one part of the teaching may be an antecedent to make the instruction more meaningful. To uncover one characteristic about a given learner in the classroom may be enough insight to remedy a block impeding this individual's progress. The presentation included web resources in the bibliography. We learned about, among other websites, the Teaching Perspectives Inventory recommended by our presenter to determine teaching style.

Reported by Lorne Kirkwold

Kitakyushu: September—*What is red?* by **David Lisgo**. English language education seems about to become mandatory from elementary school in Japan. However, it appears that reading and writing are not to be taught at this level. Longtime EFL materials writer, instructor, and school owner David Lisgo is concerned that teachers will be unprepared to teach the new curriculum. Using picture cards, Lisgo gave us an evening of songs, games, and activities that he has developed to introduce pre-reading and initial reading skills—and a CD full of materials to use. The presentation was all hands-on and participatory: we lined up to receive picture cards and shout out what they were, or "I know, I know" to solve a riddle from hints. We challenged our blending and segmenting skills to figure out what words were spelled from initial letters of other words (very important groundwork for learning to read and write) and our short-term memories by jumping up to identify the missing card, and we sang songs together (parents are happy if you send kids home tired). His target audience**,** teachers of kindergarten, elementary and first-grade junior high school children, got lots of good ideas—and we all went home tired.

Reported by Dave Pite

Nagasaki: September—(1) *An integrated skills approach to e-learning content development* by **Bill Collins**. Large classes, limited time, and low student motivation are challenges with which many teachers are familiar. Collins explained the access-related and affective potential of e-learning to meet these challenges, describing and illustrating four areas of his own e-learning content, each implemented over one year. One project focused on storytelling skills, involving student creation and recording of oral narratives using formulaic expressions and supported by online annotated teacher models; another made use both of music videos, and of learner-created conversations. The final two projects included listening quizzes created using Moodle, in collaboration with Justin Hunt; and implementation of student video forums. (**2) *Textbook writing and publishing*** by **Tomoko Maekawa**. In the second half, Maekawa explained her motivation to create and publish a textbook, in response to the needs of her own classroom situations. As well as details of the publishing process, and insights into user feedback, the features of the textbook, based on combination and accumulation of material, and its use in class and assessment were described. Post-presentation discussion focused on the potential for e-learning content to supplement, or even to replace, traditional textbooks.

Reported by Richard Hodson

Nagoya: September—*Why our English is the way she is* by **David Kluge**. Kluge presented on the origins and the development of the English language. The origins can be traced back to the Proto-Indo-European language, spoken around the Black Sea in 4500 BC. Four hundred years after the Roman conquest, Angles from the what is now Netherlands, Saxons from what is now West Germany, and Jutes from Jutland came to Celtic Britain and the fusion of Anglo-Saxons and Vikings contributed to the development of Old English. In 597 AD, Christianity arrived bringing in new words from Latin, Greek, and Hebrew. The Norman conquest made French the official language but, after King John was defeated by France, French slowly disappeared. Further shaping the language, Chaucer wrote his works in secular Middle English and Caxton's printing press

in 1476 fixed spelling. During the Renaissance, Latin and Greek literature were looked to for new words. Shakespeare's large vocabulary personified the wild, creative forces of the Elizabethan period. Later, the Authorized or King James Version of the Bible was influential. Kluge also talked about how American, Australian, and New Zealand Englishes were influenced and shaped by the native peoples and immigrants who lived in those countries.

Reported by Kayoko Kato

Niigata: **September—*Word association and the mental lexicon*** by **Carmen Hannah**. Hannah explored Word Association Tests (WAT) and the insights they provide into the important, but impossible to view, processing stage of how words are linked together in a person's mind. She administered WATs to 560 Japanese learners of English of all ages (NNS), and 60 native-speakers of English (NS). Her findings affirmed that NS tend to word-associate in line with NS norms of association, in that they generally choose paradigmatically-linked words in response to test items. Often, this word is a pair word or a synonym. NNS, however, tend to choose syntagmatically-linked words. For example, for the test word "happy" a NS often writes "sad", but a NNS often writes "birthday". *World knowledge*, *clang response*, or *non response* perspectives are also possible responses. Among NNS, this form of answer tends to occur among students with less vocabulary knowledge. Age is also a factor. If teaching aims to map NNS' understanding of English to the way NS respond to and process English, Carmen's analysis of *input*, *storage*, and *retrieval* of words seems to indicate classroom areas of focus should be phonological (syllables, rhythm, stress) word partners and pair bonds, and sets of words from the same class.

Reported by Susan Sullivan

Oita: July—*Vocabulary teaching ideas workshop* by **Joe Siegel**. In his presentation, Siegel discussed ways in which language learners could reach what he described as a *vocabulary paradise*. He explained that there are a number of ways in which this paradise can be reached: that is, how language learners can know a word. He reviewed some different approaches to knowing words, including spelling, pronunciation, frequency of contact, the study of collocations, forming associations, and learning the meaning and register of the word. He continued by explaining the various strategies involved in committing a new vocabulary item to memory. These were (1) Creating mental linkages, such as placing the new word in context, (2) Applying images and sounds, (e.g., through semantic mapping), (3) Well-structured review, and (4) Employing action, for instance, by using physical response techniques. Siegel emphasized the point that the learning of new vocabulary is an incremental process, the learners' knowledge of a word deepening over time relative to their interaction with it. Following the presentation, Siegel conducted a workshop on vocabulary teaching methods. This combined presentation and workshop was well attended and those present participated with enthusiasm, sharing a wide range of practical techniques for introducing new vocabulary to learners of all ages.

Reported by Steven Pattison

Okayama: September—*Do teacher beliefs really influence classroom practices?* by **Takako Nishino**. The presenter opened with a detailed explanation of a study she conducted investigating Japanese high school teachers' beliefs and practices regarding communicative language teaching (CLT) in the classroom. The study determined that despite their having generally positive beliefs as to the efficacy of CLT, it has not been widely embraced by Japanese high school teachers. Path analysis was then utilized to explore the relationships and interactions among beliefs, practices, and other factors regarding the use of CLT, to determine which of these had the most influence on shaping the teachers' classroom practices. Finally, the presenter introduced a number of interesting and enlightening anecdotal quotes from teachers explaining more clearly the reasons and factors that have influenced their classroom practices.

Reported by David Townsend

Sendai: August—*The Hobart Shakespeareans*. *The Hobart Shakespeareans* is a documentary film about teacher Rafe Esquith and his class of fifth-grade students (most from immigrant families) at Hobart Elementary (Los Angeles), one of the largest inner-city grade schools in the USA. From July to April, Esquith and his students go through a demanding, wide-ranging curriculum, including travel and dramatic performance. Watchwords of his program are "Be Nice, Work Hard" and "There Are No Shortcuts." Many of Esquith's students stay in touch through middle school (grades 6-8) and high school, overcome language barriers and poverty, and go on to attend outstanding colleges. After a brief introduction to the film and some pre-viewing questions, we watched the 50+ minute video and followed that with spirited small group and large group discussion. It is a fascinating documentary that challenges teachers of any subject, at any level

to re-examine our principles and practices. I think everyone at this well-attended meeting left feeling it was time well spent. Information on the film is available at <www.pbs.org/pov/hobart/>.

Reported by Ken Schmidt

Tokyo—*Communication and relevance* by **Yuji Nishiyama**. This presentation provided an overview of a new approach to pragmatics called Relevance Theory, proposed and developed by Dan Sperber and Deirdre Wilson. Nishiyama introduced the notion of relevance and the basic principle of Relevance Theory, and showed its rich implications for the analysis of verbal communication. Revolutionary aspects of the theory were emphasized.

Reported by Akie Nyui

40 COLUMN • JOB INFORMATION CENTER

…with James McCrostie

<job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email James McCrostie, 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>

So you want to be a test examiner?

Ben Lehtinen

Abu Dhabi National Oil Company
Advanced Technical Institute

ADD another badge to your uniform by becoming a STEP EIKEN, STEP BULATS, or IELTS examiner. Not only is it another shiny and official qualification, but also an excellent way to help students prepare for the tests and develop a deeper understanding of the ins and outs of language testing. Becoming a test examiner won't mean you're going to be able to retire early, but you knew that before you got into teaching, right? The tests are different in their own ways, but they also have similarities in terms of requirements for becoming an examiner. The information below was collected by interviewing examiners working in the trenches for the testing companies.

Before you start polishing that resume, look around on the web to see what is out there and consider how far you want to travel to your testing center. For example, IELTS has four testing centers in Japan (Tokyo, Osaka, Nagoya, and Fukuoka) whereas STEP EIKEN has test centers all over Japan.

In terms of qualifications you'll typically need an undergraduate degree and advanced training in education or TESOL/TEFL. For example, a Master's degree or CELTA/DELTA certificate is a big help. Examiners don't always have to be native-speakers, but will need to include documentation of advanced English ability. Teaching experience at the secondary or tertiary level is also usually a requirement; three years is generally the minimum. Lastly, you'll need to be able to act professionally at all times, observe the need for confidentiality, and complete tasks accurately and punctually.

To apply, the standard procedure is to get your resume together, send it with the required documents, and wait for them to contact you for an interview.

The road to becoming certified as a STEP EIKEN or IELTS examiner involves an examiner liaison officer who determines the need for examiners, which is greatly dependent on your location. After this has been determined, the next step is to complete the training process, either at a training center or through independent study materials. This includes watching an orientation program, which explains the testing process and scoring criteria and provides several examples for practice. After this is a calibration program where examiners-to-be watch and evaluate a number of actual interviews, submit

their scores, and receive feedback. All in all, the sessions are around two to three days if done fulltime and they could be during the week or the weekend. Training sessions may or may not be free, depending on the test and the country offering the training. For example, training to become a STEP BULATS interviewer is typically free. While the TOEIC LPI test has been discontinued, in the past training for examiners cost ¥60,000 and only about 20% of the trainees qualified.

Once you've completed training and are fully registered, you're on-call; the examiner liaison office will contact you as needed, usually several weeks before the tests are held. How often you'll actually work depends on your location and the number of examinees. For example, fewer than 600 people a year took the TOEIC LPI in Japan compared to 2.5 million who sit the STEP EIKEN.

For more information a good place to start is the homepages of the testing companies:

- STEP EIKEN <stepeiken.org>
- STEP BULATS <www.eiken.or.jp/bulats/index_english.html>
- IELTS <www.ielts.org>
- <www.britishcouncil.org/japan-exams-ielts.htm>

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 most up-to-date list of job postings.

Location: Aichi, Nagoya
School: Toyota Technological Institute
Position: Fulltime Professor
Start Date: 1 July 2010 or earlier
Deadline: 10 December 2009

Location: Nagano, Komagane
School: Interac Japan
Position: Short-term intensive language programme instructors
Start Date: January 2010
Deadline: 15 December 2009

COLUMN • CONFERENCE CALENDAR 41

…with David Stephan

<conferences@jalt-publications.org>

New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 December is the deadline for a March 2010 conference in Japan or an April 2010 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

Upcoming Conferences

6 Dec 09—Kyushu English Teachers in Japan Expo, Fukuoka, Seinan Gakuin U. **Contact**: <eltcalendar.com/events/details/4528>

8-10 Dec 09—56th TEFLIN International Conference: *Responding to Global Challenges through Quality English Language Teaching*, Malang, East-Java, Indonesia. **Contact**: <teflin.humaniorauinmalang.com>

8-11 Dec 09—Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) Conference, Chiang Mai, Thailand. Plenary speakers will be: Carla Meskill (USA), Lance Knowles (DynEd International), Thomas Robb (Kyoto Sangyo U.), and Thanomporn Laohajaratsang (Thailand). **Contact**: <glocall.org>

12 Dec 09—Third HAAL Research Forum, Hong Kong Polytechnic U. Keynote speaker will be Andy Kirkpatrick. **Contact**: <haal.hk/HAALForum2009>

6-7 Jan 10—International Conference on Language, Society, and Culture in Asian Contexts, Mahasarakham U., Thailand. **Contact**: <lscac.msu.ac.th>

28-30 Jan 10—30th Thailand TESOL International Conference: *ELT in the Next Decade: Sharing, Caring, and Daring*, Bangkok. **Contact**: <thaitesol.org>

19 Feb 10—Fourth International Wireless Ready

Symposium: *Digital Asia—Language, Technology, and Community*, Nagoya U. of Commerce and Business. Keynote speakers will be Hayo Reinders and Insung Jung. **Contact**: <wirelessready. nucba. ac.jp>

27-28 Feb 10—Sixth CamTESOL Conference on English Language Teaching: *One World—World Englishes*, Phnom Penh, Cambodia. Plenary speakers will be Andy Kirkpatrick (Hong Kong Inst. of Ed.) and Joan Kang Shin (U. of Maryland). **Contact**: <camtesol.org/2010conference/2010_Conference. html>

12-13 Mar 10—International Conference and Workshop on TEFL and Applied Linguistics, Taoyuan, Taiwan. **Contact**: <ae.mcu.edu.tw/ modules/tinyd2>

12-14 Mar 10—TESOL Spain 33rd Annual Convention: *Building Bridges: New Competences in the EFL Classroom*, U. de Lleida. **Contact**: <tesol-spain.org/convention2010>

24-27 Mar 10—44th Annual TESOL Convention and Exhibit, Boston. **Contact**: <tesol.org/s_tesol/ convention2010>

7-11 Apr 10—IATEFL Annual Conference and Exhibition, Harrogate, UK. Plenary speakers will be Tessa Woodward, Kieran Egan, Ema Ushioda, and Jan Blake. **Contact**: <iatefl.org/harrogate-2010/44th-annual-conference-harrogate-2010>

8-11 Apr 10—2010 Global Language Convention: *Many Cultures, One Community: Language Knowing and Power*, Melbourne. Keynote Speakers include: Suzanne Romaine (Oxford, UK), Ato Quayson (U. of Toronto), Nicholas Tate (Int'l School of Geneva), Jo Lo Bianco (U. of Melbourne), Alastair Pennycook (U. of Tech., Sydney) and John Bradley (Monash U.). **Contact**: <wesleycollege.net/convention.cfm>

25-29 May 10—uCALL '10, Aegina, Greece. 25 participants will be chosen for this unique conference centering on the problems of adult language learners. An anthology will be published soon after the Symposium. **Contact**: <sites.google.com/site/ ucallsymposium>

26-28 May 10—Center for English Language Communication Symposium 2010, Singapore. Keynote speakers will include: Rod Ellis (U. of Auckland), John Flowerdew (U. of Leeds), Angel Lin (City U. of Hong Kong), and Tim McNamara (U. of Melbourne) **Contact**: <nus.edu.sg/celc/symposium>

7-10 Jul 10—Australian Council of TESOL Associations (ACTA) International TESOL Conference, Gold Coast, Queensland. **Contact**: <astmanagement.com.au/acta10/Default.htm>

12-14 Jul 10—English Teachers' Association of Israel 2010 International Conference, Jerusalem, Israel. **Contact**: <etni.org/etai>

Calls for Papers or Posters

Deadline: 25 Dec 09 (for 5-7 May 10)—Third International ELT Conference: *Telling Tales Out Of School*, Famagusta, North Cyprus. Plenary speakers will be Leo van Lier, Tom Cobb, and Angi Malderez. **Contact**: <elt-emu.org/index.html>

Deadline: 30 Dec 09 (for 27-28 Nov 10)—2010 International Conference on Applied Linguistics (ICAL): *Diverse Languages for Diverse Audiences*, National Chiayi U., Taiwan. **Contact**: <sites.google. com/site/ical2010/Home>

Deadline: 15 Jan 10 (for 16-19 Jul 10)—18th International Conference on Pragmatics and Language Learning, Kobe U. Proposals for papers (20 min. presentation, 10 min. discussion) are welcome on topics such as L2 talk and text, developmental L2 pragmatics, pragmatics in language education, assessment, computer-mediated communication, and theory and methodology in pragmatics. **Contact**: <pragsig.org/pll/>

Deadline: 01 Feb 10 (for 29 May 10)—Second Annual North East Asian Region (NEAR) Language Education Conference: *Learning and Teaching Languages in the North-East Asian Regional Context—Sharing and Applying*, U. of Niigata. **Contact:** <iuj.ac.jp/language/conference/ near/>

Deadline: 1 Feb 10 (for 28-30 June 10)—Eighth Far Eastern English Language Teachers' Association conference: *From Broadcasting to Narrowcasting: Global Englishes, Local Contexts*, Far Eastern State U. of Humanities, Khabarovsk, Russia. **Contact**: <feelta.wl.dvgu.ru>

Deadline: 28 Feb 10 (for 23-28 Aug 11)—16th World Congress of Applied Linguistics (AILA2011) *Harmony in Diversity: Language, Culture, Society*, Beijing. **Contact**: <aila2011.org/ en/newsdetails.asp?icntno=92662>

Deadline: 01 Mar 10 (for 6-8Aug 10)—Eighth Asia TEFL International Conference: *Teaching English as a Global Language: Creating and Sharing the Asian Framework of Practice*, Hanoi. **Contact**: <asiatefl.org/2010conference/conference2.html>

Deadline: 31 Jul 10 (for 04 Dec 10)—Applied Linguistics Association of Korea (ALAK) 2010 Conference, Seoul. Keynote speakers include: Tim Murphey (Kanda U. of International Studies) and John Fanselow (Columbia U.) **Contact**: <alak.or.kr/ conference/conference_total.html#2010alak>

For changes and additions, please contact the editor <contacts@jalt-publications.org>. More extensive listings can be found on the JALT website <jalt.org>.

National Officers

- **President**—Caroline Lloyd; <prez@jalt.org>
- **Vice President**—Cynthia Keith; <vp@jalt.org>
- **Director of Treasury**—Kevin Cleary; <treasury@jalt.org>
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- **Director of Records**—Aleda Krause; <records@jalt.org>
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Appointed Officers

- **Business Manager**—Andrew Zitzmann; <business@jalt.org>
- **Chapter Representative Liaison**—Fred Carruth; <chaprep@jalt.org>
- **SIG Representative Liaison**—Hugh Nicoll; <sigrep@jalt.org>
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- ***TLT* Staff**—See the back of this issue
- **Conference Proceedings Editors**—Alan Stoke (Content), Theron Muller (Reading), Malcolm Swanson (Admin); <proc_editor@jalt-publications.org>

Chapter Contacts

Chapter websites can be accessed through the national website: <jalt.org/main/groups>

- **Akita**—Takeshi Suzuki; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>
- **Chiba**—Fiona MacGregor; t: 047-555-8827; <fjmacgregor@yahoo.ca>
- **East Shikoku**—Lawrie Hunter; <lawrie_hunter@kochi-tech.ac.jp>
- **Fukui**—Takako Watanabe; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>
- **Fukuoka**—Jack Brajcich; <brajcich@fukujo.ac.jp>
- **Gifu**—Mike Stockwell; <michael.stockwell@gmail.com>
- **Gunma**—Michele Steele; <psisnowar@gmail.com>
- **Hamamatsu**—Dan Frost; <danshonest@yahoo.com>; Jon Dujmovich; <jon@imaginationink.biz>
- **Himeji**—Wendy Tada; <wendyinhimeji@yahoo.co.jp>
- **Hiroshima**—Naomi Fujishima; t: 082-224-3816; <naomikfuji@gmail.com>
- **Hokkaido**—Wilmat Luth; <office@jalthokkaido.net>
- **Ibaraki**—Dan Waldhoff; <dwaldhoff@gmail.com>
- **Iwate**—Mary Burkitt; t/f: 019-663-3132; <iwate-jalt@hotmail.com>
- **Kagoshima**—Anne Johnassen; t: 099-216-8800; f: 099-216-8801; <prez@jalt-kagoshima.org>
- **Kitakyushu**—Margaret Orleans; <tommysibo@yahoo.com>
- **Kobe**—Shirley Ando; <kobejalt@gmail.com>
- **Kyoto**— Catherine Kinoshita; <www.kyotojalt.org>
- **Matsuyama**—Kiyoshi Shioiri; <kshioiri@shinonome.ac.jp>
- **Miyazaki**—Hugh Nicoll; 0985-20-4788 (w); <nicoll@gmail.com>
- **Nagasaki**—Tim Allan; <allan@kwassui.ac.jp>
- **Nagoya**—Katsumi Ito; t: 070-5642-3339; f: 0569-34-2489; <itokatsumi@h5.dion.ne.jp>
- **Nara**—Steven Nishida; t/f 0742-51-1702; <steven.nishida@gmail.com>
- **Okayama**—Shirley Leane; <okayamashirley@gmail.com>

- **Okinawa**—Caroline Latham; t: 090-1945-5224 <kamadutoo@yahoo.com>
- **Omiya**—Ruth Kambartel; <rkambart@mail.saitama-u.ac.jp>
- **Osaka**—Robert Sanderson; <osakajalt@yahoo.com>
- **Sendai**— Ken Schmidt; t: 022-301-1176; <kennethjschmidt@yahoo.com>
- **Shinshu**—Fred Carruth; t: 0263-36-3356; <fredcarruth@hotmail.com>
- **Shizuoka**—Masahiko Goshi; <goshimms@ybb.ne.jp>
- **Tokyo**—Sayoko Yamashita; <Sayokoy.pr@gmail.com>
- **Toyohashi**—Simon Sanada; t: 0532-46-6299; <sanada@vega.aichi-u.ac.jp>
- **West Tokyo**—Alan Stoke; <ams-tut@gol.com>
- **Yamagata**—Fumio Sugawara; t/f: 0238-85-2468
- **Yokohama**—Dan Ferreira; <yojaltpublicity@yojalt.org>

SIG Contacts

SIG websites can be accessed through the national website: <jalt.org/main/groups>

- **Bilingualism**—Bernadette Luyckx; t: 046-872-3416; <luyckx@cool.email.ne.jp>; <www.bsig.org>
- **College and University Educators**—Matthew Apple; 0743-55-6000 (w); <matthewtapple@mac.com>; <jaltcue-sig.org>
- **Computer-Assisted Language Learning**—Paul Daniels (Coordinator); <sig-coordinator@jaltcall.org>; Journal editorial team <sig-newsletter@jaltcall.org>; <jaltcall.org>
- **Extensive Reading (forming)**—Daniel Stewart; <stewart_reading@mac.com>
- **Gender Awareness in Language Education**—Salem Hicks; <salemhicks2@yahoo.com>; <www.tokyoprogressive.org.uk/gale>
- **Global Issues in Language Education**—Kip Cates; t/f: 0857-31-5148 (w); <kcates@rstu.jp>; <www.gilesig.org>
- **Japanese as a Second Language**—Mitsuko Tanaka; t: 06-6789-7028; <tanaka.mitsuko@gmail.com>
- **Junior and Senior High School**—William Matheny; t: 052-624-3493; <willheny@nifty.ne.jp>; <www.juniorseniorhighsig.org>
- **Learner Development**—Hugh Nicoll; <hnicoll@gmail.com>; <ld-sig.org>
- **Lifelong Language Learning**—Eric Skier; <skier@ps.toyaku.ac.jp>; <jalt.org/lifelong>
- **Materials Writers**—Jim Smiley; t. 022-233-3542; <mw@jalt.org>; <materialswriters.org>
- **Other Language Educators**—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@iec.ehime-u.ac.jp>
- **PALE**—Tom Goetz; <goetz@hokusei.ac.jp>; <www.debito.org/PALE>
- **Pragmatics**—Megumi Kawate-Mierzejewska; <mierze@tuj.ac.jp>; <groups.yahoo.com/group/jaltpragsig>
- **Study Abroad**—Todd Thorpe; <toddthorpe@hotmail.com>
- **Teacher Education**—Paul Beaufait; <pab@pu-kumamoto.ac.jp>
- **Teachers Helping Teachers**— Patrick Dougherty; <ct180@hotmail.com>
- **Teaching Children**—Jane Takizawa; <j-takizawa@s-l-s.jp>; <tcsig.jalt.org>
- **Testing and Evaluation**—Jeff Hubbell; <01jhubbell@jcom.home.ne.jp>; <www.jalt.org/test>

jalt journal 全国語学教育学会

JALT Journal

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It invites practical and theoretical articles and research reports on second/foreign language teaching and learning in Japanese and Asian contexts.

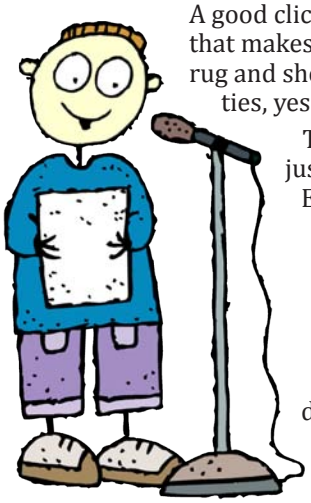
For more information and submission guidelines see <www.jalt-publications.org/jj>

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

An English speech contest judge's closing remarks

I **MUST** say I was very impressed by the quality of speeches I heard this afternoon. I was so impressed, in fact, that I have no choice now but to shame you all to silence with eight minutes of impeccable, extemporaneous discourse.

It was very difficult for the four of us judges to choose a winner. In fact, three of us chose the wrong person. That's how difficult it was. It took 30 minutes of heated debate and two plates of homemade cookies for us to reach the conclusion that the macaroons were sugar-free. In the end, we chose the speaker who displayed the most poise, wit, and command of the facts. Our criteria included selection of topic, organization of ideas, clarity of pronunciation, and preponderance of static nouns with prepositional phrases.



In my opinion, you're all winners. I realize that there are sixteen of you, and only three trophies over there on the table. If I shouted "Go!" right now and all of you ran over to grab one of them as fast as you could, it's mathematically unavoidable that only three of you would emerge with one in your hands. But you know what? Whoever wins those trophies today is just going to have to give them back to the contest organizers next year. So in the long run who's better off, the haves who suddenly find themselves without, or the have-nots who will never miss having? Don't answer that just yet.

Yes, you're all winners, and I mean that in the sense that you're all winners just as the four of us up here are all competent judges, or just as the thousands of foreigners wandering around Japan at this moment are all qualified English teachers. You're all winners, just for trying to win. Me, I've never won anything. I've spent 20,000 fruitless yen at UFO Catcher. My mobile phone strap ornament is a wad of tin foil attached with dental floss. I was "honorable mention" at my own birthday party. But I digress.

Here's some advice on how you can improve your English and give better speeches. First, carefully consider your choice of topic. There are some topics you should avoid when competing in a contest such as this. Like stomach stapling. As important as this issue may seem to you now, it is difficult to find an audience, so soon after lunch, who will share your interest in analyzing the process in detail. Another questionable topic is the so-called "global marinating" crisis. This religio-scientific fringe theory predicting that our planet is doomed to be flooded in olive oil and herbs is far too controversial to be treated objectively in a speech contest.

Second, just as the three keys to business success are location, location, and location, the three keys to a successful speech are cliché, cliché, and cliché. A good cliché is like an old, comfortable easy chair that makes your audience feel snug as a bug in a rug and shows that, in terms of your English abilities, yes we can!

Third, it's important to leave the podium just as you found it. Speaker Number Eight, I certainly appreciate the passion you showed during your speech about J-League soccer, but your hooliganism demonstration was entirely out of place. Some of those wood fragments almost hit me in the eye.

Finally, never say "Finally." It's a discourse cue that sleeping people in the audience take advantage of so they know when to wake up and get ready to start clapping. Instead, you should catch them off guard by saying something like this: "There are three very important reasons that the Japanese government needs to deregulate the rice industry. But I'm not going to tell you what they are. Thank you for listening."

In conclusion, I want to tell you how grateful I am to the contest organizers for allowing me to come on this sunny Saturday afternoon and sit at these spartan tables with their rattling metal bookracks underneath, in this pale green, echoic room with fluorescent lighting and exposed plumbing, in order to participate in this speech contest. The debilitating anxiety you speakers must have felt as you sat waiting your turn more than made up for any physical inconvenience on my part.

Did I mention that you're all winners?

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

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

Feature Articles

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

- be up to 3,000 words (not including appendices)
- have pages numbered, paragraphs separated by double carriage returns (not tabbed), and subheadings (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お尋ね下さい。3,600語から6,000語の長さです。共同編集者まで電子メールの添付ファイルでお送り下さい。

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 700 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。1,000字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気をつけ下さい。My Share担当編集者に電子メールの添付ファイルでお送り下さい。

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

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

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

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

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

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

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

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

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

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日で、2ヵ月前までに、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、ご注意下さい。

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

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

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

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

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

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

Editorial Staff

JALT Publications Board Chair
Steve Brown
pubchair@jalt-publications.org

Editors
Jerry Talandis Jr.
tlt-editor@jalt-publications.org
Damian Rivers
tlt-editor@jalt-publications.org

Associate Editor
TBA
tlt-editor2@jalt-publications.org

Assistant Editor
Alan Stoke

Japanese-Language Editor
稲森美穂子 ***(Mihoko Inamori)***
tlt-editorj@jalt-publications.org

Japanese-Language Assoc. Editor
阿部恵美佳 ***(Emika Abe)***
tlt-editorj2@jalt-publications.org

TLT Online Editor
Salem Hicks
webadmin@jalt-publications.org

Resources Editors

My Share
Mark De Boer
Dax Thomas
my-share@jalt-publications.org

Book Reviews
Robert Taferner
reviews@jalt-publications.org

Publishers' Review Copies Liaison
Greg Rouault
pub-review@jalt-publications.org
Kwansei Gakuin University, Language Center,
Uegahara 1-1-155, Nishinomiya,
Hyogo 662-8501

TLT Wired
Paul Daniels & Ted O'Neill
tlt-wired@jalt-publications.org

JALT Focus Editors

JALT Focus Editor
Marcos Benevides
jalt-focus@jalt-publications.org

JALT News Liaison
Aleda Krause
jalt-news@jalt-publications.org

Member's Profile & Showcase
Jason Peppard
memprofile@jalt-publications.org

Grassroots
Joyce Cunningham
Mariko Miyao
grassroots@jalt-publications.org
t: 029-228-8455; f: 029-228-8199

Outreach
David McMurray
outreach@jalt-publications.org

Regular Column Editors

SIG News
James Hobbs
sig-news@jalt-publications.org

Chapter Events
Michi Saki
chap-events@jalt-publications.org

Chapter Reports
Troy Miller
chap-reports@jalt-publications.org

Job Information Center
James McCrostie
job-info@jalt-publications.org

Conference Calendar
David Stephan
conferences@jalt-publications.org

Old Grammarians
Scott Gardner
old-grammarians@jalt-publications.org

Production

Proofreading Team Leader
Paul Evans

Proofreaders
Torkil Christensen, Jonathan Fish, Myles Grogan, Harry Harris, Tom Mahler, David Marsh, Troy Miller, Jason Peppard, Te Mana Potaka-Dewes, Patrick Rates, Joseph Sheehan, Chris Wharton

和文要旨作成協力者
(Japanese abstracts)
阿部恵美佳 ***(Emika Abe)***
迫和子 ***(Kazuko Sako)***
宮尾真理子 ***(Mariko Miyao)***

Design & Layout
Pukeko Graphics, Kitakyushu

Printing
Koshinsha Co., Ltd., Osaka

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Peer Support Group

Coordinator
Torkil Christensen
peergroup@jalt-publications.org

Members
Paul Beaufait, Torkil Christensen, Loran Edwards, Mark Hamilton, Wilma Luth, Steve McGuire, Theron Muller

JALT Central Office

Urban Edge Bldg. 5F, 1-37-9 Taito,
Taito-ku, Tokyo 110-0016
t: 03-3837-1630; f: 03-3837-1631
jco@jalt.org

The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。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 of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000
- 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.

JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito- ku, Tokyo 110-0016 JAPAN

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

t: 03-3837-1630; f: 03-3837-1631; <jco@jalt.org>

Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online signup page located at <https://jalt.org/joining>

What can we do?

10 small things we can do to play our part in JALT

We don't all have the time or resources to put a lot into JALT, but here are 10 small things that we can do to help the organisation. Each, on its own, will have little effect, but if we all help out, who knows??

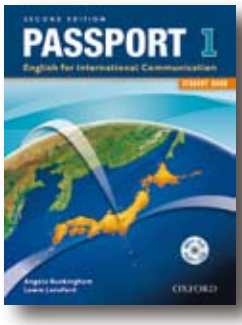
- ☑ Bring a non-member friend! At the next chapter or SIG event you attend, bring a new face along. Pay their entrance fee, make them feel welcome, and introduce them around.
- ☑ Join a SIG! It costs just ¥1,500, gives you access to a whole new world of knowledge, and helps the SIG grow.
- ☑ Lend (don't give!) a non-member colleague a copy of your *TLT* or *JALT Journal* to read. Show them what's available online at the JALT Publications website <jalt-publications.org>.
- ☑ Make copies of the membership information page at the back of any *TLT*, staple surplus postal bank transfer forms from *TLT* to the pages and drop them in staff mailboxes.
- ☑ Come to the JALT2010 in Nagoya next November. Go back to your chapter or SIG and organise a post-conference sharing session to encourage people to come in 2010!
- ☑ Write something small—a review, a conference report, an interview, or a column article—and submit it to any JALT or SIG publication. Everyone starts somewhere!
- ☑ Get J - A - L - T tattooed across your knuckles . . .
- ☑ Download conference advertising material from the conference website, print out copies on good quality paper, and put them on notice boards around your school.
- ☑ Organise a group JALT membership with your colleagues or friends. It costs less, and helps introduce new people to JALT.
- ☑ Volunteer to do something small. Bake scones for a chapter meeting. Introduce a speaker at a SIG event. Spend a few hours helping at a conference desk.

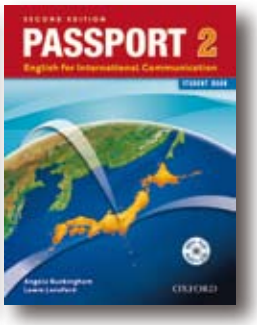
For more information on JALT, visit <www.jalt.org>

New titles from Oxford for 2010

New Edition

Passport Second Edition





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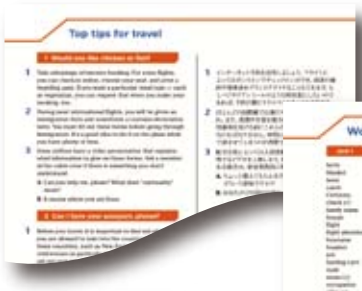
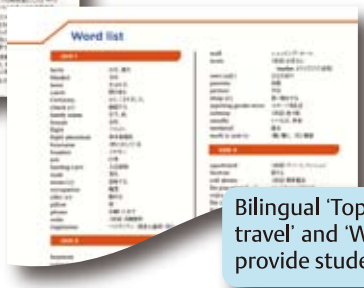


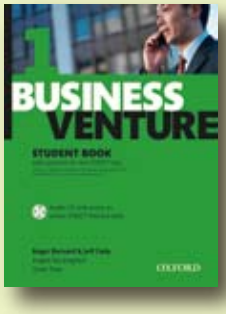


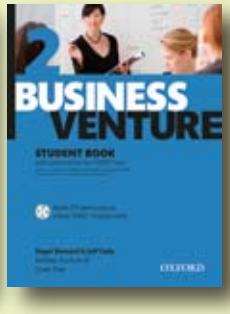
Bilingual 'Top tips for travel' and 'Word list' provide student support

New Edition

Business Venture Third Edition

The course for low-level Business English students





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Simple psychology test

BK Cottle, Rikkyo University

Favorites

Questions	YOU	1st Partner	2nd Partner	3rd Partner
Hi. What's your first name? How do you spell it?				
What's your favorite animal?				
Please use 2 adjectives to describe your favorite animal. *(Do not use colors as adjectives.)*				
What's your favorite color?				
Please use 2 adjectives to describe your favorite color.				
What's your favorite form of water?				
Please use 2 adjectives to describe your favorite form of water. *(Do not use colors as adjectives.)*				
Imagine you're in a white room with no doors and no windows.				
Please use 2 adjectives to describe the room or how you feel. *(Do not use colors as adjectives.)*				

Psychology Test Revealed

Congratulations! You have just taken a basic psychology test!

The questions and answers are very simple, but the meanings are complex. Each item is designed to reveal something you may have never known about yourself before.

Questions	You	1st Partner	2nd Partner	3rd Partner
1. Your Physical Self *Favorite animal = How you see yourself physically*. Do you think you look like your favorite animal? Is your answer the same as other students?				
2. Your Emotional Self *Favorite color = Your character or personality.* Is this your real character or personality? Is your answer the same as other students?				
3. Your Romantic Self *Favorite body of water = How you feel about love.* Is this how you really feel about love? Is your answer the same as other students?				
4. Your Afterlife Self *White room = How you feel about death.* Is this how you really feel about death? Is your answer the same as other students?				

Common Japanese Answers

With your partners, discuss the following questions:

1. For question number 1, most Japanese students answer "dog". The most common adjectives are "cute" and "small".
   a. Why do you think most Japanese choose "dog"?
   b. Why do you think most Japanese choose "cute" and "small"?

2. For question number 2, most Japanese males answer "blue" or "black". The most common male adjectives are "cool" and "serious". Most Japanese females answer "white" or "pink". The most common female adjectives are "pretty/cute" and "happy".
   c. Why do you think most Japanese males choose "blue" or "black"?
   d. Why do you think most Japanese males choose "cool" and "serious"?
   e. Why do you think most Japanese females choose "white" or "pink"?
   f. Why do you think most Japanese females choose "pretty/cute" and "happy"?

3. For question number 3, most Japanese males answer "ocean" or "sea". The most common male adjectives are "wide" and "deep". Most Japanese females answer "snow". The most common female adjectives are "beautiful" and "pure".
   g. Why do you think most Japanese males choose "ocean" or "sea"?
   h. Why do you think most Japanese males choose "wide" and "deep"?
   i. Why do you think most Japanese females choose "snow"?
   j. Why do you think most Japanese females choose "beautiful" and "pure"?

4. For question number 4, most Japanese students answer "scared/afraid" and "lonely".
   k. Why do you think most Japanese choose "scared/afraid" and "lonely"?