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Special issue: A Taste of JALT2010

Welcome to the Taste of JALT2010 special issue. The 37th annual JALT National conference is just around the corner, and as we look forward to Teaching, Learning, and Growing, in Yoyogi, *TLT* is taking some time to also look back and reflect on last year's conference. In this special issue, we showcase ten of the best articles from the 2010 conference proceedings. These articles provide a snapshot of the conference and the broad range of presentations that addressed the theme of creativity and thinking outside the box. Authors **Joshua Antle, Mike Guest, Chris Hale, Naoko Harada, James Hobbs, Adam Komisarof, Christian Perry, Misako Tajima, Ayumi Uchida and Sachiho Mori,** and **Giancarla Unser-Schutz** have all kindly provided summaries of their conference presentations. The full versions of these papers along with all the other proceedings papers can be accessed at <jalt-publications.org/proceedings/issues/2011-10_2010.1>.

We also have a stimulating range of articles, ideas and reviews within our regular content sections. Our Feature article for this issue comes from **Fumihiko Ito** who explores the connections between L2 reading and writing abilities. In Reader's Forum,

Continued over

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***TLT* Coeditors:** Damian Rivers & Jennifer Yphantides
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Kim Bradford-Watts examines peers teaching peers in the EFL classroom and **Paul Stapleton** takes a critical look at teacher evaluation at the tertiary level in Japan. Our My Share lesson ideas come from **Douglas Hamano-Bunce, Edward Chan and Margaret Kim, Nathan Ducker,** and **Masaya Kaneko.** In Book Reviews**, John Nevara** provides a review of *True to Life*. It is the desire of all *TLT* staff that this month's issue will provide you with ample stimulation for your post-summer return to the classroom. We all look forward to seeing you in Tokyo later this year.

Damian Rivers, TLT *Co-Editor*

Jason Peppard, TLT *Associate Editor*

Taste of JALT 2010特別号へようこそ。"Teaching, Learning, and Growing"というテーマの下に第37回JALT年次大会が代々木で開催される運びとなり、待ち遠しい限りですが、TLTでは、昨年の大会をここで振り返ってみたいと思います。この特別号では、2010年大会論文集の優れた論文の中から10本をご披露します。これらの論文では、"creativity and thinking outside the box"というテーマにおける大会全体や様々な発表を垣間見ることができます。Joshua Antle, Mike Guest, Chris Hale, Naoko Harada, James Hobbs, Adam Komisarof, Christian Perry, Misako Tajima, Ayumi Uchida and Sachiho Mori, Giancarla Unser-Schutzの各著者は、大会での発表の概要を快く提供してくれました。各概要の全文は、他の全ての大会論文と同様に、<jalt-publications.org/proceedings/issues/2011-10_2010.1>で読むことができます。

このほかに、いつものコラムでは様々な記事やアイデア、書評などを用意しています。今月号のFeatureではFumihiko Itoが、L2のリーディングとライティングの能力の関連性について論じています。Reader's ForumではKim Bradford-Wattsが、EFL教室内でのpeers teaching peers（学生が学生に教えること）について検討します。また、Paul Stapletonは、日本の高等教育での教員評価について批評します。My Shareでは、Douglas Hamano-Bunce, Edward Chan と Margaret Kim, Nathan Ducker, Masaya Kanekoの各氏が、授業のためのアイデアを紹介します。Book Reviewsでは、John NevaraがTrue to Lifeの書評を書いています。今月号が皆さんの夏休み明けの授業の刺激になるような情報をたっぷり提供できますことを、TLTスタッフ一同願っています。もうすぐ東京で皆様にお会いできるのを楽しみにしています。

Damian Rivers, TLT *Co-Editor*

Jason Peppard, TLT *Associate Editor*

Submitting material to *The Language Teacher*

Guidelines

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. As well as for feature articles, readers' forum articles, interviews, and conference reports, we also need material for our many columns.

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Extensive listening and how it affects reading speed

Joshua Brook Antle, Toyo University

本研究では、extensive listening がリーディング・スピードにおよぼす影響を調査した。日本人大学生３５名の志願者が本調査の被験者となった。被験者３５名を、無作為に、対照群（control group）、extensive listening を課すグループ (EL)、extensive reading を課すグループ (ER) の３つのグループに分けた。まず、全員に事前テスト（pre-test）を受けてもらいリーディング・スピードを調べた後、ERグループおよびELグループには、８週間にわたってそれぞれの課題に従事させた。ERグループの結果は、課題として与えられた読書量（８週間の実施期間中に６冊)をこなした学生が少なかったため、分析対象とはならなかった。しかし、ERグループのデータは、統計的な結論を導くには不十分ではあるものの、暫定的な比較を示す数値として報告しておく。ELグループに関しては、事前・事後テストにおける被験者のリーディング・スピードについて、その平均値を対照表に示した。ELグループのリーディング・スピードは明らかに向上しており、そのことは対照表の結果に如実に示されている。また、本調査結果は、ELによってリーディング・スピードを向上させるには、３０分のオーディオ・ブックを毎週約１本聴くことが必要であることも示唆している。

While extensive reading has been credited with learner improvements in reading comprehension and reading speed (Storey, Gibson, & Williamson, 2006) as well as in grammar and vocabulary acquisition (Nation, 2001; Krashen, 2004; Mason, 2006; Brown, Waring, & Donkaewbua, 2008), there has been considerably less research focused on extensive listening (EL). The aim of this study was to discover if EL helps learners improve in other skill areas, specifically, how using audio CDs of graded readers impacts reading speed as compared to extensive reading.

Extensive reading and extensive listening

Extensive reading (ER) is a form of second-language reading where students read large quantities of material at a level slightly below their own (Krashen, 2004). The material should also be enjoyable and of high interest to the student. The main goal of ER is to improve reading fluency, but there are also other benefits (mentioned above). For the purposes of this paper, we are going to assume that the benefits from EL are fundamentally the same as those from ER.

Where EL starts to differ from ER is in the speed of the input. A reader can go through the material at her or his own pace, whereas for EL, this is largely out of the listener's control. Another difference is that EL gives the student the opportunity to hear the speaker's intonation, stress and prosody.

Reading speed and why it is important

Learners can benefit from an increased reading speed. Tests such as TOEFL and TOEIC require the students to read long texts in a relatively short period of time. Reading speed may also contribute to comprehension, in that learners are more able to follow the plot of a story when they can quickly read the text (Wilkins, 2009). In addition, improvements in reading speed make reading more enjoyable.

Current study

This study will look at extensive listening as a possible approach to improving reading speed. The original belief behind this study was that by engaging in EL, students would be forced to process input at a quicker rate. It was hypothesized that this might have a carry-over effect into reading. For this study the participants were divided into three groups: ER, EL and control. The main research questions under investigation in this paper are as follows:

1. Do the participants show an increased reading speed after engaging in two months of extensive listening practice?
2. Assuming reading speed improves, within each group, what amount of material is required to show an improvement in reading speed over a two-month period?

Participants

Thirty-five students decided to join this research project. Students were assigned to one of the three groups: extensive reading, extensive listening, and control. The students were given a pre-test to measure reading speed: a short reading passage (Quinn, Nation, & Millett, 2007) at the General Service List (West, 1953) one thousand word level.

Treatment

The extensive reading and extensive listening stage of this study lasted for eight weeks. The ER and EL groups read/listened to graded readers during this time (a suggestion of trying to read/listen to at least one book a week was given).

Measurement

The post-test consisted of another reading taken from the same collection of readings (Quinn et al. 2007) used for the pre-test. Some of the participants failed to read/listen to the target number of books. Because of this, a cut-off level of six books over the eight weeks was established. Consequently, the results for the ER group and five of the EL participants were not used in statistical analysis. A t-test was used to analyze the results: a matched-pairs t-test using the pre-test and post-test results for the EL group.

Results

A one-tailed matched-pairs t-test was conducted to compare pre-test and post-test reading speeds for the listening group. There was a significant difference in the scores; $t(6)=2.4125$, $p=0.05$. There was an overall improvement. The results are significant enough to indicate that EL leads to improved reading speeds.

Discussion and conclusions

The result from the t-test was significant; this is somewhat surprising given the small group sizes and the relatively short duration of the treatment period (eight weeks). These results indicate that EL does lead to improvements in reading speed. However, it might be best to view this study as a pilot given the extremely small sample sizes.

In regard to the amount of material required (the second research question), the results indicate that for EL some improvement in reading speed can be seen with around one audio book per week. This amount of material is similar to what Nation (2001) claims to be the absolute minimum for ER to be effective.

Joshua Brook Antle is a lecturer at Name University in Gunma. His research interests are extensive listening and collocations.

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Table 1. Pre-test and post-test reading speeds for listening group members

	1	2	3	4	5	6	7
Pre-test reading speed (in seconds)	484	362	390	645	438	465	175
Post-test reading speed (in seconds)	407	335	395	543	388	435	189
Difference	-77	-27	+5	-102	-50	-30	+14
Number of audio books listened to	14	12	8	7	6	8	8

Storey, C., Gibson, K., & Williamson, R. (2006). Can extensive reading boost TOEIC scores? In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.). *JALT2005 Conference Proceedings*. (1004-1018). Tokyo: JALT.

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Student responses to alternative EFL evaluation

Mike Guest, University of Miyazaki

国立大学の1、2年生の医学生に対して、筆者がコミュニケーション英語の授業で取り入れてきた「代替評価」の手段・手法について、クラス調査 (593件) と個人面接 (56人) を過去6年間に渡って実施し、感想を求めた。調査と面接は、1年次はこの代替評価に関して肯定的、効果的は反応を示すのは困難であろうという筆者の認識に呼応したアクション・リサーチとして機能している。

実施と分析を重ねた結果、多用な代替評価の様式は、学生側にとって「表面的妥当性」に欠ける可能性があることが判明した。すなわち、効果的な学習や表現ストラテジーの選択を困難にする可能性がある。また、1年次のほうがより否定的な反応を示す一方で、これらの否定的コメントは、2年次になると、減少することも指摘している。

The dilemma

Sometimes, English teaching research might be said to be accidental. For example, when a dilemma appears in a classroom the teacher naturally wants to discover the cause and, hopefully, correct it. In such cases, the teacher is not planning to carry out research but is merely trying to fix a classroom *bug*.

Teaching first and second year medical students at a university, I had been utilizing *alternative* methods of classroom assessment for several years. Alternative assessment encompasses almost any type of evaluation that deviates from traditional testing. This includes ongoing assessment of multiple competencies, open-ended task-based testing, a dynamic focus on production, allowing student topic/task choices, extended collaborative project work, open-book formats, and self/peer assessment with diagnostic feedback for revisions.

However, two things had struck my teaching sensibilities. One was that first-year students in particular seemed frustrated with the methods that I was employing for assessment in my *Communication English* course, especially in comparison to the second-year students. The other was that many of the first-year students whom I knew to be competent English communicators fared poorly on these tests. I wanted to find out why.

Surveys and interviews

In order to find the cause of the dilemma I first utilized standardized university class surveys, focusing upon the open-ended commentary section, giving students sufficient time to respond (anonymously, and in either English or Japanese) to the following questions:

- Have you ever experienced this type of English evaluation before?
- Did you find the evaluation tasks and methods 1) helpful 2) interesting 3) challenging? Explain.
- How do you feel about these methods, as compared to traditional tests?
- Do you think that the tests helped you improve your English? Explain.
- Do you think the tests were a fair assessment of your English skills?

I carried out these surveys each semester over six years, n=592 in total. Beside the surveys, I also conducted office interviews with 56 first and second-year students again with the choice of language being flexible. Among the questions asked in the interviews were:

- Which test types were you familiar with before entering university?
- Were you surprised by any test type? Explain.
- Do you think having various test types helped to show your actual English ability and improve your English skills?
- How did you prepare for the tests?

Significant results

The most immediate and significant result gleaned from the responses to the surveys was that only 23 of the 396 first-year respondents indicated any prior familiarity with the forms and methods of alternative assessment. Not surprisingly then, first-year students in particular expressed frustration based upon a lack of familiarity with these unusual (for them) testing methods.

These widespread negative responses gleaned from first year students in both the surveys and the interviews were classified as *affective* responses, that is, emotional reactions to the unfamiliarity of test forms, goals, purposes and criteria negatively impacting student study habits and test preparation. In short, students had little understanding of how to prepare for assessments and thus employed ineffective study methods—such as memorizing or copying chunks of the textbook—which do not lead to success with alternative assessment.

The responses indicated that I may have somewhat been testing *testwiseness*, the ability to respond to a test format appropriately, as opposed to actually measuring English skills, and this may lead to student frustration. After all, students who indicated familiarity with alternative types of assessment invariably performed better on these assessments than those who had no prior experience. So too did second year students, who had by that time become familiarized with the new methods of evaluation and had adjusted their study methods accordingly.

Responses also suggested that *face validity*, whether a test meets the students expectations of what a test should be, may have been a negative factor. Students who did not appear to view the evaluations as being formally legitimate, and thereby not meeting their framework of expectations, had trouble negotiating them.

These first-year responses stand in contrast to the more positive responses provided by second-year students. These latter responses indicated that they had adapted their study habits to suit the test content and format, saw the greater long-term educational value of alternative testing, adapted diagnostic feedback into their subsequent studies, and embraced the autonomous and productive elements of alternative testing.

Implications for teachers

So, what are the implications for teachers who wish to use alternative forms of assessment for students unfamiliar with them? First, evaluation/task content must be made very clear (successful models, detailed explanations, and outlines should be provided). Grading criteria and skill/item focus must be made clear (text/study references and level of expectation should be made explicit). Feedback and chances for revision are also crucial to ensure fairness and skill development.

We cannot expect the benefits of alternative testing to be immediately apparent among students who are not yet used to this type of evaluation and thus we might feel inclined to discontinue such methods when faced with negative responses and performance. But the negatives can be minimized and benefits can appear gradually if the advice given above is applied.

Breaking with the IRF and EPA: Facilitating student initiated talk

Chris Hale, International Christian University

ＥＳＬクラスにおいて、より主体的学びを学生に促進しようとすると、教師はＩＲＦ（Ｉ：声かけーＲ：返答―Ｆ：フィードバック）とＥＰＡ（明示的に前向きな評価）という選好されがちな授業会話モデルの枠を破るのに苦労することがよくある。教員主導型の授業内会話を止めることで、学生も教員も学生中心の学習アプローチに不慣れであるということを、証明することができるであろう。本研究では、筆者が担当するＥＳＬクラスで、ＩＲＦとＥＰＡの発話パターンをあえて止めたクラスから得られたデータを検証する。特筆すべきは、どの程度まで学生が自ら学生／教師の伝統的発話の役割を超え、社会認知的学習環境を教師と協働で作り上げるかである

The IRF pattern (Sinclair & Coultard, 1975), which consists of the teacher's *initiation*, a student's *response*, and the teacher's *feedback*, and the EPA (Waring, 2008), *explicit positive assessment*, are seen largely as a means for teachers to reward students for saying what teachers want to hear. Students come to rely on the third part of the triadic sequence (the *feedback*) for validation that they have performed as expected, and this third part is often an EPA, such as *good* or *well done,* which indicates to the class that the exchange has finished and the teacher is ready to move on. The IRF and EPA are safe and comforting because, in many ways, they are what both teachers and students expect in classroom discourse. It can therefore be disconcerting for them to attempt to move beyond the three-part sequence in favor of more autonomous, collaborative communicative exchanges.

The purpose for conducting this study was to investigate how effective I was in creating a classroom environment where meaning could be negotiated collaboratively among learners, rather than through the standard teacher-fronted IRF and EPA structures so prevalent in EFL/ESL classrooms. Particularly interesting in the data were instances where students initiated breaks from these structures themselves, which was surprising considering their preferred status in education-based institutional discourse.

Methods

The 16 participants in this study spoke varying first languages and attended an intensive ESL program in a New York college. Six hours of classroom discourse data was recorded to video, and segments relevant to the research focus were isolated and transcribed.

Results

Students taking control of the discourse

Data segment two contained a lengthy string of talk that best exemplifies the class' attempts to break from the IRF format and work toward collaborative construction of meaning. The string contains over 100 turns, and of the 16 students, 11 contribute to the string in some way. By my withholding the closing EPA, and continually eliciting more information by feigning ignorance, the students continued the string well beyond what would have been possible in a typical three-part sequence. The string begins with a student responding to my initiation to the class about whether their countries are also *concerned with recycling*. She responds saying they recycle *food*, which led to some confusion. My role was to facilitate her own repair by asking clarification questions, but it became increasingly clear to the other students, and in particular the other Korean students who understood the meaning that she was attempting to convey, that she was having difficulty. Four other Korean students break from the IRF sequence and offered unsolicited comments to facilitate everyone's understanding.

At line 83 I pose a question to the whole class regarding the notion of recycling food: *Does that*

sound overly concerned? My goal was to bring the discussion full circle by having the class consider the original question that started this sequence. In response to this open-ended IRF, Student 9, who had remained silent through the preceding exchanges, speaks up at line 85 and clarifies everything:

***Data segment two** [Meaning made clear]*

83	T: →	Does that sound overly concerned?
84	S1: →	Ye::s.
85	S9: →	I think because the food is for pig or animal.
86	ALL:	O::::h
87	S2:	Yeah, yeah.

At this revelation, all the students in the class come to understand what several students were attempting to explain for over 100 turns (in Korea food is recycled to feed to animals). The placement of Student 9's comment came where a teacher's closing third-part would normally appear, indicating that she was addressing the other confused students, not the teacher. Ironically, Student 9 is not even from Korea, but Taiwan, where they have a similar recycling system. Finally, at line 104, I initiate a three-part sequence with Student 2 to bring our discussion full circle, but the entire class ignores protocol by answering it with her (*Yes*), and Student 10 takes the teacher's role by providing the closing EPA for the entire 100+ line sequence (*Great*):

***Data segment two** [Student's EPA]*

104	T: →	So pigs eat your garbage.
105	ALL→	Yes.
106	S10: →	Gre::at.

Conclusion

The collaborative exchanges presented here were facilitated not only by my continual prompts for further explanation, but equally by active student involvement in achieving meaning-focused output. Despite my attempts to focus on one respondent at a time, students took it upon themselves to reorganize the teacher-centered paradigm in order to autonomously engage the lesson content and co-create meaning. Though I understood what Student 2 meant about recycling food, had I instantly repaired the utterance, the lengthy segment, as well as the other students' opportunity to create and discover meaning, would have been closed-down. By refraining from this, I was able to create an atmosphere where other students felt an imperative need to take unsolicited turns and co-create the meaning necessary for everyone to understand.

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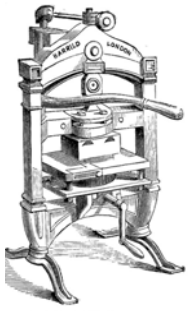

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Developing a growth mindset with Harry Potter

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本論は外国語としての英語を学習する上での不安とその解消方法のひとつとしてドゥエック(2006)の提唱するしなやかなマインドセットの枠組みに焦点を当てる。しなやかなマインドセットとは固定観念的なマインドセットとは対象を成す、努力しだいで基本的な資質を伸ばすことができるという信念に基づくものである。しなやかなマインドセットを念頭に置きつつ、「ハリー・ポッターと謎の王子」の中で運に関する場面を本の一章を抜き出して教室で読み、同じ場面を映画で観た上で、生徒自身が自分の実例と結び付けながら、自分の道を切り開くことの意味を考察する機会を持った。

Mindset generally refers to the attitudes of people and the way they think about things. This paper highlights an episode on luck and making efforts in the sixth book of the series titled *Harry Potter and the Half-Blood Prince* (Rowling, 2005, hereafter *The Half-Blood Prince*) and how this material was implemented in a third-year high school class through the frame of the concept of a growth mindset.

Anxiety and the growth mindset

Previous research has shown that a distinctive complex of self-perceptions, beliefs, feelings, and behaviors arise from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986) in the classroom. Agawa, Abe, Ishizuka, Ueda, Okuda, Carreira-Matsuzaki, Sano, and Shimizu (2011) conducted research by surveying 122 Japanese university students and discovered that demotivated learners of English tend to make fewer efforts, which lowers their competence and may raise their anxiety (p. 13).

One solution to reduce anxiety is using the framework of a mindset, a type of intrinsic motivation, demonstrated by Dweck (2006). The growth mindset is based on the belief that our basic qualities are things we can cultivate through our efforts. Students with the growth mindset care about learning (Dweck, 2008) and correct mistakes (Nussbaum & Dweck, 2007, cited in Dweck, 2008). Effort is a positive thing and if they face failure, they will escalate their efforts and look for new learning strategies. Dweck states that when those students face challenges, they outperform their peers with fixed mindsets (Dweck, 2008).

Growth mindset in Harry Potter's episode

In *The Half-Blood Prince*, the episode on liquid luck takes place in the class of Professor Slughorn who teaches potions, a subject similar to chemistry, to his students. Harry Potter won the potion brewing contest by secretly following the handwritten directions from a borrowed book. Those directions indicated practical shortcuts to brewing and they helped him make a high-quality potion with less effort compared to his classmates.

Sixteen students in my 2010 class had opportunities to learn from this episode by reading the chapter in the book as a summer assignment, answering a quick fact-check quiz with answer choices in the handout, and writing what they learned from this episode including their own experiences about luck. In September, they watched this episode on liquid luck from the movie *Harry Potter and the Half-Blood Prince* (Heyman, Barron, & Yates, 2009) and self-checked their writing before handing in their assignments. In the following class, they received feedback from their teacher. Finally, they wrote their opinions about what they learned from the episode on luck during their term tests.

Student reactions

In the summer assignments, the students wrote that merely counting on luck does not work. The following comment shows the willingness of one

student whose effort had inspired her peers and the teacher to actively support her learning so that she could accomplish a childhood goal.

> *Felix Felicis* is a great potion. I want it. But I am afraid of using it. If I depend on it, I would forget to work hard. I think that making efforts is more important than luck. When I was an elementary school fourth grader, I was poor at jumping long rope… I couldn't jump well. So I practiced very hard with my friends. My classmates and teacher tought[*sic*] me good way and timing. It was to jump at rope's center. And I could jump well. I did my best at field day. To jump long rope was a success. I thought that making efforts is very important then…

This episode tells us that the student's growth mindset had the ripple effect on people around her to share her problem and solve it with her. English essay writing over the summer made her recall that experience.

Autonomous learning

Thinking about luck may spur the students' efforts to decrease their learning anxiety. In my students' case, they tend to think that in addition to luck, making their own efforts is essential to continue to be lucky. Applying this notion to Dweck's growth mindset, it shows they have a positive attitude towards learning. The concept of making efforts is familiar to them since they have to make efforts daily in studying and in club activities. The growth mindset helps them shift their minds from the fixed mindsets or stereotypes that dominate their lives. By knowing how to use the growth mindset, they have the option of taking the initiative of their own learning and experiences.

Nurturing the growth mindset takes on a new importance for Japanese students ever since the Great East Japan Earthquake in March. During a challenging time, I believe learning the concept of the growth mindset will give the students a strategy to face reality and improve their present state by making their own efforts.

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Practical steps towards task-based teaching

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TBLT(Task-Based Language Teaching)の研究文献の数が増え続ける一方、「task」及び「TBLTを取り入れる」とは厳密には何であるか、といったことへのコンセンサスは依然として不十分なままです。さらには、特定の教育状況にTBLTを組み入れる、簡単で実用的なアドバイスが不足

していることや、商業的に生産されたTBLT教材の選択肢が限られていることで、PPP(Present-Practice-Produce)方法論で訓練された教師は、よく知っているやり方を捨ててTBLTを選択することを躊躇してしまいます。したがって、　教師に安心感を与え、かつ創造性や革新を生み出す自信を与えてくれるこれまでの方法、教科書、そしてレッスンプランの枠組みを捨て去らずにTBLTの中心的主義を組み入れるために、教師が取り入れられる実用的な手段にもっと注目させることが必要に思われます。ここでは、そういった手段の実例を取り上げます。その例として、taskに意味に焦点を当てた目標を加えること、ネイティブスピーカーのtask performanceの録音を使用すること、task outcomeを書面あるいは口頭でレポートさせることなどが含まれています。

A new perspective on tasks

Influential works such as Nunan (1989; 2004) and Willis (1996) have helped popularize Task-Based Language Teaching (TBLT), but many teachers remain confused by conflicting opinions about exactly what *tasks* are, and how to use them. However, the core principles of TBLT can, in fact, be applied without adhering to any particular TBLT framework. Reports of TBLT in local contexts usually focus not on the importance of obeying someone else's rules, but on how to create or adapt tasks and frameworks to meet the needs of particular learners (e.g., Edwards & Willis, 2005). That is, teachers who report success with tasks typically view them as flexible tools. Many more teachers could benefit from considering TBLT not as an all-embracing method, but as a set of beliefs and assumptions that can also enhance courses built around Present-Practice-Produce (PPP) or other methodologies.

Tasks within a non-TBLT framework

The first practical step for teachers reluctant to make wholesale changes to their teaching, but interested in the benefits of task-based interaction, is to familiarize themselves with the criteria proposed by Willis and Willis (2007) for determining how *task-like* an activity is:

1. Does the task have a goal/outcome?

Tasks are more likely to focus attention primarily on meaning, and to produce authentic discourse in which learners are genuinely engaged, if they have clear, non-linguistic goals. Good tasks engage learners in actions such as ordering or sorting information, agreeing on a solution or course of action, creating a story, and so on.

2. Is success judged in terms of the outcome?

What is the teacher's role during the task? Helping, facilitating, and supplying the odd word or phrase all reinforce the importance of the goal, whereas simply correcting errors does not. And what happens after the task? A genuinely goal-oriented task is usually followed by a discussion or report based on the task outcome.

3. Is the focus primarily on meaning?

A meaning-focused task encourages learners to exploit any linguistic resources available to them to reach an outcome. Grammar boxes, lists of useful expressions, model dialogues, and so on, can all have their place, but can be counter-productive if presented at a time and in a way that directs attention primarily to language form during task performance.

4. Is there some relation to real-world activities?

Classroom tasks need not be restricted to activities that literally occur in everyday life, but should elicit forms of discourse useful in the real world: stating opinions, agreeing and disagreeing, eliciting information, and storytelling among others. They should give learners chances to produce meanings useful in the target discourse community, not contrived to illustrate a grammar point.

5. Is the task interesting/engaging?

Whether learners find a task interesting and engaging will depend on many factors, but what is certain is that "without engagement, without genuine interest, there can be no focus on meaning or outcome. Learners have to want to achieve an outcome, they have to want to engage in meaning" (Willis & Willis, 2007, p. 13).

6. Is completion a priority?

In short, are students given enough time to finish, and are they encouraged to do so?

Drawing on these criteria to improve tasks, teachers should not restrict their attention to the main interactive activity of a lesson. Textbooks often also include many other task-like activities: for example, warm-up activities involving

quizzes, brainstorming, or sharing opinions; or comprehension questions following listening or reading passages. Some textbook activities are already tasks in the TBLT sense, and many others can easily be made so, for example by adding a goal, or by including a report stage. Ironically, often the only activities labelled as *tasks* in textbooks are ones that focus attention primarily on form (an instruction to *have a conversation like the one above* is not a task!).

Designing task-based lessons around PPP-oriented textbooks might thus require only tweaking instructions, changing the order of activities, or doing tasks with books closed to keep attention focused on meaning. Model language in textbooks can be given closer attention after the task, and compared with other ways of expressing similar meanings.

Teachers should also make room in lessons for a focus on the interactive lexical phrases that advanced speakers use to support fluent task interaction. Recordings of advanced speakers performing tasks can be used to draw attention to simple but useful phrases used to, for example, begin tasks (*OK, let's start*), sequence interaction (*Next…. / Now let's….*), or give feedback (*OK / Really? / Me, too*) (Hobbs, 2005).

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Conclusions

Teachers who take practical steps towards task-based teaching will find themselves moving in the same direction, but need not start from the same place or move at the same pace. Whatever your learners' needs, whatever restrictions are placed on you in terms of curriculum, textbooks, and exams, it is well worth considering what task-based teaching can offer you, and how you and your learners might benefit from those small, simple first steps towards TBLT.

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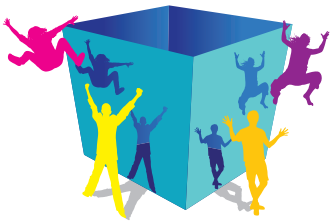

Re-entry: A teaching moment for intercultural communication awareness and skills

Adam Komisarof, Reitaku University

留学プログラムから学生が母国に帰国した後、効果的なリエントリープログラム（帰国後プログラム）があると、学生は自分の留学体験だけでなく、自国文化への再統合プロセスに関しても分析をすることができる。このような利点があるにもかかわらず、ほとんど教育機関ではこのようなリエントリープログラムが提供されていない現状がある。そのため、この論文の目標は下記の3点について述べるものである。その3点とは、1. リ

エントリープログラムの教育的目的と利点、2. フランスのリールにあるTelecom Lille1大学でのリエントリープログラム、3. そのリエントリープログラムの一環として、著者が教えた日本文化及び異文化コミュニケーション概念コースで使用した教育メソッドと演習である。

尚、3点目に挙げたこのコースは日本文化の理解と異文化コミュニケーションの理解を深めることを目的にデザインされたものであり、日本で働くということを疑似体験させるものであった。この論文では留学プログラム後、学生の異文化に関する学びをいかに促進していくかについての実践的なアプローチの詳細について述べている。

Study abroad programs are a mainstay at Japanese universities as a means of enriching students' educational experiences. Many such institutions take a proactive approach in preparing students for their sojourns, providing pre-departure orientations that cover logistical exigencies and, less commonly, intercultural communication awareness and skills training. However, no matter how wonderful the time passed abroad, if there are no opportunities after re-entry to their home countries for students to reflect upon their experiences or to integrate insights made abroad into their lives back home, then such sojourns may amount to nothing more than superficial cultural tourism. It is critical to provide not only pre-departure orientations before going abroad, but also programs after re-entry to students' home countries which encourage them to analyze their foreign experiences and the process of re-integration into their native cultures.

By leveraging the educational potential inherent in pre-departure and re-entry intercultural training, Bennett and Paige (2008, October) emphasized that educators can facilitate significant improvements in students' *intercultural learning*, which refers to acquiring increased awareness of the subjective world view of others, as well as oneself, and to developing greater ability to interact sensitively and competently across cultures. Intercultural learning—including the empathy, self-awareness, and culture-specific knowledge and skills that it encompasses—is, they contended, both transferable from one culture to another and can be generalized across cultural contexts.

Despite numerous potential benefits, few educational institutions provide re-entry education for their students. Therefore, the goals in this paper are to describe (1) the objectives and rewards of re-entry education, (2) how a re-entry education program was structured at the French university Telecom Lille 1, and (3) the educational methods and activities used in a course about Japanese culture which I, the author, taught as part of this program.

The literature described three goals of re-entry education. First, LaBrack (1993) argued that it is essential to "use the actual overseas experience as a behavioral/social text to be deciphered, analyzed, and finally melded with the student's ongoing pursuits and personal development" (p. 245). If students do not have the chance to integrate their foreign experiences with their present lives, or to lock in the advances in intercultural awareness and skills that they developed abroad, then such gains may be lost. Therefore, re-entry education is a golden opportunity to promulgate among students intercultural learning and the personal growth that it engenders.

A second goal of re-entry education is to help students cope with reverse culture shock—i.e., the transitional experience of readjusting to one's home culture—which can have a greater impact than culture shock (Adler, 1975). A third objective of re-entry education is for students to learn from the experiences and perspectives of other students who have studied abroad. By sharing stories of their sojourns as well as the struggles faced after returning home, students realize that they are not alone in feeling the challenges resulting from reverse culture shock.

Telecom Lille 1—located in Lille, France, is implementing a flagship re-entry education program in a European setting. Before studying abroad, students complete a thirty-hour introductory course in intercultural communication, thus receiving exposure to the basic concepts in the field. Then they spend two and a half months in one of 25 countries interning at companies and staying with host families. After returning to France, each student is required to take a one-week intensive class consisting of 25 contact hours at the Winter Institute of Intercultural Communication (WIIC).

The goals of my course, *Effective Intercultural Communication With Japanese People*, were that participants would (1) examine Japanese *subjective* (i.e., subconscious) culture (Bennett, 1998) and how to overcome common culture-based misunderstandings between Japanese and non-Japanese people, (2) reflect upon their previous experiences abroad and strategize how to use

the knowledge that they gained to improve their general intercultural communication skills, and (3) increase their self-cultural awareness by using concepts from the field of intercultural communication to explain French subjective culture.

The course was divided into a three-step simulation: pre-departure orientation, a one-week work trip to Japan, and re-entry to France. The simulation of working in Japan provided an opportunity for the students to experience Japan via their guided imaginations. Through the mutually-reinforcing processes of learning about Japan, reflecting upon their actual time abroad as well as their re-entry experiences in France, and acting as French cultural informants to the teacher, students had the chance to revisit and deepen their understanding of the concepts which they had learned in their original introductory course in intercultural communication. In other words, they could advance their mastery of concepts and skills that promote effective intercultural communication and actualize deeper self-understanding—thus helping to achieve the broader goals of re-entry education.

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Seven: A collaborative creative writing activity

Christian Perry, Hokkaido University

本稿は、7人グループの英語学習者達がおこなう協働的物語創作の手法である「セブン」の概要を提示する。この手法は、グループの1人目の学習者から、100〜200単語から成る物語のチャプターをワープロ上で順次創作し、合計7人による創作文をもって1つの物語を完成させるというものである。そこでは外国語学習の現場では必ずしも最優先されない学習者間の協働、創造的思考、そして間違いを恐れずに書くことの練習・経験、という点が重視される。セブンでは、創作文の見直しや文法的な間違いの訂正が十分になされないという妥当な批判もある。しかしながら学習者達は、セブンを通じて他の学習者の文章や考えを注意深く読むだけでなく、失敗を過度に恐れずに作文する機会を得ることができる。したがって、他の学習方法で重視されるように、誤りのない言語を学習することも重要であるが、セブンでは学習者の間違いの訂正よりもむしろ、学習者の自由な発想による創作を通じた学習を促進するものである。

Collaborative Creative Writing (CCW) offers students the opportunity to tap their creativity and to practice composition on a word processor without encumbering the instructor with piles of paper to mark. In CCW, multiple authors create a story. Chapters are written by individual writers, each basing their chapter on the storyline of earlier chapters by other writers. This collaborative creative writing assignment is called *Seven*, a story of seven chapters, each 100 to 200 words, produced on a word processor. One story is written by seven students, who take turns adding a chapter. A class of 30 students would produce 30 stories,

each commenced by one student and completed by six others over the course of a semester.

For the beginning of the first chapter, students choose one of several prompts provided by the instructor, and continue with their own words. Here is a sample prompt:

> "I hate this family!" I yelled as I packed my bag. I had to get out of that house, but where could I go? I had saved some money, but not much. I needed a place to stay and a job.

The story then moves from student to student and grows chapter by chapter, as illustrated in Table 1.

CCW furthers pedagogical objectives that may get overlooked in the L2 classroom: collaboration, creative thinking, and written fluency.

Collaboration

Collaborative writing has a clear advantage over solo authorship: the audience is larger and *more authentic* (Crusan, 2010, p. 140). One indicator of the authenticity of the audience is that CCW entails a close reading in order to continue the story.

A drawback of CCW is that its sequential format precludes revision, an essential part of the creative endeavor and of the writing process. Chapters are effectively written in stone since later chapters are based on earlier ones. If revision is a high priority in a class, then single-author creative writing would be more suitable but would lose the benefit of collaboration.

Creativity

CCW is based on the believing game (also called *methodological believing)*, the disciplined practice of trying to be as welcoming or accepting as possible to every idea we encounter (Elbow, 2008). In the believing game, we temporarily withhold judgment, disagreement, and criticism, aspects of the doubting game. CCW asks writers to accept and build upon the ideas of others, who in turn have their ideas accepted unconditionally.

Creativity entails the search for something novel, as well as the concomitant risk of mistake and failure. As Ken Robinson observed, "If you're not prepared to be wrong, you'll never produce anything original" (Robinson & Aronica, 2009, p. 74). This caveat notwithstanding, it may be hard for language students to embrace the pursuit of creative ends since school typically instills aversion to error first and foremost. An instructor can shift student focus by ignoring language error.

Fluency

One striking feature of CCW is the absence of corrective feedback on student language. Many practitioners will be skeptical of the learning value of a non-assessed activity, but accuracy, albeit important, need not be the focus of every writing assignment. For example, teachers typically refrain from assessing student journals, common in writing and L2 classes. In this light, CCW could be regarded as a multi-author fictional journal.

CCW aims at promoting fluency, "writers' ability to produce a lot of language (or to read)

Table 1. Progression of story from student to student

Assignment #	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
7							**Chapter 7**
6						**Chapter 6**	Chapter 6
5					**Chapter 5**	Chapter 5	Chapter 5
4				**Chapter 4**	Chapter 4	Chapter 4	Chapter 4
3			**Chapter 3**	Chapter 3	Chapter 3	Chapter 3	Chapter 3
2		**Chapter 2**	Chapter 2	Chapter 2	Chapter 2	Chapter 2	Chapter 2
1	**Chapter 1**	Chapter 1	Chapter 1	Chapter 1	Chapter 1	Chapter 1	Chapter 1

Note. This table shows students adding a chapter (in **boldface**) to the set of chapters that they receive from the previous student, then, passing the whole story on to the next student (arrows). Students also submit the chapter that they write to the instructor.

without excessive hesitations, blocks, and interruptions" (Casanave, 2004, p. 67). Because of the inverse relationship between fluency and accuracy, students cannot devote attention to both simultaneously. Accuracy usually takes precedence. Without the opportunity to work on fluency, students may not develop the ability to confidently generate prose. Moreover, corrective feedback underscores the shortcomings of a piece of writing. Assessing L2 work for accuracy may stultify creativity and motivation, and could make students more conservative in their creative expression. Within the context of one activity, students are freed of concerns over accuracy. Other writing assignments can promote accuracy.

Christian Perry has a penchant for eschewing bio data.

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16 | A TASTE OF JALT2010: EXCERPTS FROM THE PROCEEDINGS

Ideological messages embedded in an EFL textbook

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本研究は日本の中学生用に作成されたある英語教科書のイデオロギー的メッセージをCritical Discourse Analysis (CDA)の手法を用いて明らかにすることを目的とした。分析対象は2005年に文部科学省から検定合格を受けた *Columbus 21 English Course* (C21) (東後他, 2006)である。この目的を遂行するために、C21の登場人物に焦点をあてた分析を試み、その後、「登場人物と題材選択によって確立されたアメリカ合衆国志向」と「日本文化と合衆国文化の対照的表象」という2つの特徴について議論した。最後に、C21における上述の志向や表象が実際の教室で特定の真実や知として正当化される危険性を指摘し、さらに、教室内言説実践を通じ、これらに挑戦し、抵抗することができるかもしれない可能性も探究した。

Although they may be in the minority in the fields of TESOL and applied linguistics, various researchers have investigated the politics of language education, specifically that of English Language Teaching (ELT) (Pennycook, 2001; Phillipson, 1992; Tollefson, 2000). It has also been maintained that textbooks used in education play a crucial role, not only in reflecting, but also in reproducing the social relations of power that exist outside classrooms (Blaut, 1993; Dendrinos, 1992; Gray, 2001).

This study aimed to reveal ideological messages embedded in an EFL textbook by using Critical Discourse Analysis (CDA) (Fairclough, 1989, 1995). The textbook in question was *Columbus 21 English Course* (hereafter C21) (Togo, Ishikawa, Ota, Owada, Kanehara & Koizumi, 2006), which was approved by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2005, and is currently used at junior high schools in Japan.

Critical analysis of C21

The analysis here focused on the characters in C21. The findings were discussed in terms of the characters' (1) nationality and (2) personality, while occasionally making reference to the topics that appear throughout the texts.

Nationality

C21 presents two main characters: a male student, Hiro, and a female student, Jenny. Hiro is Japanese, whereas Jenny is American. The inclusion of only Japanese and American nationalities among the main characters is reinforced by the existence of supporting characters; all of the supporting characters also come from Japan and the United States. The US-only orientation in establishing the main and supporting characters is closely connected to the subject matter in C21, which focuses on issues regarding Japan and the United States throughout the three volumes.

These findings showed that C21 provides students with exposure to "a limited section of the world" (Matsuda, 2002, p. 438), which may cause them to develop a biased viewpoint. It was also argued that the US-only orientation in C21 reflects the fact that in Japan *foreign country* is almost always equated with the United States (Nakamura, 1993). Simultaneously, there is a great possibility that this US-oriented discourse becomes *naturalized* (Fairclough, 1989, p. 92) through classroom discursive practice to the extent that students might assume that *foreign country* refers almost exclusively to the United States (Nakamura, 1993).

Personality

The personality of each of the main characters is another feature that uncovered ideologies. In C21, Hiro and Jenny appear to have contrastive personalities. Hiro is described as being passive and poor at self-expression, whereas Jenny is active and good at self-expression. Moreover, while Hiro has a tendency to emphasize harmony, Jenny tends to fight for justice.

Such a contrast between the personalities of these characters is very similar to "the cultural dichotomization of the West versus the East" (Kubota, 1999, p. 15), which is often constructed in the fields of TESOL and applied linguistics. Referring to Foucault (1978), who suggests that "it is in discourse that power and knowledge are joined together" (p. 100), Kubota (1999) points out that cultural dichotomies are constructed by discourses. Taking this argument into consideration, it can be said that contrasting Japanese and American personalities in an English textbook contributes to constructing and reproducing dichotomous labeling which promotes "the Othering, stereotyping, misrepresenting, and essentializing" (p. 15) of both cultures. Such cultural labeling in C21 may also result in its legitimation as particular truth and knowledge through classroom discursive practice, encouraging students to regard these labels as natural.

Implications

As mentioned above, the discourse and cultural dichotomy in C21 might result in their legitimation as particular truth and knowledge in real classrooms. At the same time, however, the discourse and cultural dichotomy could be challenged and resisted by teachers' questioning them and providing their students with the opportunity to criticize them. According to Sunderland (1994), "[t]he most non-sexist textbook can become sexist in the hands of a teacher with sexist attitudes" (p. 64 in Sunderland, Abdul Rahim, Cowley, Leontzakou & Shattuck, 2000, p. 260). Conversely, *the most sexist* textbook can become *non-sexist* in the hands of a teacher with *non-sexist* attitudes. If this is taken into account, C21 can be used in alternative ways.

Conclusion

This study, through the use of CDA, revealed C21's US-only orientation and dichotomous representation of Japanese and US culture. It was also pointed out that classroom discursive practice can either reproduce these features or challenge and resist them. Considering this, it can be suggested that research on a textbook is not sufficient without addressing the ways in which it is actually used in real classrooms. In brief, "[w]hat is done with a text is of equal importance" (Pennycook, 2007, p. 84). As the next step after critical analyses of a textbook, it is also important to explore teacher (or student) talk around the textbook. This would advance the project of challenge and resistance.

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Email exchange project in the college foreign language classrooms

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本稿では、米国州立大学の日本語コースの学生と日本の私立大学の英語コースの学生で行ったEメール交換の実践報告をし、その有効性と問題点を検証・考察する。本プロジェクトでは、両大学の学生をペアにし、興味のあることをそれぞれの学習言語で質問し、返信をもとに作文を書き、発表をした。終了時のアンケート調査によると、同世代の学生間のEメール交換がオーセンティックな外国語学習のためのコミュニケーションツールとなり、文化学習と自律学習を促すことが明らかとなった。一方、面識のない学生にEメール送信することへの不安やEメール交換が続かないなどの問題点もあった。これらの結果を踏まえ、今後の外国語学習におけるEメール交換の可能性と課題を考察する。

In recent years email exchange has been widely used in the foreign language classrooms (Greenfield, 2003; Muehleisen, 1997; O'Dowd, 2003; Sakar, 2001; Vinagre, 2005). Many studies reveal email exchange is effective to promote cross-cultural understanding and provide motivation to language learning (Greenfield; 2003, Sakar; 2001).

This paper reports the use and effects of an email exchange projects between American and Japanese college students. The purpose of this email project was to provide students with opportunities to communicate with speakers of their target language and have them realize that they can communicate using what they have learned.

This email exchange project was conducted between an American university and a Japanese university. Students at the American university were Japanese language learners in an intermediate level Japanese course. Students at the Japanese university were freshman in a CALL English course. Both the American university and the Japanese university basically followed the same procedure. Instructors paired an American student and a Japanese student by taking the topics they chose into consideration. First, students wrote a self-introduction essay in their target language, and brainstormed about what they want to ask their partner in class. After correcting the self-introduction essay and creating three questions to ask in their target language, they sent an email to their partner. After several email exchanges, each student wrote an essay based on the information they received from their partner, and they presented the essay in class.

After the project, a survey was conducted in both universities. The result of the survey at the Japanese university shows that most of the students enjoyed this project. The most common reason was because they were able to communicate with American students and learn about American people and culture. However, there were also some students who said they did not enjoy this project. The reasons were various, but those who did not like the project usually had technical problems. Some students preferred to send email from their mobile phones. Other students were not familiar with email and had difficulty typing English. Only a small group voiced these comments, but these technical problems are very important points that we need to consider. For the question *What was good for you about the email project?*, 40 students answered *can practice reading and writing English*; 46 students answered *can learn American culture*; and 12 students answered *can make an American friend*. For the question *Do you want to participate in an email project again?* 65 out of 81 students answered *yes*; 14 students answered *I do not know*; and 2 students answered *no*. The common reasons for *yes* were because they want to know more about the U.S., they want to communicate more with American people, and the email project motivates them to study English.

The result of the survey conducted at the American university shows that most of the students considered this project helpful in improving reading and writing skills. Students also answered that the project was effective to deepen their knowledge about Japanese culture and society. For the question *What was the most difficult part of this email project?*, the most common answer was writing and reading emails written in Japanese. The comments reveal that it took time for them to write emails respectfully and read emails including grammar and expressions they do not know. They also answered that it was intimidating to send emails and ask questions to unacquainted persons. For the question *What was the most enjoyable part of this email project?*, the number of students who answered communicating with Japanese students and reading emails from their partners was the largest. The most common comment about this project overall was that they consider this project effective to improve Japanese ability. There were also comments that said this project was a good opportunity to reflect on their Japanese learning and realize their improvement in Japanese.

In conclusion, according to the students' surveys and teachers' observations, this email project played an important role for students of authentic foreign language learning. The results of the survey show that students consider this email project helpful for improving their writing and reading skills while enjoying communication with their partners. This project was also successful in having students deepen their knowledge about their target language culture and society. In addition, this project was effec-

tive to make students reflect on their language learning and recognize their growth.

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20 | A TASTE OF JALT2010: EXCERPTS FROM THE PROCEEDINGS

Manga as a linguistic resource for learning

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近年において、マンガに対する関心が日本語学習を始める大きな理由となりつつある。その結果として、マンガを教材として活かそうとする動きが進んでいる。しかしながら、マンガが現実的かつ読みやすいと評価されている反面、マンガの言語的特徴の本格的な研究が行われてこなかったため、マンガを教材として活用するのに必要な知識が整っているとは言い難い。本論文は、著者が収集したコーパスで見た特徴を紹介することを通じて、マンガを教材として活用する長短を再び考える試みである。それに当たり、焦点を二点に置き議論を進める。第一はマンガの表記上の特徴とそれらがマンガ読書に及ぶ影響である。第二はマンガにおける女性語とステレオタイプとの関係である。マンガを教材として活用する動きを肯定的に捉えながら、マンガの言語的特徴を見直す必要性を訴える。

Japanese popular culture has increasingly become a reason for studying Japanese abroad, resulting in interest in using popular culture—and in particular, *manga* (comics) and *anime* (cartoons)—for language study (Kumano, 2010). This paper focuses on how *manga* has been presented as a possible tool, particularly given that their linguistic characteristics are largely to be examined, and offers context by introducing a popular *manga* corpus. Taking a critical stance towards the assumed ease of *manga*, this paper focuses on two points: unusual orthographic styles and gendered speech pattern. While supporting *manga* as a resource, this paper will argue that *manga*'s linguistic characteristics necessitate more consideration.

One observes two major approaches for using *manga* for educational purposes. The first is content-oriented, where *manga* are used to teach subjects like economics or history. The second approach is language-oriented, where *manga* are used for studying Japanese itself. While this paper concerns the latter approach, it still offers the chance to study Japanese within a cultural context. This is one of the advantages suggested for using *manga*, as they are assumed to reflect the "real" Japan. Other advantages include their low-cost, their entertainment value for students, sudents are not always positive about *manga* in the classroom, and with the number of words-per-page low, *manga* can be costly for their linguistic content. Their rich visual context also means linguistic dependency is low.

It is also unclear how to actually use *manga*, given the lack of comprehensive research on *manga*'s linguistic characteristics. One often

sees made-for-textbook *manga*, yet as controlled works, they are less complicated and less diverse than an authentic series. Made-for-textbook *manga* may also miss an important point: students want the skills to read an authentic series. More knowledge about language in *manga* is necessary for their effective use in the classroom, and real data—such as the corpus introduced here—is essential. The corpus includes the first three volumes of eight popular titles—four each from *shounen-manga* (boys' *manga*) and *shoujo-manga* (girls' *manga*)—for 579,261 characters. It includes all linguistic data found, categorized into lines, thoughts, narration, onomatopoeia, background text, background lines/thoughts, comments and titles.

Looking first at orthography, a characteristic of *manga* is how they describe spoken speech through the use of non-standard orthography, which may affect learners' processing (Cook & Bassetti, 2005). There are three major points to note. First, individual sentences are wrapped into small strings or fragmented over multiple bubbles, requiring readers to make accurate connections. Second, 22.08% of characters are orthographic symbols, with non-standard forms common (the space) and usually common forms uncommon (the *touten* "、"). Third, variation in scripts is common, with *hiragana* used most commonly (50.86%), and the same words are often written differently even within a series. While non-standard orthography is not unique to *manga*, its effect on how *manga* are read is yet unclear, and one cannot assume that *manga* will be easy. For example, while the higher use of the syllabaries may be easier for beginner readers, variation may make it difficult to recognize words derivable to single forms.

Second, gendered language is a major characteristic of Japanese and a point of argument in language education. While beginner students may find it difficult, advanced students may not seem natural without it. If language in *manga* is truly naturalistic, then they might be useful for learning gendered speech. To consider these points, the author conducted studies on personal pronouns and sentence final particles (SFPs) from lines, finding that gendered speech in *manga* paints a complicated picture. While personal pronouns patterned relatively realistically, SFP usages differed greatly by genre, especially for female characters. Female characters in *shoujo-manga* used neutral forms (42.42%/SFPs) and mildly male forms most commonly, similar to current young girls' speech. In comparison, female characters in *shounen-manga* used strongly feminine forms most commonly (45.64%), which are now largely in disuse (Okamoto, 1995). While *manga* may aim for realism, as fiction, one must expect some level of stereotyped speech forms, which may be important in character development (Kinsui, 2007). Genre appears to be an important factor, and it may need to be considered when choosing a series.

By looking at the above issues in detail, this paper aims to show that while using *manga* might get students engaged in new ways, their linguistic landscapes may not be as clear-cut as has been supposed. It may be necessary to actively consider how text is presented, and to reconsider its nature as a language model. Taking the time to talk about these points with students could be a good opportunity to think about how and why texts differ. Comics being an international medium, the points raised here may also be applicable to other languages, using either translated *manga* or non-Japanese comics.

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L2 reading–writing correlation in Japanese EFL high school students

Keywords
correlation, L2 reading, L2 writing, Japanese

This study examines the relationship between English reading and writing skills in Japanese high school students, based on reading and writing test scores gathered in 2006. The participants were 68 native Japanese high school students learning English as a Foreign Language (EFL). The correlation between L2 reading and writing test scores is statistically significant ($r = .45$), and the coefficient of determination is .2025 with L2 reading scores explaining approximately one-fifth (20.25%) of the total variance of L2 writing scores. These results imply some effect of L2 readings skills on the quality of L2 composition in Japanese EFL high school students.

本研究は、2006年に実施した英語読解試験と英語作文試験のデータを基に、英語読解力と英語作文力の相関関係を調査したものである。被験者は、英語を外国語として学習している高等学校3年生であった。両試験得点間には有意な相関関係($r = .45$)が認められた。さらに、重回帰分析を行ったところ、読解試験得点が作文試験得点に及ぼしている説明力の割合は20.25　%であった。実験結果は、第一外国語として英語を学習している日本人高校生の英語読解力は、英語作文力に対し、ある一定の影響を与えているということを示唆している。

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Considerable research concerning the relationship among both L1 and L2 reading and writing skills has been performed internationally over the past 30 years to identify variables that may explain the diversity of L2 ability. These studies have contributed to the overall growth of the L2 acquisition research; however, less emphasis has been placed on a possible linear association between L2 reading and writing skills. The issue of whether L2 reading skills are linked with L2 writing skills has been unresolved in this early stage of research. Moreover, the population of high school students has not been examined in most previous studies. Therefore, the present study investigates the relationship between L2 reading and writing skills of high school students.

Literature Review

A growing interest in the three kinds of relationships—between L1 and L2 reading skills, between L1 and L2 writing skills, and between L2 proficiency and L2 writing skills—has prompted a number of relevant investigations in the past 30 years. First, L2 reading specialists have studied the relationship between L1 and L2 reading skills. For example, Lee and Schallert (1997), examining 809 Korean students learning English (L2), implied that there was an effect of L1 reading skills on L2 reading skills. A number of investigations relevant to this question have been examined, and most L2 reading researchers have, in general, pointed out that a positive relationship exists between the two language reading skills (e.g., Alderson, 1984; Bossers, 1991; Carrell, 1991;

Clarke, 1979; Hacquebord, 1989; Hayashi, 2004, 2009; Hulstijin & Bossers, 1992; Shokrpour & Gibbons, 2000). On the other hand, there have been no published opinions expressing a negative relationship between L1 and L2 reading.

Second, L2 composition researchers have been discussing a possible relationship between L1 and L2 writing skills; however, their findings are mixed. Statistical analyses that empirically confirm a linear association include studies by Cook (1988), Hirose and Sasaki (1994), Sasaki and Hirose (1996), Kamimura (2001), and Ito (2004). In contrast, Carson, Carrell, Silberstein, Kroll, and Kuehn (1990), Pennington and So (1993), and Abu–Akel (1997) dissent from the finding and reveal data that do not support a positive significant L1–L2 writing correlation. The research findings on which these L2 writing researchers lack consensus have been complicating the discussion of the relationship between L1 and L2 writing.

The last concern is whether L2 proficiency, which refers to the passive proficiency skills of listening, grammar, and reading, not the active proficiency skills of speaking and writing, can be a possible additive factor of L2 writing skills. For instance, Cumming's (1989) study, examining 23 selected adult Francophone students in their late teens and early twenties in a French (L1)/English (L2) bilingual program in Canada, revealed that L2 proficiency was a distinctive factor explaining L2 writing performance. In another empirical study, Sasaki and Hirose (1996), looking at 70 university students learning English as a Foreign Language (EFL) in Japan, found that L2 proficiency could be a potential variable causing gains in L2 writing quality. The results from these two well regarded studies are consistent with the findings of other experiments which have determined that L2 proficiency can account for L2 writing skills (Carson et al., 1990; Hirose & Sasaki, 1994; Ito, 2004; Jones & Tetroe, 1987; Pennington & So, 1993; Raimes, 1985).

As reviewed so far, a wide variety of investigations attempting to clarify the three relationships—between L1 and L2 reading skills, between L1 and L2 writing skills, and between L2 proficiency and L2 writing skills—have contributed to the overall development of L2 acquisition research. However, less attention has been focused on the relationship between L2 reading and L2 writing skills. Although the study of Carson et al. (1990) reports the weak but significant correlation between L2 reading and L2 writing skills in Japanese participants learning English as a second language (ESL), and the moderate significant correlation between the two skills in Chinese ESL students, the investigations of the relationship are of current value because of scarce additional empirical evidence supporting the relationship between the two skills. Thus, an additional examination through an empirical experiment can significantly clarify the complicated nature of the L2 reading–writing connection. In addition, few previous studies have examined the population of high school students rather than university students. Therefore, the purpose of this study is to examine the possible relationship between the L2 reading and L2 writing skills of high school students. The present study tests the following hypothesis:

The correlation between L2 reading and L2 writing skills of native Japanese high school students learning English as a foreign language is statistically significant.

Method

Participants

A total number of 68 native Japanese EFL high school students participated in this study. All were 12th graders with at least 5.5 years of English education provided in secondary school (three years in middle school and two and a half years in high school) prior to the experiment. Their ages ranged from 17 to 19 with the mean of 17.63. Several studies (Hirose, 1998; Miura, 1995) pointed out that Japanese EFL students in secondary school hardly received any formal academic essay instruction apart from mere sentence-level translation from Japanese to English; the participants in this study also had very little formal instruction in writing academic essays.

Instruments

Two tests served as the data-gathering instruments of the participants' L2 reading and writing skills. One was Test of English for International Communication (TOEIC). This is a widely used English language standardized test in Japan, consisting of two distinctive sections: Listening

(100 multiple choice items, 45 minutes) and Reading (100 multiple choice items, 75 minutes). In this study, the score of the Reading section served to measure the students' reading skills. The other measure was a persuasive writing task in English. The English topic in Figure 1 was drawn from retired Test of Written English (TWE) prompts stored in the *Criterion*. *Criterion*, developed by Educational Testing Service (ETS), is an online writing evaluation service. It instantly reports scores and academic diagnostic feedback.

Change Job or Not (persuasive)

Some people prefer to change jobs or professions during their careers. Others choose to stay in the same job or profession. Discuss the advantages of each choice. Which do you prefer? Use reasons and examples to explain your choice.

転職をするかしないか

自身の職歴の中で転職を好む人もいれば、同一職業にとどまることを選択する人もいます。それぞれの利点について論じてください。あなたはどちらを好みますか。理由や例を挙げ、あなたの考えを説明してください。

Figure 1. Bilingually presented essay prompt

There were two considerations for this study's essay prompt because the students' English writing proficiency was expected to be low. First, a framed prompt was chosen in this study. According to Kroll and Reid (1994), there are the following three main types of writing prompts: framed, bare, and text based. In a framed prompt, a situation or set of circumstances is provided, and a writing task is presented to test; it is similar to a TWE prompt. A bare prompt states the entire writing task in relatively direct and simple terms. In a text-based prompt, which is the most difficult of the three, writers are required to demonstrate writing skills based on interpretation of a relatively long reading passage. A framed prompt was selected as the easiest for EFL Japanese high school students to respond to. Second, the essay prompt was bilingually presented as seen in Figure 1.

Procedure

Two sessions were conducted one week apart as Figure 2 illustrates of the experimental procedural design. The first session of the persuasive English composition test was conducted for 30 minutes in September, 2006, without dictionaries, as per the TWE standardized testing procedure. One week after the composition session, the second session of the L2 reading test was administered.

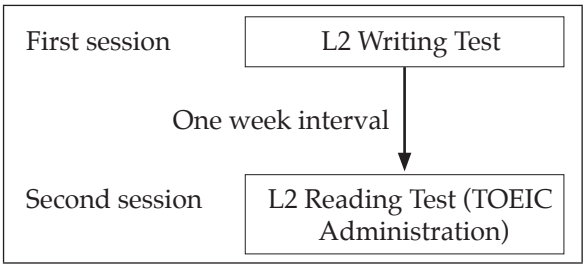

Figure 2. Experimental procedural design

Evaluation of Essays

The *ESL Composition Profile* (see Appendix A), developed by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981), was used to evaluate the L2 essays. The *Profile* contains the five distinctive component scales—Content, Organization, Vocabulary, Language Use, and Mechanics—with a range from 34 (minimum) to 100 (maximum). Each component is weighted according to its estimated significance. Content ranges from 13 points to 30; Organization from 7 to 20; Vocabulary from 7 to 20; Language Use from 5 to 25; and Mechanics from 2 to 5. The total weight for each component is further categorized at four mastery levels: very poor, fair to poor, good to average, and excellent to very good.

Two raters of Japanese EFL college instructors who had had completed the doctoral program of Teachers of English to Speakers of Other Languages (TESOL) were selected as evaluators of the English persuasive writing in this study. The evaluators independently rated the writing data, based on the *ESL Composition Profile*. The score for each essay was the average of the two independent ratings.

Results and Discussions

Table 1 reports rater means and standard deviations, and two measures of inter-rater reliability: the Pearson product-moment correlation and the coefficient alpha (Cronbach's alpha). The former reflects the overall agreement of the paired ratings of the two evaluators' independent scores of each essay; the latter demonstrates the degree of internal consistency of the final scores based on the two ratings per essay. The inter-rater reliabilities measured by the Pearson product-moment correlation and the coefficient alpha were .95 and .97, statistically demonstrating high rating reliability.

To show the participants' compositional proficiency, Table 2 provides the following indices of writing fluency: the average number of words, sentences, words per sentence, words per minute, and sentences per minute. Table 3 shows descriptive statistics for the two primary variables, L2 reading and writing skills scores. The L2 reading skills scores ranged from 50.00 to 215.00 with the mean of 122.72, which was 30.28 points lower than the average score of the Reading section of the 12th graders tested in the 2006–2007 school year in Japan (see *Kokusai Bijinesu Komyunikeishon Kyokai*, 2007). Similarly, the L2 writing skills scores ranged from 34.00 to 75.50 with the mean of 44.71, which was also low across the country. The Pearson product-moment correlation was carried out to facilitate the overall interpretation of scores. Table 4 indicates that at the .01 level, the correlation of .45 is significant between L2 reading and writing skills. The statistical finding based on this analysis is that L2 reading skills are moderately linked with L2 composition quality.

To investigate further the relationship between the two variables, L2 reading and writing skills, the researcher regressed the dependent variable of L2 writing scores against the independent variable of L2 reading scores, (L2 Reading × L2 Writing), $F(1, 66) = 16.79$, as in Table 5. The coefficient of determination (R^2) is .2025 with L2 reading scores explaining approximately one-fifth (20.25%) of the total variance of L2 composition scores. This provides evidence that L2 reading skills affect L2 writing skills, as would be expected from Pearson correlation shown in Table 4.

However, the statistical fact that the two skills correlate does not necessarily mean that the one causes the other because the reverse may be also true. Correlation is not causation, as the cautionary statistical phrase goes. Nevertheless, judging from the participants' focus on the development of L2 reading ability in the Course of Study guidelines provided by the Ministry of Education, Culture, Sports, Science, and Technology and their lack of L2 academic essay-writing experience (Hirose, 1998; Miura, 1995), it could be claimed that L2 reading skills contribute strongly to the subsequent improvement of L2 composition quality.

To add definition to the correlation between L2 reading and writing skills, Table 6 provides descriptive statistics for the five component scales—Content, Organization, Vocabulary, Language Use, and Mechanics—in the *ESL Composition Profile*.

Table 1. Essay Rater Means, Standard Deviation, Pearson Product-movement Correlation, and Coefficient Alpha (N = 68)

	Means	SD	Pearson	Coefficient Alpha
Rater 1	44.44	10.67	.95	.97
Rater 2	44.97	11.06		

Table 2. Descriptive Statistics for Quantitative Data of L2 Writing Texts (N = 68)

	Mean	SD	Min	Max
Words	70.88	43.03	4.00	196.00
Sentences	7.07	4.33	1.00	18.00
Words per Sentence	10.29	3.60	4.00	25.67
Words per Minute	2.36	1.43	0.13	6.53
Sentences per Minute	.24	.14	.03	.60

Table 3. Descriptive Statistics for L2 Reading and Writing Skills (N = 68)

Variable	Mean	SD	Min	Max	MPS
L2 Reading Skills	122.72	37.53	50.00	215.00	495.00
L2 Writing Skills	44.71	10.72	34.00	75.50	100.00

Note. MPS = Maximum Possible Score.

Table 4. Correlation between L2 Reading and Writing skills (N = 68)

L2 Reading Skills × L2 Writing Skills	.45**

**p<.01.

Table 5. Regression Analysis (N = 68)

L2 Reading Skills × L2 Writing Skills (R = .45, R^2 = .2025)					
Source	SS	df	Mean Square	F	Sig.
Regression	19137.67	1	19137.67	16.79	.00
Residual	75234.02	66	1139.91		
Total	94371.69	67			

Table 6. Descriptive Statistic for the Five Component Scales (N = 68)

	Mean	SD	Min	Max	MPS
Content	15.55	2.54	13.00	23.50	30
Organization	8.72	2.16	7.00	15.00	20
Vocabulary	8.90	2.03	7.00	14.50	20
Language Use	8.74	3.68	5.00	18.00	25
Mechanics	2.79	0.71	2.00	4.50	5

Note. MPS = Maximum possible score

Table 7. Five Correlations between L2 Reading skills and the Component Scales (N = 68)

	Content	Organization	Vocabulary	Language	Mechanics
L2 Reading	.45**	.45**	.40**	.44**	.39**

**p<.01.

The means of Content and Mechanics exceed half their maximum possible scores: on the other hand, the means of Organization, Vocabulary, and Language Use are less than half their maximum possible scores. The five Pearson product-moment correlations were performed between the independent variable of L2 reading skills and each of the five dependent variables—Content, Organization, Vocabulary, Language Use, and Mechanics. As shown in Table 7, the correlations between L2 reading skills and each of the five component scales ranged from .39 to .45, and all exhibited significant positive correlations at the .01 level. As would be expected from the regression analysis, a further important finding is that L2 reading skills are associated with all five writing component scales because the five correlations exceed, or approach, .40.

The hypothesis in this study that L2 reading skills correlate with L2 writing skills is confirmed with the aid of correlational and regression analyses. The major finding emerging from this investigation is that the development of L2 reading skills may improve the quality of students' persuasive essays in L2 writing, supporting the early study of Carson et al. (1990). As far as practical concerns, correlation of reading and writing skills found in this study implies ways to enhance teaching. In a class, for example, an L2 writing instructor aware of this research finding could confidently draw students' attention to narrative or logical techniques in their reading for their own essay writing. For another example, lessons alternating writing and reading may optimize both skills.

Conclusion

This exploratory study investigated the relationship between L2 reading skills and persuasive essay quality in EFL Japanese high school students. The preliminary findings in this study support the existing evidence of some effect of L2 reading skills on the quality of L2 composition in Japanese EFL high school students, although any teaching implications based on the findings should be carefully treated.

In order to generalize the findings from this research and to guide curriculum development in L2 reading and writing effectively, further investigations examining other populations with different proficiency levels and educational background are strongly recommended. If the results of future studies comparing L2 reading skills and composition quality of other populations of EFL students with little essay writing experience are similar to those in this study, it could be concluded that L2 reading skills cause the improvement of L2 writing quality.

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Appendix A: *ESL Composition Profile*

	VERY POOR				FAIR TO POOR					GOOD TO AVERAGE					EXCELLENT TO VERY GOOD										
	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
CONTENT	**30–27**	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic																							
	26–22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail																							
	21–17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic																							
	16–13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate																							
	7	8	9		10	11	12	13		14	15	16	17		18	19	20								
ORGANIZATION	**20–18**	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive																							
	17–14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing																							
	13–10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development																							
	9–7	VERY POOR: does not communicate • no organization • OR not enough to evaluate																							
	7	8	9		10	11	12	13		14	15	16	17		18	19	20								
VOCABULARY	**20–18**	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register																							
	17–14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured*																							
	13–10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*																							
	9–7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate																							
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25				
LANGUAGE USE	**25–22**	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions																							
	21–18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*																							
	17–11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured*																							
	10–5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate																							
	2				3					4					5										
MECHANICS	**5**	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing																							
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*																							
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured*																							
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate																							

TOTAL SCORE (OVERALL SCORE 34–100) **READER** **COMMENTS**

Students teaching students? Peer teaching in the EFL classroom in Japan

Keywords
Peer teaching, pedagogy, EFL, peer-teaching method

Peer teaching is enjoying increasing popularity in both formal and informal educational contexts. This paper reports on a one semester program in which groups of learners assume responsibility for teaching a unit of the textbook in EFL classes at a tertiary education institution in Japan. In this program, groups of learners teach course content to their peers.

「ピア・ティーチング」が学校内外の教育分野においてますますポピュラーになりつつある。本論では、日本の大学で、学生の各グループがそれぞれ教科書の担当部分を他のグループに教える責任を負う半期プログラムについて論述する。

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What is peer teaching?

Peer teaching is a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction. Many programs feature older, more experienced peers, or those with greater mastery in a subject area teaching younger, less-experienced peers or those who are yet to master the skills and content of the subject area. Others organize students within a course to collaboratively notice areas or items that they do not know and then to learn and teach each other. Kalkowski (2001) identifies a number of manifestations of peer teaching, as well as the range of labels applied to these practices, including "peer tutoring, … cross-age tutoring, … peer teaching, peer education, partner learning, peer learning, child-teach-child, … learning-through-teaching, … [and] mutual instruction" (para. 4). Although this list is not exhaustive, what all peer-teaching programs have in common is a Vygotskian approach wherein learning is understood to occur through negotiation of meaning with others within the learning environment.

Examples of peer teaching exist in descriptions of second or foreign language classroom practice. A video example of a highly scripted lesson peer-taught by 8 year old Japanese students learning English in Japan is available on YouTube (HandsOn Japanese ESL 8 yr olds Practice Peer teaching). Fraser (1988) outlines a program in which returning study abroad students of German teach their classmates who are unable to travel to Germany. Finally, Murphey (1996) shares a method, referred to as *near peer role modeling*, in which written, audio, and videotaped student comments are used to increase learner knowledge and motivation towards the process of learning.

The list of reported benefits of peer teaching include improving competence in the subject area, easing students into

university life, the development of autonomous learning skills, "developing networking opportunities; … building confidence and self-esteem; enhancing team-working skills, and developing leadership skills" (Mynard & Almarzouqi, 2006, p. 14); and positive attitudes toward school and subject area (McNall, 1975).

Many teachers of English (and other subjects) at universities and colleges in Japan struggle to help learners develop at least some of the attributes listed above. While improving language proficiency is the major aim of our lessons, we also strive to nurture autonomous, confident learners who work well together, fostering a positive attitude to the language and the school. The use of peer teaching within a program would appear to have the scope to enhance learning and student experiences. This paper represents an attempt to both describe a peer-taught program in use at a Japanese university and junior college and to document the types of benefits that students report about the program in their final self-evaluations.

Description of a peer-taught program

For the past four years this program has been conducted during the second semester of compulsory first year university and junior college oral communication courses. The compulsory English classes are composed entirely of students of a single department. Each semester has 14 scheduled weekly 90-minute lessons, as well as an examination in the 15th week. Classes range in size from 30 to 40 students of generally mixed English proficiencies. In these courses, use of a set text is mandatory.

First semester

In the first semester, the teacher provides a full schedule of planned textbook-based classes. Some lessons are designed to provide communicative opportunities through a range of activities, including interviews, group discussions, and communicative games. Other lessons include different modes of peer teaching, such as researching and teaching other students about another country. At the end of each class, learners write their reflections (part of a year-long learning journal) about the class in a set format (see Bradford-Watts, 2002).

Second semester

In the second semester, students share the teaching tasks with the class teacher. The first class meeting of the semester constitutes planning time, in which group members a) decide the unit of the text that they will teach, b) choose the relevant section(s) of the unit that they deem important for the class to learn, and c) negotiate the format of the hour-long lesson, including non-textbook practice activities for the selected materials. It is important to monitor the time for the planning session carefully, because it is important for all groups to complete the process within 90 minutes.

Week 1

The initial task of the first class is to randomly assign learners to eight groups, numbered one through eight. The group numbers are written on the left hand side of the board in a grid. The number of groups may be altered to fit class size and teaching schedule.

Groups are instructed to look through their textbooks and determine which of the units not yet studied looks most interesting to them. As groups call out their preferred unit, the class teacher records the unit number on the grid next to the group number, ensuring that there is no duplication of units. When the grid has been completed, the class teacher outlines the details of the hour-long teaching task. The activities taught by the group must include at least one significant speaking practice task.

It is important to stress to learners at this time that teaching is not the same as doing a presentation. When teaching, the main focus of the exercise is for learners to practice the target language and show understanding and competence in, for example, the new grammar point, vocabulary, or genre type. It is useful to limit the time that groups spend on teaching from the textbook to 20 minutes, leaving 40 minutes for practice activities that they construct themselves.

During the planning stages, the class teacher circulates among the groups, acting as a sounding board for ideas, confirming student answers to textbook questions, and approving final plans. Plans must be written, indicating order and outline of activities and activity times, and all group

members and the teacher must have a copy for reference—phone cameras can be used to take copies of the lesson plans. The teacher may veto plans that include, for example, playing a game below the level of class, using a video segment of more than a few minutes, or involving tasks that are difficult to accomplish due to the layout of the room.

As each group finalizes their plan, they choose a date for their teaching session and it is written onto the class schedule (camera phones can be used to document this). Group members are encouraged to exchange contact information at this stage in case of illness or other problems that may arise on their teaching day.

Weeks 2-14

In the second class, the teacher presents a textbook-based lesson as usual. Peer-taught lessons generally begin in the third week of classes to allow the first teaching group the time to prepare their lesson to their satisfaction. Peer-teaching proceeds until the end of the semester according to the schedule decided in the first class. Learners continue to write their class reflections at the conclusion of each class.

Lesson content

The classes are based on the textbook units to be covered in the semester. Groups often choose grammar or vocabulary exercises from the book as a basis for their lessons, although some groups choose reading or listening activities. Usually groups choose to present the textbook content to open the lesson, although variations have occurred. Practice activities have included:

- Listening tasks using songs, videos, puppet and role plays, or descriptive passages, with learners completing cloze tests or answering questions;
- Reading tasks involving learners matching information and then creating skits to be performed in front of the class, or answering quiz questions;
- Games created by the teaching group;
- Guided discussions based on questions created by the teaching group;
- Learning groups creating jingles and singing them for the rest of the class in response to pictures or descriptions of products

These activities have generally been presented in a fun and professional manner and have been well accepted by the learning groups.

Teachable moments

Issues will arise with respect to such aspects as pronunciation or grammatical points that were not apparent in the initial textbook unit selection or in the planning stages. The groups teach for one hour, so there is time available for addressing these issues, which may be considered *teachable moments*, that is, opportunities for the classroom teacher to present mini-lessons in response to classroom events such as student questions, student interest, or news.

Willis (2007) suggests that "novelty, emotion, and surprise are often components of teachable moments, and new information connected to these moments has greater potential to be perceived, encoded, and patterned into the memory circuits" (para. 10). The classroom teacher must decide whether to exploit a teachable moment or whether the time is better spent in other course-related ways.

Evaluation of lessons

Peer teaching in this course constitutes 20% of in-class scores. There are three forms of evaluation for this activity: teacher, peer, and self-evaluation. These are equally weighted.

After recording her score at the conclusion of the lesson, the teacher thanks the members of the teaching group and sends them into the corridor. Before they are invited back to the classroom, the teacher asks students in the learning groups to indicate by show of hands which grade the students would give the teaching group: A, B, C, or Z (Z being the lowest), and the average of this grade is also recorded. After this, the teaching group returns to the classroom and all the students complete their class reflections. The teaching group shows their reflections, including self-evaluation of their teaching, to the teacher, who reads them and records their individual scores. These are returned to the students who store them in a clear plastic multi-pocket file with their other work for use in their final self-evaluations.

Student feedback

Course feedback is collected in January via final self-evaluation reports. Since the self-evaluation is an open ended, short answer format, students can identify as few, or as many, factors as they wish. There is no specific mention of the peer-teaching task in the self-evaluation questions. The comments analyzed below represent those of five classes conducted during the 2007 school year only and are summarized in Table 1.

Almost all learners reported benefits related to their peer teaching experiences. Not surprisingly, due to the nature of the task, many described how they planned and prepared for the class, and that they have developed an awareness of choices available to them in terms of teaching method. They also suggest that they could easily understand the content of lessons taught to them by their peers, which may, in part, be due to the lessons being based on units from the textbook. The combination of these factors appears to have been a positive influence on attitudes towards learning and the classroom atmosphere, in addition to having a self-reported positive effect on learner self-development. Almost all students reported having enjoyed the experience of peer teaching and learning, even those who noted that it was difficult for them. There were, however, six students who did not mention the peer-teaching component of the course, focusing instead on other activities completed during the semester. Given that the students themselves identify these benefits and report having enjoyed the peer teaching experience, it would appear that peer teaching is an effective means of student-centered, socially-constructed instruction for the foreign language classroom.

Table 1. Benefits of peer teaching described in student self-evaluation reports.

Benefit (identified in literature)	Number of references (total 153 respondents)	Sample comment
Goal setting and planning	44	*I learned that "planned behavior" is important. Thanks to carefully planned [lesson], we success in that.*
Approaches to teaching	44	*There were various methods to teach and I was able to enjoy it.*
Enhanced learning by peer-taught lessons	43	*When I listen to my classmate's teaching, I understand more and more.*
Attitude to learning	39	*I learned pleasure to speak English in teaching group.*
Classroom atmosphere	38	*I get new skills which is how to take pleasure for English and to communication in English.*
Positive self-development	33	*I cared my pronunciation before, but I speak magnificently now. It's very important this change.*
Communication	31	*It was fun to communicate by doing group teaching.*
Teamwork	26	*We learned teamwork and helped each other.*
Making friends	22	*My number of friends has increased.*
Cooperation	18	*I was able to cooperate in everyone of the teaching group and it was very happy.*
Comments referred to topics other than peer teaching	6	
Difficulty of peer teaching	3	*It was difficult for me to become a teacher and to teach a picture story show.*

Conclusion

On the whole, students have worked well together to develop interesting and interactive classes for their classmates in this program. There have, however, been a number of problems. The major challenge continues to be the timing of the initial planning class. Once students have been divided into teaching groups and the task explained to them, they have just over an hour to finish planning their lesson. Planning goes more quickly if students realize that they can only choose their teaching date once their plan has been approved by the teacher. However, it is important for the teacher to monitor the ongoing planning of all groups in order to adjust activities, etc, as soon as possible, giving the students a chance to complete the task within the class period. Another problem arises if a significant number of students do not attend the first class of the semester. If this occurs, I keep the second last class of the semester open and create a group of those who were absent. They then need to meet in their own time to plan their class, and report their progress at the end of the following class. Negotiations with this group may take several weeks. If individual students miss the first class, they can be incorporated into pre-existing groups and assigned tasks by the members. The third problem also relates to planning—students may under, or over, estimate the length of time that an activity may take for their classmates to complete. This is where the knowledge and experience of the class teacher is helpful in a support role during the initial planning phase.

The development of the system of peer-taught units is ongoing, reflecting student feedback and teacher experience and reflection. Through sharing the role of teacher with my students, I have learned that students are very able, with support, to learn and share their learning with their classmates. Among the various lessons taught in second semester, many identify this series of lessons especially as important for their language development and personal growth.

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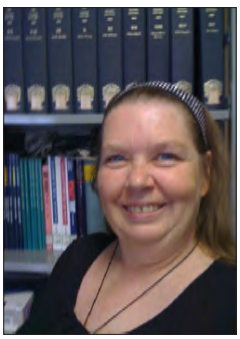
Kim Bradford-Watts has been living and teaching in the Kansai region for more than 20 years. She has authored or co-authored three textbooks and an extensive list of articles, held a range of offices within JALT, and presents at JALT and other conferences regularly. Her research interests include pragmatics, pedagogy, and CALL.



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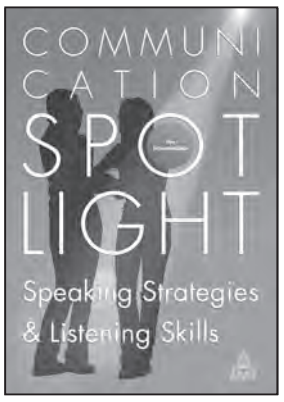

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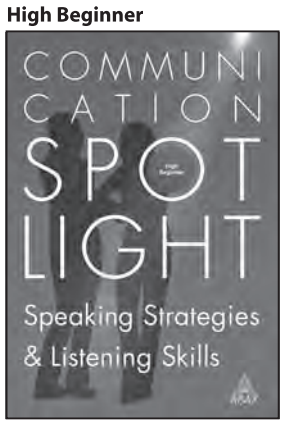

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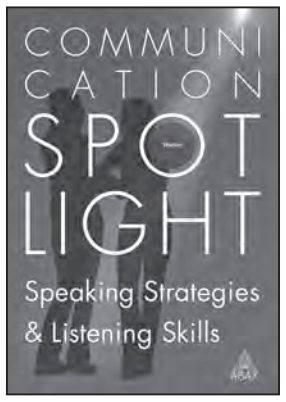

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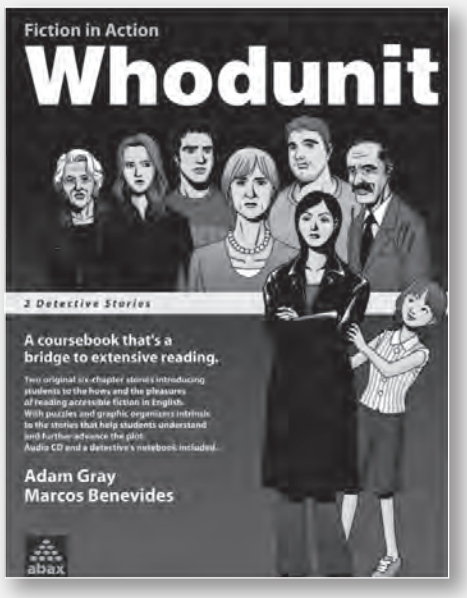

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Japanese universities: Change or risk marginalization

Paul Stapleton

Keywords
tertiary education, teacher evaluation

Following 20 years teaching at a Japanese university, I found myself working at an overseas institution where the level of academic rigor, and staff and student assessment are remarkably higher, and the decision-making significantly more efficient. By contrasting my former Japanese university with the institution where I am presently employed, I conclude that Japanese universities need to take radical steps to reform and upgrade in order to stay competitive in a very competitive global environment.

筆者は日本の大学で20年間教鞭を取った後に、ある外国の教育機関で教えることになった。そこでは学問の厳格さのレベルも教職員や学生の評価も著しく高く、決定事項も非常に効率良く処理されている。私が勤務していた日本の大学と、現在勤務している教育機関を比較し、日本の大学はもっと徹底的な方法で改革を行い、レベルを上げていかないと、この競争の厳しいグローバルな教育環境では競争力を維持できなくなるという結論に至った。

Change comes in many forms, both big and small. In my case, a career move made two years ago was of the former kind, not just changing schools, but also countries. Such an occasion brings forth a natural tendency to compare and judge whether the decision to move was the right one. Making judgments on the basis of one comparison, however, has clear limitations. When contrasting two universities in terms of quality, academic rigor and a myriad of other elements, it is difficult to account for the many local nuances such as the perceived level of the respective institutions, their population body, the underlying purpose of tertiary education within the society, and so on.

This caveat bears considering as I proceed to describe my move overseas after spending 20 years at a Japanese national university, the last six with the title, *Professor*. Any generalities derived from my observations here are colored by both the peculiarities of where I spent an uninterrupted two decades as well as the unique set of conditions that I now find myself in. Nevertheless, the contrast, especially with regard to matters such as academic rigor, assessment, and decision making are so vast, I feel it is worthwhile to mention a few, not only for personal reference and deliberation, but also for posterity's sake. Accordingly, below I look at several areas where the contrast between my new and old institutions is stark.

Job performance

Let me begin by discussing a broad, but essential issue in any working environment: performance assessment. In my later years in Japan, I had noticed a movement towards a need for accountability. For example, starting four years ago all tenured staff was required to submit their academic activities such as

publications, conference presentations, successful grant applications, and community service, on an annual basis. Before this, a system was in place to record one's performance, but it was not enforced. Upon my departure, although it was mandatory to submit one's academic activities, there were no stated requirements, expectations, performance reviews or even suggested minimum standards. Because of this, whether one's performance was praiseworthy (i.e., replete with international publications and successful grant proposals), or completely inactive, the result was the same. In other words, the annual exercise was a ceremony, with no reward or penalty for superior or inferior performance.

This lack of accountability extended to promotion decisions as well. Although a point system existed for committees to assess a candidate's performance, the bar was set ludicrously low except for one criterion. Points were gathered for publications, committee work, grants, and community service, but with unrefereed papers accumulating almost as many points as refereed ones, a candidate could simply write a paper and submit it to the department journal once every few years (where it would be edited for typos and margin specifications) and reach the minimum point level. That one exceptionally difficult criterion mentioned above, of course, was age. Unwritten understandings made it clear that teaching staff under a certain age could not be considered for promotion no matter how many points they had accumulated.

Contrast this system with the one where I work now. Performance reviews occur every two to three years with clear benchmarks. One of these is a minimum of one internationally refereed publication each year. Academic staff is expected to publish in highly ranked journals based on established standards. Student evaluations of teachers for each class taught are gathered and tallied generating an overall magic number representing one's teaching performance. Again, a low score makes promotion quite difficult and can even jeopardize contract renewal. The other main criteria are successful external grant applications and community service, such as organizing conferences, acting as editorial board members, and reviewing. Noteworthy among the criteria that have little bearing are conference presentations, publishing in conference proceedings, and authoring course books. At contract renewal time, substandard performance can, and does result in non-renewal, while strong activity and scores result in promotion. As for age, since promotion is based on merit, promising young scholars are promoted based on their academic activities. And when they are not, they are sometimes poached by another university.

Student evaluations

For the past ten years or so my Japanese university would distribute 50 course evaluation forms to all teachers at the beginning of each semester. The form consisted of one sheet of paper with Likert-style items producing a numerical score which was tabulated manually. Students also had space to make comments. Teachers were instructed to choose one class at the end of the semester and have students fill out the forms and return them to the office. I did this at the end of each semester, and several months afterwards I received a score with a ranking comparing me with other teachers. However, because my score represented only about 20% of the students that I taught, and because I sometimes gave the survey to my favorite class, while other times I gave it to a *tough* class, I was unsure what the score really revealed. I was also unsure to what extent other teachers picked and chose which class to do the evaluation; therefore, although I did receive a ranking, it was close to meaningless. More disturbing was the fact that, after receiving my score, no follow-up ever occurred. Essentially, whether I ranked first or last resulted in neither reward nor penalty. Again, the exercise was a ceremony.

In contrast, where I now work course evaluation forms are distributed to every student in every course. The resulting scores are tabulated, generating a grand average which is used during regularly scheduled performance reviews. In other words, students have real power to either reward or penalize depending on the quality of teaching. In effect, teachers care about their scores, and prepare their lessons, teach their classes and assess their students accordingly. Certainly, much has been written casting doubt upon the effectiveness of students' evaluation of university courses (Riniolo, Johnson, Sherman, & Misso, 2006; Wilson, 1998). Indeed, a numerical score for

something as qualitative as teaching performance raises concern. The point here, however, is not to judge the effectiveness of student evaluations, but to reflect on how they are carried out and used. In other words, in my present context, unlike my former one, all students are given a voice and the results of their opinions can and do have an impact on teaching performance.

Grading

During my 20 years in Japan, the distribution of grades among students was a frequent topic of discussion in meetings. Often, although guidelines existed for how As, Bs, Cs, and Fs should be allocated, some teachers had reputations for being either excessively severe or generous. On occasion, I was told that my grades were too low and I filled in a form explaining why, and that was the end of the exercise.

In my present job, grades are subject to internal monitoring and external review. In other words, a small number of student assignments in each course must be passed on to other colleagues who will moderate them without knowing the original grade assigned by the course teacher. Naturally, the moderator is one who is familiar with the course material and grading criteria. When discrepancies occur, the assignment has to be re-graded. During quality assurance exercises, the same process is carried out by external examiners. Such a system tends to provide assurance that teachers who assign grades outside a set norm will be prevented from doing so, thus giving confidence to students that the grades they receive are fair.

Decision-making

In universities, as in other large organizations, decisions are normally made by groups of people meeting together. Although many people do not enjoy meetings, they are viewed as a necessary evil. In my Japanese university, I attended meetings at the graduate school level, faculty level, and department level each at least once monthly. These meetings ran from about two to four hours roughly divided between announcements and discussion sections. While there was often some fruitful discussion, much of the time was taken up by sub-committees announcing their recent activities, most of which did not concern me. As an example, on numerous occasions in faculty meetings I was forced to listen as someone from another department stood up and read a prepared text describing the resume of a new hiree in detail. This took around 25 minutes each time. In addition, I expended a considerable amount of time in committee meetings. Often, these were rewarding as our group members worked towards a common goal which we were proud of. At other times, however, no clear goal was apparent and after a year or two, the committee chair stopped calling meetings and the obscure goal faded. I believe it is not an exaggeration to say that in the course of a year, several days' worth of time was taken up sitting through meeting items that either did not concern me or lacked concrete outcomes.

In my new job, while there are also many meetings, they are generally limited to two hours with most ending short of this. Agenda items tend to be limited to areas which concern me, and when it appears that there is insufficient reason for holding a regularly scheduled meeting, it is cancelled. Committee meetings have concrete goals, although they are not necessarily ones that I would choose. As a result of these differences in the style of decision-making, I would estimate that the time I spend in meetings now is roughly half of what I spent in Japan.

Funding

Academic staff at universities generally has funding available to them for research purposes. In my own case, each year in Japan I automatically received about ¥500,000 in *kenkyuuhi* (research budget) that was not tied to any particular grant application. Naturally, I welcomed this money, and often spent it either on travel to conferences, books, or computer equipment and software. However, over the years, I had noticed that some of my colleagues were more creative in the use of this money spending it on travel and goods that were marginally connected to research without being questioned. Coffee makers, cameras, and *Lonely Planet* guidebooks for future recreational travel are just three items I recall. With some reluctance, I have to admit that in some cases my own purchases crossed into this *creative* category as well.

In my final year in Japan, some accountability began to appear in the system. Our faculty started deducting ¥200,000 from the research funds of those who did not apply for the *kaken* research grant. Notably, however, whether one's grant application was successful or not had no bearing. Simply submitting an application was good enough to avoid the deduction. At the time, one colleague who recognized the flaw in such a penalty, commented to me using a baseball analogy, "this system is like assessing your *at bats* rather than your hitting percentage."

In my present job, similar amounts of money are available, but restrictions are much tighter. For the money that arrives automatically on an annual basis, travel to conferences and the hiring of research assistants are the two most common usages. However, if one travels to a conference, one must have been accepted as a presenter, and there is an expectation that some research output will result. Acceptable outputs include refereed journal papers or book chapters; conference proceedings are not counted. If those outputs do not appear, future travel will not be supported. As for grant applications, while they are not mandatory, there is a tacit understanding that research usually proceeds more smoothly with the help of research assistants, and the easiest way to employ them is to use funding from successful grant applications. At contract renewal and promotion time, research output is one of the key pieces of evidence used to decide whether academic staff are kept on or promoted. Thus, funding from competitive grant applications factors very highly in one's overall assessment. Additionally, when grant money is mostly directed towards salaries for research assistants, young members of the academic community are encouraged to participate in projects which helps to nurture a new generation of scholars.

Conclusion

As mentioned earlier, the experiences that I describe here cannot necessarily be generalized to all universities in Japan or my present locale. Indeed, my whole working experience in Japan was in a faculty whose focus was foreign language teaching. Other faculties may have different ways of doing things. However, anecdotal discussions with other teachers suggest to me that the various regulations and customs I describe above are not atypical of what goes on in each place. I would also suggest that with regard to higher education among developed countries, it is Japan which is the outlier when it comes to issues such as academic accountability, the power of students' voices and the extent of the bureaucracy that I have discussed above. Such a statement is certainly not new (see McVeigh, 1998; 2002; Van Wolferen, 1989). However, my aim in contrasting my experiences at a Japanese university with my present one is to point out the need for a movement in Japanese higher education towards a system that provides better accountability, rigor, and efficiency. As globalization heats up the competition to draw students from nearby regions and around the world, one of the main attractions that a university can offer is the quality of its educational experience. Students are drawn to places where they can receive the highest quality education possible within their budget. At the moment, the educational experience offered by Japanese universities is not as good as it could be. Moribund practices in Japan such as those that I have described above contribute towards the prevailing mediocrity and the failure to take the fullest advantage of the talent that exists in Japanese universities. This is especially the case for young Japanese scholars who have been exposed to more rigorous approaches to academia while abroad only to return home to be driven down like nails by a system more focused on hierarchy and procedure than merit and efficiency. The current sharp decline of Japanese studying abroad (coupled with the simultaneous rise of students from other Asian countries studying overseas) may be just one more indicator of this concern (Editorial, Dec. 27, 2010).

Further evidence of a decline in Japanese higher education has emerged recently. The Japanese government has announced a goal of having 300,000 foreign students by the year 2020 (Higher Education Bureau, n.d.). However, this figure appears unrealistic considering that only 142,000 foreign students were studying in Japan in 2010, increasing only 25,000 from six years earlier. Additionally, the true global reach of this number is minimal with 92% of students coming from Asian countries (JASSO, n.d.). In a similar vein, only two Japanese universities were ranked

in the top 100 universities in the world in 2010 (Times Higher Education, 2010) compared to four a year earlier. By comparison, Hong Kong, with a population of about only five percent of Japan's has three.

While many of the problem areas I have outlined above, such as the lengthy consensus-oriented decision-making process and the hierarchical organizational structure, are steeped in Japanese culture, this status quo can no longer effectively compete against the more efficient, rigorous, and aggressive systems set in place at universities in many developed countries. Without rapid moves to bring far-reaching reforms to Japanese higher education, the goal mentioned above will be reached neither in terms of quantity or quality. Like my recent big transition, radical change is needed in Japanese universities in order to compete in the global marketplace for students; the alternative is marginalization.

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Paul Stapleton is an associate professor at an institute of education in the region.

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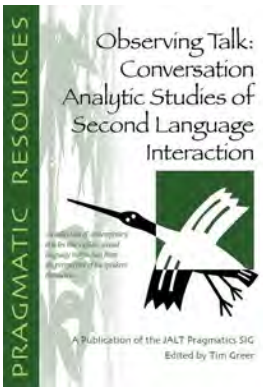

— Vocabulary SIG —

The newly formed Vocabulary SIG will be holding its first annual Vocabulary Symposium on March 3rd, 2012 at Kyushu Sangyo University in Fukuoka. This full day of presentations will include panel discussions from a variety of top names in Vocabulary Acquisition in Japan, including Masamichi Mochizuki and Shigenori Tanaka, as well as poster sessions for any and all vocabulary related researchers. We are currently accepting submissions for the poster sessions, to be sent to Jeffrey Stewart at: jeffjrstewart(AT)g-m-a-i-l(DOT)com.

Additionally, the Vocabulary SIG is now open and accepting new membership submissions. SIG Members will have access to our forming peer-reviewed online journal, community discussions, as well as a discount on specific SIG events. Interested parties are encouraged to email Quint Oga-Baldwin at qogab(ONE)(AT)fukuoka(HYPHEN)edu(DOT)ac(DOT)jp, or visit us at our SIGtable at JALT National in Tokyo. We look forward to hearing from you!

TLT RESOURCES

MY SHARE

Welcome to another issue of My Share. In this issue, Douglas Hamano-Bunce has students reviewing vocabulary in context, Edward Chan and Margaret Kim set students up for intercultural interaction, Nathan Ducker gives us an activity to help students avoid reading off a script when presenting, and Masaya Kaneko introduces a vocabulary building activity to help students on tests. A great selection of activities to usher in the new school year.

Blah blah: Interactive contextualised vocabulary review

Douglas Hamano-Bunce
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Quick guide

Key words: Vocabulary, review, interaction
Learner English level: All
Learner maturity level: All
Preparation time: 10 minutes
Activity time: 20-25 minutes
Materials: Cards and worksheets

This is a highly interactive variation of *Back to the Board*. There are several aims. First, it reviews previously encountered vocabulary, allowing for checking of meaning and pronunciation and encouraging retention in the working memory. Secondly, it provides opportunity for large amounts of spoken interaction, collaborative dialogue, and negotiation of meaning and form, which are considered important to the language learning process. It also encourages the development of strategic competence for dealing with communication breakdown (useful for many Japanese learners, who may be reluctant to negotiate meaning). Finally, being fun and interactive, the task is ideal as a warmer at the beginning of a class or as a change of pace partway through.

Preparation

Step 1: Prepare one set of cards (12–20 cards) for each group of 3–5 students. Each card should contain a noun phrase, clause, or sentence from a previously encountered context, with the target vocabulary underlined (see Appendix A for examples used with an advanced class).

Procedure

Step 2: Demonstrate the task with the whole class. Place each set of cards face down in a pile on the table. In turns, students draw and read a card to their group. When reading out the phrase on the card, they replace the underlined word(s) with "blah," "blah, blah," or "blah, blah, blah" according to the number of underlined words.

…with Dax Thomas

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Together, the group has to negotiate to supply the missing words. This naturally involves fixed and semi-fixed memorisable chunks, such as *Sorry, what does it mean?* and *Sorry, can you say that again, please?* It can also include phrases for defining and clarifying, such as *It means…, It's similar to…, It's the opposite of…,* and *For example,….*

Example:

S1 Gordon Brown keeps *blah* the fact that they are planning cuts.
S2 Sorry?
S1 Gordon Brown keeps *blah* the fact that they are planning cuts.
S3 Hiding?
S1 Nearly. Similar to hiding. Not hiding completely. Partly hiding.
S2 Err…
S1 It begins with a *d*.
S3 Disguising.
S1 Yes.

When finished, the card is left face up on the table for all to see. The students continue taking turns until all cards are finished. This stage can be turned into a game with the student with the most cards being the winner.

Step 3: Play *karuta, or slap*. Spread the cards face up on the table so that each is clearly seen. Define the words on the cards. The students listen. When they know which one is being defined, they *slap* the card and take it. This stage can be fast and furious. It is useful for the teacher to check the meaning and pronunciation of the target vocabulary.

Step 4: Hand out a worksheet containing the cards with the target vocabulary missing (Appendix B). Students complete the worksheet by copying the vocabulary from the cards. This provides opportunity for quiet consolidation and attention to spelling as well as being a written record for future reference. The students could then be asked to remember the vocabulary for a future test.

Conclusion

This procedure entails large amounts of meaningful spoken interaction, collaborative dialogue, and negotiation of meaning and form, all considered important to the language learning process. The students are *using* English meaningfully in order to successfully recall the vocabulary and complete the game *(outcome).*

An additional benefit is that the students are recycling vocabulary from a previous lesson. The targeted words are embedded in the phrases taken from the authentic discourse in which they were originally encountered. The vocabulary is, therefore, meaningful and contextualized, rather than a simple list of decontextualised items.

Finally, a focus on the fixed and semi-fixed memorisable chunks for defining and clarifying is not only useful for the task in hand, but also for use in the real world.

Appendices

The appendices are available from the online version of this article at <jalt-publications.org/tlt/departments/myshare>.

Breaking down barriers through cross-cultural interactions

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Quick guide

Key words: Interview skills, cross-cultural communication skills, cultural exchange, study abroad preparation, nonverbal communication skills

Learner English level: All

Learner maturity level: All

Preparation time: One class to prepare interview questions and practice interview skills

Activity time: One class period

Materials: Voice recorder, interview questions, visiting exchange students or online communication access

In university-level English classes in Japan, there is rarely an opportunity for students to interact with native English speakers other than their classroom teacher. At the same time, for U.S. students doing a short-term study abroad, there is the danger of not engaging with native Japanese people. This activity involves a cross-cultural exchange set up between Japanese university students and U.S. study abroad students visiting Japan. The U.S. students visit the Japanese students in their class in Japan; however, this activity could feasibly be done via Internet communication. For both groups, the emphasis is on building confidence and experience for cross-cultural communication in a low-stakes context and ensuring self-reflection in the process.

Preparation

Step 1: Give all students a Pre-Interview Questionnaire surveying their attitudes about interviewing a native English or ESL speaker (see Appendix A).

Step 2: Assign students partners from the other school (pairs or groups).

Step 3: Have students prepare interview questions for the other students (see Appendix B).

Step 4: Teach students about different approaches to verbal and nonverbal communication with native English or ESL speakers.

Procedure

Step 1: On the day the U.S. students visit the Japanese students' class, begin by introducing them to their assigned partners through an ice-breaking exercise (see Appendix C).

Step 2: Ensure voice recorders are operating properly and note which recorders are assigned to which students.

Step 3: Have each pair/group record their interview.

Step 4: Teachers should circulate around the room monitoring students and intervening when conversations have clearly stalled—though students should be given enough time to try to work through issues on their own.

Step 5: Give students a Post-Interview Questionnaire encouraging them to reflect on their experiences (see Appendix D).

Extension activities

Option 1: Since the entire class period is used for interviewing, it is helpful to plan a social event for the two groups of students to interact less formally afterwards. This gives them a chance to communicate and get to know each other in an informal setting.

Option 2: Students can listen to the recorded interviews and write a paper based on their interview.

Variation

We think it is extremely valuable for students to meet in person and would encourage you to seek out opportunities for students to meet by collaborating with study abroad trips from other universities in any English-speaking country. However, if this is not possible, you can use Skype or some other online communication system for the interviews.

Conclusion

This cultural exchange demonstrates to students that they can successfully communicate and exchange similar interests despite language barriers. Interviewing can be good practice for both sets of students to build more confidence in their cross-cultural communication abilities. Students can become aware of how to use different communication skills to get their message across. Although the students' prior level of experience communicating across cultures might vary widely, all students can enjoy the experience.

Many universities in Japan, the United States, and elsewhere have formal or informal relationships with institutions in other countries, and this activity is an easy way to capitalize on those relationships (or to forge new ones). Moreover, it can sometimes be difficult for short-term study

abroad programs to incorporate meaningful cultural interactions due to limited time. This activity provides a structured way to ensure that short-term study abroad students can benefit from these interactions, in addition to visiting cultural sites and other relatively passive experiences. Japanese students can gain structured experience communicating with native English speakers in a way that ensures reflection.

Appendices

The appendices are available from the online version of this article at <jalt-publications.org/tlt/departments/myshare>.

Oral communication practice for students who read too much in presentations

Nathan Ducker
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Quick guide

Key words: Presentations, reading, eye contact, interlocutor feedback

Learner English level: False beginners, intermediate and up

Learner maturity: University

Preparation time: Students can use the contents of a previously carried out presentation to save time or 1 class of research time to develop a topic

Activity time: 45 minutes

Materials: 1 sheet of white A4 paper and pen / pencil

Reading from a script in presentations negatively affects many aspects of communication effectiveness such as pronunciation, rhythm, eye-contact, and volume. This activity helps students to understand and practice appropriate communication in preparation for, or in review of, presentation assignments.

Note: The physical distance between rows A and B and the noise generated by all students talking concurrently require students to speak clearly, have good eye contact, and use gestures. However, you may need to warn other teachers that your class will be noisy.

Procedure

Step 1: Point out that the goal of a presentation is to *communicate clearly and concisely with many people for the purpose of expressing your ideas.* Distribute one sheet of paper to each student. Students divide the paper into 6 equal sections by folding it.

Step 2: Students write one key point (a heading or cue) of their presentation in each of the sections of paper. (For example, <introduction>, <title of section 1>, < title of section 2>…)

Step 3: If required, students can add a further 3 helpful phrases to each section. (For example, under <Conclusion> a student may add <Review S1, S2, S3>, <In the future>, <Thanks>)

Step 4: Divide the class into two groups (A and B) according to your usual method (I use *Rock, Scissors, Paper.*)

Step 5: Groups line up on opposite sides of the classroom, in two parallel lines, facing each other.

Step 6: All students in line A attempt to talk concurrently for 5 minutes across the classroom to their partner in line B (A1 – B1, A2 – B2, and so on). While all A students talk, B students make notes about their partners' information in one of the folded sections on the reverse of their piece of paper. Monitor carefully to ensure that students are speaking clearly and are not just shouting.

Step 7: After 5 minutes, students A and B meet and check the accuracy and quantity of the number of items that B has written. Students award themselves one point for each correct item.

Step 8: Repeat steps 6 and 7 with roles for A and B reversed.

Step 9: After reviewing scores, give some feedback. Students naturally assume that a low score is the responsibility of the speaker. Correct this assumption—focus on the dynamic and interactive aspects of communication which require both speaker and listener to actively contribute. If pairs get a low score, this is a problem for the listener and speaker to solve. This means that:

- Listeners must give feedback, for example, *I can't hear you* or *One more time.*
- Speakers must be looking at listeners to check if they understand.
- As the room is noisy, students need to speak clearly.
- As the room is noisy, both speaker and listener need to use body language, facial expressions, and actions to communicate as well as a clear voice.
- Difficult sentences will need to be re-phrased (ad-libbed) to communicate ideas simply.

Step 10: To continue this practice, the first two students from line A (A1 and A2) should move to the back end of line A so that A3 and A4 are now talking to B1 and B2. This practice can continue for as long as teacher feels appropriate.

Variations

This activity can also be used:

- as a warm-up
- to help shy students gain confidence
- to improve poor dialogue / interpersonal skills

Conclusion

This is a low pressure and fun activity that increases students' communicative confidence. The physical distance between rows A and B and the noise generated forces students to communicate reciprocally, using hands, facial expressions, and clear, simple English. This leads to improved performance in presentations as well as in other communicative situations.

Vocabulary building: Two successful strategies for Japanese senior high school students

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Quick guide

Key words: Guessing from context, General Service List, Academic Word List, root words

Learner English level: High beginner to advanced

Learner maturity level: High school to adult

Preparation time: 30 minutes to 1 hour

Activity time: 5 minutes

Materials: Activity handouts

The goal of this activity is to help Japanese senior high school students achieve a high score on the National Center Test and the Eiken Test through implicit and explicit vocabulary learning. There are 2 principles behind this activity: repeated exposure to high-frequency words and teaching root words. This activity starts with a guessing-meaning-from-context exercise. In preparing texts for the exercise, the words in the General Service List and the Academic Word List are preferable because of their significant text coverage on the Center Test: approximately 96% of the text is covered by the 2570 words. Thus, familiarizing students with these words will ultimately help students on the real test. Also, teaching root words is important because it will help learners remember words (Nation, 2001). Personally, I choose words with Latin or Greek roots because of their frequent occurrence on the Eiken Test.

Preparation

Step 1: Think of a target word. The word should contain a useful root.

Step 2: Write a passage using the target word and words in the General Service List (GSL) and the Academic Word List (AWL). Make sure that at least 95% of the words used in the text are words that occur in the GSL/AWL. Use the RANGE program developed by Nation (2002). The program provides data on what percentage of your text is covered by the GSL or the AWL. RANGE is available at <www.victoria.ac.nz/lals/staff/paul-nation.aspx>.

Step 3: Underline the target word so students know that it is indeed the target word.

Procedure

Step 1: Give students the text. Have them read it and guess the meaning of the underlined target word from the context.

Step 2: When students finish writing their guesses in Japanese or in English, ask them to present their guesses to the class.

Step 3: Show students the correct meaning of the target word.

Step 4: Give a short explanation on the word's root.

Example passages

Here are 3 example passages designed for different student levels. The passage in Example A is mainly written using the first 1000 words in the GSL. Example B is written using words occurring in the first 2000. Example C is intended for advanced learners who are already familiar with the 2570 words in the GSL and the AWL. Note that the text coverage in the parentheses below includes proper nouns.

Example A (98.55%)

Do you have any friends who are **ambidextrous**? This special ability is helpful in daily lives. For example, Michelangelo, a famous Italian artist, is said to have changed from his right hand to his left hand and back again while painting a picture. James Garfield, the 20th President of the United States, could write Greek with his left hand and Latin with his right hand at the same time.

- The word *ambidextrous* means _____ .

Example B (96.55%)

There are so many **homophones** in English. Learning homophones is interesting, but it is also confusing because you cannot tell the difference just by hearing. Let's take an example of *whole* and *hole*. If you try to learn the difference by looking at them, you will easily notice it. But if you are the kind of learner who picks up a new word when you hear it, you might not notice the difference. In that case, additional context might help you realize the difference.

- The word *homophone* means _____.

Example C (95.74%)

Demography reveals useful information. It shows that the Earth's population has reached 6.8 billion. The populations of both China and India have already exceeded one billion. Thanks to this demographic data, we can readily understand how many people reside in particular countries, states, cities, or even towns.

- The word *demography* means _____.

Conclusion

After spending 3 months training my students to guess from context, they became very confident using the technique. Also, the repeated exposure to the important 2570 words and the knowledge about Latin and Greek root words has helped most of them deepen the knowledge of the 2570 words and retain the newly acquired words learned by guessing. Moreover, they became confident in their ability to guess a word's meaning from the context, which is a crucial skill for the National Center Test, and some were able to get high scores on the vocabulary section of the Eiken Test by applying their knowledge of Greek and Latin root words.

References

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Heatley, A., Nation, I. S. P., & Coxhead, A. (2002). RANGE and FREQUENCY programs. Retrieved from <www.victoria.ac.nz/lals/staff/paul-nation.aspx>.

TLT RESOURCES BOOK REVIEWS

This month's column features John Nevara's evaluation of *True to Life*.

True to Life

[Lauren Merenda, Dale Fuller, & Corey Fuller. Tokyo: Macmillan LanguageHouse, 2011. pp. 55. ¥2,625. ISBN: 978-4-7773-6343-8.]

Reviewed by John Nevara, Kobe Gakuin University

Fifteen or twenty years ago, when the use of video in the classroom was a hot, new topic in EFL circles, *True to Life* might very well have caused a stir. Now it has entered the textbook market with just a murmur of interest. However, this DVD-based text deserves a qualified recommendation as both user-friendly and unique, worthy of consideration especially for content-based classes in which the teacher feels video is the appropriate choice.

This book will most likely be selected for semester-long courses with a focus on North American studies, although it can also be used in more generic listening-centered classes. It is appropriate for students at the pre-intermediate level, but can easily be used with students at a somewhat lower or higher level. There are 12 units in total, with each unit solidly structured to provide a variety of activities lasting approximately 90 minutes. No sample quizzes or tests are included in the teacher's manual, but test material can easily be adapted from the text.

As a DVD-based text, each unit has at its core three scenes, two of which are interviews with young North Americans about their careers and lifestyles. The diversity of the interviewees—from a professional forager to a wedding designer—provides Japanese students with important insights into North American culture and often leads to interesting classroom, pair work, and group work discussions.

The interviews, having been produced for the EFL setting, do not count as truly authentic materials, but they do a good job of mimicking authenticity through natural language usage. As stated by Richards (2001), authentic materials have a positive effect on learner motivation, provide cultural information about the target culture and exposure to real language, relate more closely to learners' actual needs, and support a more creative approach to teaching. Limitations to authentic materials, on the other hand, include the possibility of difficult language and the amount of time teachers need to prepare materials. *True to Life* supplies most of the advantages of authentic materials while at the same time removing most of the limitations. In my opinion, these interviews are unique in their high quality, near-authenticity, and accessibility to students. Moreover, my students, with English ability at the high-beginner and pre-intermediate levels, indicated that the interviews provide interesting and useful information at a suitable language level for most Japanese university students.

In fact, all my 20 students rated *True to Life* as either excellent or very good, a recommendation suggesting that I should use it again next year. The sole complaint from the students was that

…with Robert Taferner

To contact the editor: <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/departments/book-reviews>

it is difficult to understand 100 percent of the content of each interview. One student wished for English subtitles on the DVD, although this potential problem can be alleviated if the teacher copies and distributes the audio-script (available as part of the teacher's manual) during or after class. Also, the entire DVD accompanies the students' text, so more motivated students can watch the scenes at their leisure.

Likewise, from the teacher's perspective, few criticisms can be found with the interviews and connected comprehension and discussion-related exercises. It is possible that each interview, lasting around two minutes, might seem short to the teacher. Turning off the lights and closing the curtains for such a short scene sometimes seems a bother. However, none of my students have voiced any complaints, and more importantly, the brevity seems to keep students from feeling overwhelmed by the content.

Besides the two interviews, each unit also has a practical dialogue on DVD. Unfortunately, the dialogues themselves—with topics such as ordering at restaurants and checking into hotels—are not unique and lose the sense of authenticity that is found in the interviews. Oftentimes, the dialogues are only loosely connected to the interviews (e.g., a dialogue on weekend plans tacked on to an interview with a homeschooling homemaker), making a less-than-seamless flow. However, the dialogues can serve as a refreshing break between interviews, and they allow students some structured practice along with the two or three opportunities for less-controlled conversation (mainly pair work and group work) that are interspersed through each unit.

Overall, *True to Life* has its faults and limitations, but it can be recommended as a teacher- and student-friendly book for a semester's worth of material in a content-based or listening-centered class. I will use it again next year in my Western Culture and Society class, and my students will no doubt be happy with the choice.

References

Richards, J. (2001). *Curriculum development in language teaching*. New York: Cambridge University Press.

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 inside the front cover of any *TLT*. [Please note the new address for the Publishers' Review Copies Liaison]

RECENTLY RECEIVED ONLINE

An up-to-date 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 Oct. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault

pub-review@jalt-publications.org

**2:46 Aftershocks: Stories from the Japan Earthquake*. Sherriff, P. (quakebooks.org) Tokyo: Goken, 2011. [A collection of essays, artwork, and photographs by people around the world, including those who experienced the disaster on 3.11; written with the aim of recording the moment and raising money for the Japanese Red Cross Society to help the victims].

Britain Today: Old Certainties, New Contradictions. Hullah, P., & Teranishi, M. Tokyo: Cengage, 2009. [15-unit reading course centered on modern British culture incl. bilingual vocabulary gloss, speaking activities w/class audio CD, and teacher's manual].

* *For and Against*. Flaherty, G. Tokyo: Seibido, 2008. [15-unit coursebook focused on 4-skills to express and exchange ideas on current events and controversial issues incl. audio CD and teacher's manual w/ bilingual content support, answer key, and CD].

For Real. Hobbs, M., & Keddle, J. S. Crawley, UK: Helbling Languages, 2011. [3-level CLIL series aligned w/ CEFR framework (A1-B2) for teens and young adults incl. full and split edition student book w/ CD-ROM and integrated workbook, teacher's book w/ class CDs, interactive whiteboard book w/ DVD, tests and resources book w/ *Testbuilder* CD-ROM and audio CDs, and online resources].

From Reading to Writing. Fellag, L. R. (Eds.). White Plains, NY: Pearson Education, 2010. [4-level, theme-based integrated reading and process writing series w/ corpus-based vocabulary incl. online ETS writing assessment tool *ProofWriter* and online teacher's manual w/ tests and answer keys].

**Good Teacher - Better Teacher: Strategies for Successful Tertiary Teaching*. Reinders, H., Lewis, M., & Kirkness, A. Nagoya: Perceptia Press, 2010. [Teaching guide for instructors in tertiary institutions using English as the medium in teaching EAL students who have English as an Additional Language].

**Grammar Gym*. Puchta, H., & Finnie, R. Crawley, UK: Helbling Languages, 2011. [3-level series at CEFR A-2 level focusing on grammar, vocabulary, and dialogue skills for the KET and Trinity exams incl. CDs].

* *Lifestyle: English for Work, Socializing, and Travel*. Various authors. Harlow, UK: Pearson Education, 2010. [Pre-intermediate and intermediate level (CEFR A2-B1) 16-unit coursebook w/ self-study CD-ROM incl. class audio CDs, workbook w/ audio CD, and teacher's book w/ *Test Master* CD-ROM].

**Media English*. Knight, T. Nagoya: Perceptia Press, 2010. [13-unit multiple skills course book w/ activities based on news media].

!The Tale That Wags. Murphey, T. Nagoya: Perceptia Press, 2010. [A novel introducing, critiquing, and offering solutions for university entrance examinations and the Japanese education system].

**Total Business*. Various authors. London: Summertown Publishing, 2009. [3-level business English course for pre-work students and business people incl. 12-unit student book w/ business topics, skills, and strategies sections, teacher's book, workbook, and audio CDs].

Young Learners English Course (Super Starters, Mighty Movers, Fantastic Flyers). Superfine, W., West, J., Lambert, V., & Pelteret, C. Singapore: Cengage Learning Asia, 2010. [New edition, 3-level activity-based series for young learners based on the Cambridge Young Learners English Test incl. 10-unit student book, activity book, teacher's book w/ photocopiable resources and practice tests, and CD pack].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Bill Perry

jj-reviews@jalt-publications.org

An Introduction to Irish English. Amador-Moreno, C. P. Sheffield, UK: Equinox Publishing, 2010.

Lifelong Language Learning SIG

The JALT Lifelong Language Learning (LLL) SIG will hold its mini conference on Oct 1 at Tokyo Keizai University. Co-occurring with the ETJ (English Teachers of Japan) Expo this year, the theme of the conference is *Starting the Journey toward Lifelong Language Learning*.

At the JALT National Conference, the LLL-SIG will hold a forum entitled *Teachers coping with disaster: The mornings after*, on Nov 20 (3:45 – 5:15). Presenters will speak about the effect that the 3/11 earthquake and tsunami had on a variety of teaching settings. Topics will range from psychological first aid training, to student/teacher-inspired action for earthquake relief, and classroom activities that involve critical consideration of the reporting on the earthquake/tsunami/nuclear disaster.

TLT RESOURCES

TLT WIRED

Tablet computers in the ESL classroom: Unlimited possibilities

大学英語教育におけるタブレット型コンピュータ：無限の可能性

Jared Angel
Kobe Shoin Women's University

In all of my experience in higher education, which totals up to almost fifty years, I've never seen anything change the landscape the way this has. The iPad has transformed the way our faculty is looking at learning and how they transmit knowledge. - Joanne Boyle, President, Seton Hill University (Learning with iPad)

Tablet computers offer ESL university classrooms limitless possibilities, from assisting instructors in making dynamic lessons, to being an exciting alternative to clunky laptops and hard-to-see overheads, to an interactive learning tool for students. The iPad has already transformed ESL lessons at Seton Hill University in the United States and has been an excellent resource for its language students. In addition to the iPad, other available tablets include those using the Android operating system such as the Galaxy S and Iconia.

Dynamic lessons and alternative technology

Instructors who expand their lesson plans beyond textbooks use a variety of tools, including laptop computers, CDs, videos, overhead projectors, and photographs. A tablet computer can be a substitute for all of these tools and assist instructors in lesson planning and organization.

Laptops can be heavy and cumbersome when instructors have books and folders to carry. For classroom presentations, instructors may become glued behind a laptop and find the mouse and keyboard difficult to manipulate. A tablet adds little to an instructor's bag. It can perform every presentation function a laptop can and be held easily with one hand. An instructor can more actively engage a class during presentations and only needs a single finger to control it.

Tablets can play MP3s, replacing CDs and CD players for any audio activity. The headphone jack easily connects to classroom audio systems. A connector allows output to a TV or screen to show videos, presentation documents, and Internet content. Displaying a tablet's content on a screen also can replace overhead projectors.

…with Ted O'Neill

To contact the editors: <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.

<jalt-publications.org/tlt/wired>

Interactive learning tool and ESL

For students, buying new costly textbooks every year not only takes up a lot of space, but is also bad for the environment (paper, ink, printing, and shipping). Ultimately, many ESL textbooks can be distributed digitally, which would eliminate waste and be extremely convenient as students would only need to carry one lightweight device (between 400 and 800 grams). A digital textbook has an incredible range of functions. Students can highlight text and make notes by typing. Students can immediately check answers to in-class assignments and homework. They can even email work to instructors. They can easily erase their work and try again. Digital textbooks can directly embed videos and listening exercises so students can watch and listen simply by tapping a link on the screen.

Tablets have built-in microphones making it possible for students to record lectures and their own voices. Since most new tablet computers also come with video cameras, students can do video chats for free. Instructors can take advantage of this function by incorporating live video chats between themselves and students in their classes, students in other classes, or even students at other universities anywhere in the world.

Seton Hill University

Starting in September 2010, Seton Hill University provided all 340 of its new students with an iPad. Seton Hill is attempting to move away from paper textbooks or to supplement them with iPad applications. In the Spanish department, Professor Judith Garcia-Quismondo (personal communication, June 22, 2011) was initially worried that students would use the iPad to play games, surf the Internet, or check email during class, but has been pleasantly surprised at how well students have stayed on task, only using it to study Spanish. While Professor Garcia-Quismondo (personal communication, June 22, 2011) doubts that the iPad will ever fully replace paper textbooks, it has been an amazing resource for her students and has actively engaged them in the lessons. The applications they used included dictionaries, research and educational tools, and voice recording.

Obstacles and future publishing

Obstacles that currently limit use of tablets in ESL classrooms include a lack of technology support in both facilities and training, inadequate or overly expensive connection options, and minimal availability of applications and digital textbooks. The majority of universities in Japan are currently not prepared to give instructors full support in maximizing the potential of tablet computers for ESL education.

As of July 2011, I have not been able to confirm the existence of any ESL digital textbooks available in Japan, but Oxford University Press has produced some readers based on public domain books, including *Alice in Wonderland* and *Sherlock Holmes* (Y. Hashimoto, personal communication, June 6, 2011). Heinle Cengage Learning is in the process of making a graded reader application that will be available for preview in September. Steve King (personal communication, June 6, 2011), Cengage's International Marketing Manager, sees an exciting and promising future in digital textbooks. Not only are the education possibilities endless, but digital textbooks are cheaper and faster to produce. Traditional paper textbooks can take up to two years to publish and must be printed and shipped. And, as every publisher has experienced, mistakes are not fixable until a textbook's next edition. According to King (personal communication, June 6, 2011), digital textbooks can be produced in as little as four months–a huge plus for textbook writers. Without printing and shipping costs involved, publishers can offer much cheaper prices to students. Since updates to digital applications only require a short download by users, corrections to textbooks with mistakes or improvements can be made almost instantaneously.

Conclusion

Tablet computers open an immense range of possibilities for learning. In addition to the benefits of being green technology and digital textbooks being faster and cheaper to produce, they can eliminate the need for other single-purpose machines. With the right technical support, tablets are fairly easy to learn how to use and can be a valuable tool in lesson preparation and presentation. Most importantly, they can enhance students' ESL experiences.

Personally, I started using my iPad in classes in April 2011. At first, I was not convinced that it was going to make that much of a difference, but now I cannot imagine teaching without it. Being able to stand and walk around while using PowerPoint© instead of being glued behind a laptop has made my lectures more dynamic. I no longer have to carry around several different listening CDs for each class and can access video content online in two simple steps. When teaching new vocabulary or talking about famous places, I can push two buttons on my iPad screen and show students a visual reference. For a free conversation class I lead, my students and I have played games, read books, and watched videos on it. I have also already started imagining how I will be able to enrich my students' education once they too have a tablet computer.

References

Apple Incorporated Learning with iPad [Video file]. Retrieved M.ay 26, 2011 from <www.apple.com/education/ipad/>.

Jared Angel currently teaches at four universities in Kobe, Japan and has taught ESL for 13 years. He is the author of the upcoming fantasy series, *Endless War of the Gods*, to be published December 2011 by Silver Leaf Books.

JALT FOCUS

JALT FOCUS

JALT News

Executive Board Meeting report

On 25-26 June, more than 80 JALT members met for the second JALT Executive Board Meeting (EBM) of 2011 in Tokyo. The Executive Board is the chief legislative body of JALT. It is composed of the Board of Directors and representatives from each of JALT's chapters and SIGs. Appointed national officers and other chapter and SIG officers also take part with voice but no vote.

The weekend began with a workshop for chapters and SIGs about membership issues on Saturday morning, led by the Director of Membership, Buzz Green, and the Vice President, Nathan Furuya (former Director of Membership). Being the Membership Chair of a JALT chapter or SIG involves monthly downloading of membership lists from a secure website as well as making sure the lists accurately reflect the group's membership. The job is a tough one, but Buzz and Nathan patiently explained the issues. The 35 officers who attended the workshop were enthusiastic and energized.

At the same time, the JALT2011 Conference Planning Committee met under the direction of the Director of Program, Steve Cornwell, to deal with the myriad of issues that confront us each year as we plan our international conference for 2,000 JALT members and guests. This year's conference will be held at the National Olympics Memorial Youth Center in Tokyo from 18-21 November.

The Financial Steering Committee with Director of Treasury, Oana Cusen, also met Saturday morning. During this meeting they had a

…with Malcolm Swanson

To contact the editor: <jalt-focus@jalt-publications.org>

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

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

productive discussion of budgetary and audit issues.

The actual EBM was held Saturday afternoon and all day Sunday. The group first discussed what JALT is already doing and what more we can do long-term for the victims of the Great East Japan Earthquake and tsunami that happened on 11 March. Please see President Kevin Cleary's report in *Grassroots* for information on what is planned.

The EBM was proud to welcome two new voting members to its ranks: affiliates Oita Chapter and the Teachers Helping Teachers SIG both became full-fledged JALT groups. We also welcomed three new forming SIGs to JALT: the Vocabulary SIG, the Speech, Drama, & Debate SIG, and the Literature in Teaching EFL SIG. JALT now has 33 chapters and 26 Special Interest Groups. There's surely a SIG whose interests match yours, so please check the SIG area of this issue of *TLT* or the <jalt.org> website to learn more about them. Be sure to also check the events calendar <jalt.org/events> to find a nearby chapter presentation that will help you develop professionally.

Other legislative action included amending the JALT Bylaws to clarify the Audit Committee, modifying a number of Standing Rules to simplify the way we do business, and accepting the constitutions of 41 Chapters and SIGs—a project that has been underway for 5 years and is finally reaching completion.

The EBM was rounded out by a couple of Chapter and SIG breakout sessions, where groups shared ideas in order to make JALT membership more valuable for every member.

At the same time as the EBM, the JALT Publications Board met to discuss issues such as the large volume of submissions editors and reviewers have to deal with and the need for more volunteers to review articles and proofread publications (Any volunteers out there? Please contact Ted O'Neill, Publications Board Chair, at <pubchair@jalt.org>). The Publications Board announced their newly designed website and invited everyone to go and take a look at <jalt-publications.org>.

The next EBM will be held during JALT2011 at the National Olympics Memorial Youth Center in Tokyo on Sunday 20 November. If you are interested, come by and see what JALT government is all about. But be careful—like many of us, you might get hooked!

Aleda Krause
JALT Director of Records

JALT Notices

Notice of the 2011 JALT Ordinary General Meeting

- 日時: 2011 年 11 月 20 日 (日) 午後 3:00 - 5:00
  Date: Sunday 20 Nov 2011, 3:00 – 5:00
- 場所: 国立オリンピック記念青少年総合センター、センター棟 416 号室
  Place: National Olympics Memorial Youth Center, Room 416

OGM 議案 / OGM Agenda

- 第1号議案 平成22年度事業報告 / Item 1. Business Report (2010/04/01-2011/03/31)
- 第2号議案 平成22年度決算報告 / Item 2. Financial Report (2010/04/01-2011/03/31)
- 第3号議案 平成22年度監査報告 / Item 3. Audit Report (2010/04/01-2011/03/31)
- 第4号議案 平成23年度事業計画 / Item 4. Business Plan (2011/04/01-2012/03/31)
- 第5号議案 平成23年度予算 / Item 5. Budget (2011/04/01-2012/03/31)
- 第6号議案 その他の重要事項 / Item 6. Other Important Issues

JALT enters the age of electronic voting

Dear JALT members,

Thank you very much for your membership. We are always trying to find new ways to serve you, and also trying to minimize any administrative burdens that come with being a JALT member or volunteer.

However, at this time, we do need to ask your indulgence for a most important administrative matter: **Please register your attendance at the 2011 Ordinary General Meeting (OGM)!** If we don't get enough members to register their attendance, we can't have a valid meeting and JALT will go into legal limbo. We hardly need to

tell you that this would be a catastrophe.

Thus, to ensure that we can hold a valid OGM, approve the 2011-12 budget, and remain in compliance with NPO law—and, most of all continue to serve our members—we ask you to please register your proxy attendance.

We know that you are very busy, so we are making this process as easy and as informative as possible.

How it will happen

- You will receive an email message from JALT Central Office which will have a link to the OGM registration page on the JALT website.
- Your name and JALT membership number will be automatically entered on the OGM registration page. To register your attendance and vote, all you'll need to do is click a couple of buttons.
- We will receive your proxy for attendance/voting.

If you have any questions at all please check the FAQ below or send your questions to JALT Central Office <jco@jalt.org>.

Thank you again for your continued membership and your support.

Gratefully,
JALT Board of Directors

OGM Proxy FAQ

What's a proxy?

A proxy is a substitute for attendance at a meeting. Of course, even if you turn in a proxy you can still show up in person.

Why do I need to register my attendance by proxy?

We have a legal requirement to have an Ordinary General Meeting (OGM) once a year. At the OGM we report on our activities and plans to the assembled JALT members.

Why do all members need to send in a proxy?

In order to have a valid meeting, a majority of JALT members must be in attendance. Clearly, having 1,429 members (just over 50% of JALT membership) in the same room would be a very difficult feat to accomplish. Fortunately, we can collect proxies electronically, which is a time-saver for all concerned, and also environmentally friendly.

I don't use email. What should I do?

Please contact JALT Central Office and we will help you.

I have a question about the process.

Please send a message to <jco@jalt.org>.

JALT Financial Report for the fiscal year 2010-2011

I am very glad to report that at the end of the 2010-2011 fiscal year, JALT registered a surplus of ¥1,473,245. Although this is not a big surplus margin, it is a testament of JALT's financial health, and it is a trend that we hope to see continue in future years.

Please see below for the Balance Sheet as of March 2011, the Statement of Income and Fund Balance, and the 2011-2012 Budget (both in English and Japanese). The Financial Report ends with the Independent Auditor's Report (in English).

I welcome any questions or comments concerning this report.

Respectfully submitted,
Oana Cusen <treasury@jalt.org>
NPO JALT Director of Treasury

Balance Sheet
March 31, 2011

ASSETS	
CURRENT ASSETS	
Cash	51,766,616
Time Deposit	5,000,000
Accounts Receivable	
Chapters	1,450,275
Other	3,729,715
Prepaid Expense and other current assets	172,000
Total Current Assets	62,118,606

PROPERTY	
Office Equipment	2,857,411
Accumulated Depreciation	(2,114,275)
Net Property	743,136
RENTAL DEPOSIT	896,000
TELEPHONE RIGHTS	86,423
COMPUTER SOFTWARE	1,290,651
TOTAL	65,134,816

LIABILITIES AND FUND BALANCE	
CURRENT LIABILITIES	
Accounts payable:	
Special Interest Groups	7,561,142
Chapters	8,470,668
Other	356,484
Deferred revenue - memberships	19,773,522
Consumption Tax Payable	254,600
Corporate Tax Payable	70,000
Other current liabilities	43,630
Total current liabilities	36,530,046
FUND BALANCE	28,604,770
TOTAL	65,134,816

NPO 全国語学教育学会
貸借対照表　(平成２３年３月３１日現在)

資産の部	
流動資産	
現金預金	51,766,616
定期預金	5,000,000
未収入金(支部)	1,450,275
未収入金(その他)	3,729,715
前払費用	172,000
流動資産合計	62,118,606
固定資産	
器具備品	2,857,411
減価償却累計額	(2,114,275)
器具備品残額	743,136
事務局家賃保証金	896,000
電話加入権	86,423
ソフトウェア	1,290,651
資産合計	65,134,816
負債の部	
流動負債	
分野別研究部会預り金	7,561,142
支部口座預り金	8,470,668
その他預り金	356,484
前受会費	19,773,522
未払賃金	254,600
未払法人税	70,000
未払従業員源泉徴収税	43,630
負債合計	36,530,046
正味財産合計	28,604,770
負債正味財産合計	65,134,816

NPO The Japan Association for Language Teaching – Statement of Income and Fund Balance (Year Ended March 31, 2011)

REVENUES	
Membership fees	30,507,532
Conference fees	33,892,599
Publications	5,440,144
Other	314,868
TOTAL REVENUES	70,155,143
EXPENSES	
Conferences	19,669,258
Publications	8,953,343
Administration	31,759,299
Grants	8,299,998
TOTAL EXPENSES	68,681,898
EXCESS OF REVENUES OVER EXPENSES	(1,473,245)
FUND BALANCE, BEGINNING OF YEAR	27,131,525
FUND BALANCE, END OF YEAR	28,604,770

NPO 全国語学教育学会
損益計算書(自平成22年4月1日至平成23年3月31日)

収益	
年次大会収入	30,507,532

会費	33,892,599
出版収入	5,440,144
その他収入	314,868
収益合計	70,155,143
費用	
年次大会経費	19,669,258
出版経費	8,953,343
管理運営費	31,759,299
支部等経費	8,299,998
費用合計	68,681,898
当期純利益	(1,473,245)
元入金	27,131,525
正味財産合計	28,604,770

2011-2012 BUDGET

REVENUE:	
Membership:	30,200,000
Conference:	35,800,000
Advertisement:	2,150,000
Publications and Subscriptions:	2,690,000
Other:	60,000
TOTAL REVENUES:	70,900,000
EXPENSES:	
Grants:	10,300,000
Central Office:	17,710,000
Administration:	2,620,000
Meetings:	4,440,000
Services and fees:	7,720,000
Publications:	8,010,000
Conference:	20,100,000
TOTAL EXPENSES:	70,900,000
TOTAL GAIN/LOSS:	**0**

2011年度　予算

収入	
個人会員会費	30,200,000
年次大会収入	35,800,000
広告収入	2,150,000
出版収入	2,690,000
その他の収入	60,000
収入合計	70,900,000
費用	
地方支部及び分野別研究部会経費	10,300,000
事務局経費	17,710,000
管理運営費	2,620,000
会議費	4,440,000
専門的業務用経費	7,720,000
出版経費	8,010,000
年次大会経費	20,100,000
費用合計	70,900,000
差引収益	**0**

Independent Auditors' Report

We have examined the balance sheet of NPO The Japan Association for Language Teaching (JALT) as of 31 March, 2011, and the related statement of income and fund balance for the year then ended, all expressed in Japanese yen. Our examination was made in accordance with auditing standards, procedures, and practices generally accepted and applied in Japan and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of JALT as of 31 March, 2011, and the results of its operations for the year then ended in conformity with accounting principles and practices generally accepted in Japan applied on a consistent basis.

Kimiichiro Kuramochi
(Certified Public Accountant)
June 26, 2011

You've done the research, read the literature, and thought a lot. . .

What next?

Write it up and submit it to *The Language Teacher* of course! See the submissions page on our website for more information!

JALT FOCUS

MEMBER'S PROFILE

From this issue I will be taking over the editorial reins of the Member's Profile & Showcase column from Jason Peppard and thought I would use this opportunity to introduce myself. I'd like to do so by sharing some of the great opportunities for personal and professional development that participating in JALT has offered me and hopefully encourage more of our membership to get involved in JALT.

MEMBER'S PROFILE

Kristen Sullivan

JALT National Conferences: Amazing encounters

The 2006 National JALT Conference was the first JALT conference at which I presented. After my presentation on a student-authored podcasting project, which I had conducted in one of my classes, a gentleman came up and asked me some questions about my views on the use of authentic listening and podcasts in the language classroom. He asked for my business card and said he would be in touch. After he left the room the next presenter said, "Hey, that's Michael Rost, you know." While the name rang a bell, it wasn't until I returned to work that I realized that he was the series editor of two of the textbooks I was using in my classes. That in itself was a great experience; but about a month later I actually did receive an email from Mike, and after a series of emails back and forth discussing views on oral communication teaching and learning, he invited me to become involved in a new textbook project he was planning. In about one year, Michael Rost as series editor, Allison Gray as project editor, Todd Beuckens (creator of the excellent online listening site <www.elllo.org>) and myself as co-writers, and a great team of artistic, design, and audio staff created *Impact Conversation 1* and *2*.

Considering the prominence of textbooks and teaching/learning materials in many English courses, and the influence they can have on teaching, learning, and assessment, I consider being involved in the creation of a textbook a huge responsibility. At the time of the writing of this textbook, and indeed still now, I was very passionate about the incorporation of international Englishes, connected speech, colloquial language, and genre-based approaches in teaching/learning materials for oral communication classes. Being given the chance to put many of these ideas into a tangible form that would hopefully have a positive influence on the English language teaching/learning community at large was a challenging, yet thoroughly rewarding, experience.

Presenting & publishing through JALT: Keeping your research on track

Without goals to work toward, research can sometimes feel like an endless endeavor. Moreover, it is in the process of working toward these goals that we often find interesting discoveries and make important conclusions. I'm a big believer in making the most of the opportunities made available through JALT and JALT

…with Kristen Sullivan

To contact the editor: <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.

Showcase is a column where members have 250 words to introduce something of specific interest to the readership. This may be an event, website, personal experience, or publication. Please address inquiries to the editor.

SIGs to help structure one's research schedule, to push oneself to present and publish, and hopefully, as a result of these efforts, to discover insights which can be of interest to the research community at large. Over the last four years, my colleague at Shimonoseki City University, Paul Collett, and I have included in our yearly research plans goals to present and publish our co-researched work through JALT. By doing so we have not only been able to advance our research agenda, but our work on the use of can-do statements and portfolio-based activities for the development of learners' self-regulated learning abilities has also been recently recognized through the awarding of a Kaken research grant.

JALT: Getting involved

I'm extremely fortunate to have a number of colleagues who are heavily involved in JALT and who have encouraged me to also get involved. In 2007 I was asked by a colleague to serve as our local chapter's recording secretary, and two years later I took on the position of publicity officer. After talking for the last couple of years about wanting to get further involved in JALT, a colleague informed me that TLT was looking for a new editor for this column, and I decided to register my interest. Participating in this way through JALT has given me a better understanding of JALT's activities, has allowed me to meet new people, and has given me the chance to work as part of a team as well as take on related responsibilities.

We don't know what opportunities and encounters we will experience in our lives, but getting out there, meeting people, sharing your ideas, and listening to others can really lead to life-changing experiences. There is definitely much to be gained from becoming more involved with JALT.

Kristen Sullivan is a lecturer at Shimonoseki City University and co-author of *Impact Conversation* (Pearson Longman Asia ELT). She can be contacted at <kris@shimonoseki-cu.ac.jp>.

JALT FOCUS GRASSROOTS

In this edition, Fred Carruth and Fergus O'Dwyer explain how they are working together to compile JALT's collective knowledge on how best to obtain the funds needed to get good projects off the ground. In the second report, Aleda Krause informs us that JALT has two exciting programs to encourage presenters and writers. Read more to find out what they are. In the third, Kevin Cleary reports that JALT's grassroots origins are evident in volunteer activities from organizing local events to helping out with the Tohoku relief effort. Finally, Kip Cates describes a fascinating activity, "talk to a stranger," an out-of-class task designed on humanistic education principles which aims to overcome shyness, build confidence, promote personal growth, and engage students with the world beyond the classroom.

…with Joyce Cunningham and Mariko Miyao

To contact the editors: <grassroots@jalt-publications.org>

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

Funding for your chapter or SIG

by Fred Carruth (Shinshu University) and Fergus O'Dwyer (Osaka University)

In order to improve language teaching and learning it is often necessary to embark upon projects, including events and publications. On the one hand, it is amazing how much of the best work we do in JALT does not require money. However, there are times when money becomes a foremost concern. Funding for JALT chapters is based on the annual Chapter Grant. Funding for Special Interest Groups (SIGs) is only what they get from membership dues. The bad news is that these sources are not always enough. The good news is that there are a wide variety of other ways to obtain funding to assist us in our work of furthering our educational mission, though it may not always be clear how to efficiently approach these options.

We are compiling what we hope will become a comprehensive source of information covering *all* the additional ways chapters and SIGs can obtain funding. The unwieldy but descriptive working title for our handbook, which we plan to publish online in Officer's Resources, is: *Best Practices in Obtaining Funding and Starting/ Implementing Projects.* We see our roles primarily as administrative and editorial. (We don't claim much knowledge in this area—that's part of the motivation!) In order to get an idea of the projected scope of this handbook, please review the tentative table of contents below.

I. Sharing expenses with another chapter or SIG

II. Grants

A. Applying for a grant from the Development Fund
B. Getting sponsorship from a publisher
C. Getting a grant from another chapter or SIG
D. Getting a grant from (Please fill in the blank!)

III. Getting money from advertising

IV. Generating income from events

A. Monthly meetings
B. Conferences

V. Tips for organising events (possibly break up by type of event)

VI. Tips for publishing

A. When publishing through a commercial publisher
B. When self-publishing
C. Journals (including editing special issues of journals)

As of this writing we have received a total of three submissions. Two of them concern publishing. The third we are thinking of using in the introduction. It is an inspiring account by former Kagoshima JALT president, Cynthia Keith, of how her chapter built a presence within the local community. It begins: "In order to obtain funding for our projects, we first had to take a good long look at how we are perceived within the community... Funding was available, but it was not easy to get when people had to ask WHO are you?" She goes on to show how publicity and key relationships can contribute to a chapter's success.

The Kagoshima Chapter became known for its annual children's conference, regular meeting place, and strong ties within the education ministry at all levels. They receive *koen meigi* for all their big events. (A *koen meigi* is like a seal of approval issued by a ministry, board of education, or some such group. A *koen meigi* can open a lot of doors for the group that receives it.) They established a very public face for JALT in Kagoshima and then pushed that identity in a clear and focused way. They achieved this initially through publicity, officers meeting with members of the Boards of Education, and registering as an NPO (non-profit organization) within the prefecture. This last point was important as it facilitated the chapter's special funding options. The outline of these options is a solid example to all groups within JALT.

We hope that you can follow this example and contribute your experience and knowledge. Our idea is to have something that people who are looking for funding can turn to and quickly get an idea of the range of possibilities; something that will give someone, who is starting out seek-

ing funding, the concrete dos and don'ts. Please contact us if you would like to contribute (if the story is too long, you could just consider giving a bullet point list). All possible options are available. We have promises from three knowledgeable people to assist with editing. If you think you know someone who could write something up, please send them our way (contact details below).

One of the reasons no one in JALT has done this before is that it is a rather daunting project. However, the need is correspondingly great. We have a chance to really give a big helping hand to many groups within JALT. Can you help us do it?

Please contact Fergus O'Dwyer at <fodwyerj@gmail.com> and Fred Carruth at <fredcarruth@hotmail.com>.

Wow! That was a wonderful presentation!

by Aleda Krause, JALT Director of Records

Did you see a great presentation at a chapter meeting or mini-conference? Have you read a fantastic article in a SIG or chapter newsletter? Do you wish there were some way to get the word out about the wonderful presenter or writer who impressed you? Great news! There are actually two JALT programs designed to encourage these JALT members: the Chapter-Sponsored Program for First-Time Presenters and the Best of JALT Award.

If the presenter you adored has never presented at a JALT National Conference, you can encourage your chapter to nominate the presentation as a chapter-sponsored presentation at the annual conference. Under this program, the presentation does not have to undergo the rigorous national vetting process, as it has been locally vetted, and so it is automatically accepted into the program. Everyone at the conference can have a chance to see the presentation, and the chapter that sponsored the presenter is thanked in the conference handbook. Each of JALT's chapters is allowed to select one first-time presenter every JALT year under this program. Chapters may also decide to give the presenter some help paying for conference fees or travel to the conference. Talk to your chapter officers if you think a presenter was especially good and deserves to be given a wider audience at the JALT Conference.

What if the presenter has already presented at a JALT National Conference and isn't eligible for that program? No problem! We also have a Best of JALT program. Each chapter and SIG can nominate one presentation to receive a Best of JALT award at the conference. The award certificate is suitable for framing, and the names of the people who receive the award are announced at the conference and published in *TLT*. Other groups looking for presenters can be assured that these presentations are good ones. Chapter program chairs can use the Best of JALT list of presentations in planning their programs.

In fact, I have very fond memories of having received a Best of JALT award for a presentation I did called "Grammar Games" at the Kitakyushu Chapter way back in 1997. The certificate is still in my scrapbook and the award is on my résumé.

Starting next year, plans are to expand Best of JALT awards to include the best article that has appeared in a SIG or chapter newsletter. These writers are unsung heroes who deserve to be recognized, too. If you have read an especially informative and useful article, let your SIG or chapter officers know.

For the second year in a row, there will also be a party at the conference to celebrate the winners of the Best of JALT awards. The first party at JALT2010 surpassed everyone's wildest expectations and was well attended. This year it is to be the main social event at JALT2011. The folks at English Central were quick to offer support for the first event held last year, and were so impressed with the turnout and the energy that they pledged to support the event again this year. Chapters and SIGs also contribute to putting on the party and deserve our thanks for their financial pledges and moral support.

If you plan to be at JALT2011 at the National Olympics Memorial Youth Center in Yoyogi,

Tokyo, make sure to come to the party and congratulate the winners. The party will be on Saturday, November 19, 7:00-9:00 in the Reception Hall. I'll be there. Hope to see you there too! And who knows? We might be celebrating you!

Volunteering at the grassroots level

by Kevin Cleary, JALT President
<president@jalt.org>

In 1974, a group of language teachers in Japan got together and decided to share ideas on teaching and help each other develop professionally. This group grew, combined with other groups, and soon JALT had thousands of members. Importantly, the grassroots spirit that prompted our organization to form in the first place is still alive and well, powering our world-class publications and conferences as well as the many local events you can find on the JALT calendar. Anyone who attends a Chapter meeting or helps plan a SIG event or publication understands that the work that goes into JALT activities takes place at the grassroots level. International visitors and first-time attendees at the annual JALT conference often comment on the unique, positive atmosphere they enjoyed throughout their time there. With practicing teachers doing an incredible amount of work to plan and hold the conference, it is not difficult for us to stay true to our grassroots origins and for the volunteer spirit to shine through in all that we do.

Many JALT members are now showing their grassroots spirit in a more literal manner as they volunteer in Tohoku. These JALT volunteers, often accompanied by family members and students, typically spend a weekend or a week doing cleanup work in an earthquake or tsunami stricken area. It's tough work but extremely rewarding. One member told me of how her team helped an aged farmer clean out all the muck and mire in his greenhouse. He couldn't have done the work himself, but once the team put their muscle to it the greenhouse was soon usable and the grateful farmer was able to start growing food again.

Right now, this kind of grassroots work is probably the most valuable contribution anyone can make in Tohoku, and I urge you to donate some of your time and energy in this worthy endeavor. In the coming months and years we will continue to work with the people in Tohoku, but more in line with our status as a language teaching organization. Volunteer teaching, summer camp hosting, materials provision, and other responses are just a few of the initiatives being explored by JALT teams. It is wonderful how the various individuals and groups in JALT have responded to the call of duty; as soon as possible we will have new avenues for you to contribute your energy in an area where it will be very highly appreciated. To be sure, the grassroots relief efforts in Tohoku are bringing out the best in people all over Japan, including JALT members.

To learn how you can help now, and to find out about any new developments, please check the JALT Emergency Response web page at <jalt.org/emergency_response>. Thank you again for your membership in JALT, and keep up the great work you are doing to advance language education in Japan!

Personal growth homework: How out-of-class tasks can help students make friends, get jobs, and fall in love

by Kip Cates, Tottori University
<kcates@rstu.jp>, <www.kipcates.com>

When I first arrived in Japan, I faced EFL students who were shy, afraid of strangers, and hesitant about using their language skills. I

kept thinking, "Is it possible to give homework assignments that build confidence, improve communication skills, and engage students with the world beyond school? Is there a way to create tasks that can help students grow as individuals, make friends, even fall in love?" This led me into humanistic education and resulted in my first contact assignment: "Talk to a Stranger."

Being able to talk to strangers is a key social skill in our modern world. It's also an enjoyable way to meet people, get information, and make friends. My role model was my father. As a shy kid growing up in Vancouver, I was continually amazed at how easily he could speak to anyone–complete strangers–in restaurants, on airplanes, at baseball games, and at movie theaters. Later, as a French and German major backpacking through Europe, I realized that being able to talk to strangers in a foreign language was vital for survival on the road as well as for meeting local people and learning about their cultures. When I became a language teacher, I was determined to help my students acquire this valuable skill.

I schedule my "Talk to a Stranger" lesson just before the Golden Week holiday. In class, I introduce basic ways to start a conversation: talking about the weather (*It's hot today, isn't it?),* asking questions (*Excuse me. What time is it?*), initiating contact in restaurants and hotels (*Excuse me. Is this seat taken?*), then asking follow-up questions (*So, where are you from?*). After studying dialogs and practicing in pairs, I announce the holiday task:

> *Your homework for Golden Week is to talk to a stranger and write an English report about it. Use the tactics we practiced in class. The stranger can be either Japanese or foreign. Your homework should include (a) background information (who you talked to, when, where, why), (b) your conversation (in dialog form), and (c) your comments (how you felt, what you learned). This action homework is a great chance for you. Try to find an interesting stranger. Good luck!*

A shiver of excitement goes through the class. Eyes widen. Students gasp. *Action homework? Talk to a stranger? Me?*

After the holidays, there's a sense of excitement as students share stories of who they talked to and what happened. Some use this task to talk to foreign students on campus, leading to encounters with youth from Europe, Asia, and Africa. Others talk to foreign tourists. Most comment on how the task bolstered their confidence.

Many students find this task impacts their lives in interesting ways. Some see it as a teacher-sanctioned chance to chat up the opposite sex and report on new romances. Others find it can influence their future careers. One student struck up a conversation on a train with a Japanese businessman. After their talk, the businessman gave him his card and said, "Get in touch once you graduate. My company needs people like you!" Typical comments include:

> *This was my first time to talk to a stranger, so I was very shy. I always get stage fright. But by this, I got great confidence.*
>
> *Before, I had little interest in foreign students. Now, I want to talk to many foreign students.*
>
> *From this homework, I learned that to have a lot of friends it's important to act positively and not hesitate talking to people.*
>
> *I spoke to a Chinese student. How well she speaks Japanese! It must be hard to live in a foreign country. I respect her.*
>
> *Thank you, Mr. Cates. If it had not been for this English homework, I wouldn't have wanted to talk to a foreigner and wouldn't have made such a friend.*
>
> *I walked on Ekimae-dori. I saw a beautiful lady. Suddenly, I remembered my homework. Thank you, Mr. Cates, for a wonderful encounter.*

I've assigned this task to students for the past 25 years. With 240 students per year, this makes 6,000 students who've experienced the excitement of "talking to a stranger." This personal growth task helps overcome shyness, broaden student horizons, and promote empathy. It also helps to create a world where strangers are seen as potential friends, where conversations can change lives, and where each encounter is a chance to learn and grow. If you haven't yet tried this, please consider it. *By the way, is this seat taken?*

JALT FOCUS

OUTREACH

The quaint town of Reggio Emilia in northern Italy is famous for its three *A*s: art, architecture, and agriculture. But Anna Baldacchino traveled there because of another word that begins with an A. She wanted to learn about an *approach* to early childhood education that teachers developed in the Reggio Emilia schools.

Adapting an Italian educational approach in Canadian and Japanese preschools

While Anna Baldacchino travels the world, she is keen to promote an approach to teaching children that she considers inspirational for children in her Charlottetown home in Canada. Baldacchino completed her Master's thesis on child studies at the University of Prince Edward Island in 2011. She helped in adapting the Reggio Emilia approach developed in Italy so that it could be used at three early childcare centres in the province of Prince Edward Island (Baldacchino, 2011).

Her fieldwork led her to the town in Reggio Emilia, Italy, where the original school building that Italian women resurrected from the rubble at the end of the Second World War was. The destruction of schools and education systems by the war necessitated a new, immediate approach to raising children. Impressed by the resolve of the mothers, educator Loris Malaguzzi (1920-94) became the founder of an educational program based on the principles of respect, responsibility, and community through exploration and discovery. All children entering Reggio schools are considered to have the potential to excel in life. These schools provide a supportive and enriching environment based on the interests of the children. Rather than use previous curricula, or design a needs-based curriculum, teachers first observe what students want to learn and then prepare a curriculum. Employing this emergent curriculum, lesson plans are created that are flexible and based on child-guided interests (Hall et al., 2010).

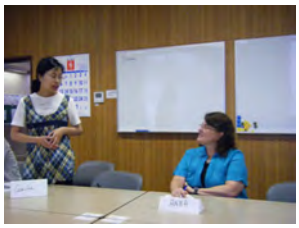
The Reggio Emilia approach has been adapted for use in Japan at several preschool and after school centers in Nagakute, Shizuoka, and Tokyo. The educational philosophy of the Reggio Emilia approach has been implemented at the KIDDIE, Discovery International School, and BKI preschools. Early childhood educators at the Discovery International School in Nagakute believe their students learn best through playing, and that the best learning opportunities are rooted in enriched forms of play and play-based inquiries. Play includes language learning. Teachers can discover what their students are interested in and overhear the fundamental questions children have by observing them at play. The teachers then adjust their syllabus and revise their lesson plans to provide positive, developmentally supportive

…with David McMurray

To contact the editors: <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.

Children naturally ask questions about books



Baldacchino listens before creating curricula

Anna recites haiku: *Looming in the clouds / until we meet again / monsoon rains*

learning experiences to develop the child's self-image, social skills, language, and health habits.

Baldacchino presented her research on the Reggio Emilia approach to childcare educators at the International University of Kagoshima on June 17, 2011. She explained what stakeholders–the parents, teachers and school administrators–identify as the necessary supports needed to continue the development of the schools. A participant who listened to her presentation asked, "Are children naturally interested in other countries? Does the Reggio Emilia approach encourage children to learn about other countries?" In reply, Baldacchino noted that children are naturally interested in everything that is around them and that comes to their attention. This does not only include the home and outside environment but also encounters they might have with other children from other countries, perhaps in playgrounds or in the classroom itself. Teachers and parents also play an important role in this by setting up the environment with appropriate books about other countries.

Speaking from her experience as a parent and an educator of young children, Anna Baldacchino advises "you can rest assured that if the books are there, the children will look through them and have questions about what they are seeing." It depends on the teacher to build on the initial curiosity of the children and dig deeper into the subject, transforming it into a project from which the children can learn more about different countries, cultures, and people. Videos are readily available on the web to complement such a project, and images can be printed off to show, for example, different environments or clothes worn in certain countries.

Baldacchino suggests the first thing that preschool and elementary school teachers in Japan need to change is to teach English in English and not in the Japanese language. The children have to be challenged to speak in English during the English lesson, read aloud in English to the class, and teachers should make available website links in English to parents and children to help them practice it at home as well. She believes that such a step would be a big change for the Japanese educational system, but she hopes that perhaps there might be a few teachers who would be willing to try it out. The ideal situation would be if the class or the school happens to have foreign students or immigrants from other countries in their classrooms. In that case, the parents could be invited to the classroom to tell the children about the different culture and traditions that they might have in their country of origin. Another idea is if one of the students has traveled with his or her parents to other countries, the teacher takes up this opportunity to ask about the child's experience, possibly including the parents in this project.

Baldacchino hopes to return to Japan and continue her studies on how the Reggio Emilia approach can be adapted for use in schools in other cultures. On the day of her departure she wrote a haiku about the monsoon weather and the natural environment that she encountered during her sojourn in Kagoshima.

Rain, heat sunshine
Sakurajima looming in the clouds
Until we meet again Satsuma

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Hall, K., Horgan, M., Ridgway, A., Murphy, R., Cunneen, M., & Cunningham, D. (2010). *Loris Malaguzzi and the Reggio Emilia Approach.* New York: Continuum Library of Educational Thought.

TLT COLUMN SIG NEWS

SIGs at a glance

Key: [= keywords] [= publications] [= other activities] [= email list] [= online forum] **Note**: For SIG contacts & URLs, please see JALT's website <jalt.org/main/groups>.

Bilingualism

[bilingualism, biculturality, international families, child-raising, identity] [*Bilingual Japan*—3x year, Journal—1x year] [forums, panels] [ ]

Our group has two main aims: One is to encourage research in the area of bilingualism in Japanese contexts. This is reflected in our peer-reviewed journal, *Japan Journal of Multilingualism and Multiculturalism.* Our second aim is to support families who are raising bilingual children. Our newsletter, *Bilingual Japan* contains articles about resources and experiences available to bicultural families. The SIG also works with various chapters to hold local events. The SIG's annual forum and banquet at the national conference provide an opportunity for members to network with other bilingual families. Further information at <bsig.org>.

Business English

The JALT Business English SIG is intended to develop the discipline of teaching English conductive to participation in the world business community. We wish to provide instructors in this field with a means of collaboration and sharing best teaching practices.

JALT Business English SIGは、世界のビジネス界に通用する英語教育の発展を目的に持ち、結成されました。連携体制を組み、最善の教育方法を共有することにより、英語教育に携わるインストラクターの皆様のお手伝いを致します。

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]

Our goal is to provide a forum for the presentation and discussion of educational activities, ideas, and research of broad interest to college and university educators. If you are involved in tertiary education and are committed to professional development, you are CUE too. Visit our website <jalt-cue-sig.org>.

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] [ ] [ ]

CALL actively supports and promotes the use of various technologies in language learning. In addition, we encourage everyone interested to join our new online discussions in our Google Group. Our JALTCALL 2012 conference will be held at the Konan CUBE, Hirao School of Management, Konan University from Jun 1-3, 2012. For more information, please visit the reorganized CALL SIG website at <jaltcall.org>.

The CALL SIG is also sponsoring a new publication, *Recipes for Wired Teachers Online*, which is an updated online version of a 12-year-old paper publication by the CALL SIG. It is a collection of practical ideas for using technology in the (language) classroom. The online version will have a much wider reach as it will be an open publication allowing anyone to submit

…with James Essex

To contact the editor: <sig-news@jalt-publications.org>

JALT currently has 21 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication. SIG NEWS ONLINE: You can access SIG News online at:

<jalt-publications.org/tlt/departments/sig-news>

articles (called *recipes*) in a controlled, but much expanded format. New articles will be publicized as they become available online to anyone. For more info, check <jaltcall.org/recipes>. If you have some time in the next few months, please consider submitting an article yourself.

Critical Thinking

[extensive reading, extensive listening] [*ERJ*—3x year] [Annual ER Seminar]

The Critical Thinking SIG invites all interested presenters to participate in our one-day mini-conference at the ETJ Expo in Tokyo on Sunday, Oct 2, 2011. Educators who are interested in critical thinking in language education are welcome to submit presentation abstracts to <ctscan.editor@gmail.com>. For more information about the JALT CT SIG, email us or visit our Facebook page (search for *JALT Critical Thinking SIG*).

Extensive Reading

[extensive reading, extensive listening] [*ERJ*—3x year] [Annual ER Seminar]

The ER SIG is a place where newcomers learn about ER, and more experienced practitioners trade ideas, find research partners, and learn about innovations in ER. We host the ER Colloquium at JALT national the ERJ Seminar each summer. We also publish a journal called *Extensive Reading in Japan*. Check out our webpage at <jaltersig.org>.

Framework & Language Portfolio

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

Recently there has been a vivid discussion in Japan about frameworks that facilitate curriculum change, especially the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP). These tools can be used for planning, goal setting, assessment, reflection, and other language teaching- and learning-related matters ranging from elementary school to university. There are also other similar frameworks like the Canadian Language Benchmarks. This SIG wants to discuss these frameworks and their relevance for the curriculum in Japan and communicate the projects and results. There will be an emphasis on developing materials to support educators who would like to use these pedagogic tools.

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] [ ] [ ]

Kyoto JALT and GALE SIG are sponsoring a joint event, *Teaching Language and Teaching Gender in the EFL Classroom,* from 10:00 on Oct 30, Campus Plaza, Kyoto. This event will be an opportunity to share your research, as well as exchange ideas on gender and non-gender related classroom activities. Abstracts are now being accepted for paper presentations and can be submitted online <kyotojalt.org>. The closing date for submissions is Sep 25 and successful presenters will be notified by Oct 2. Please contact Folake Abass <folakeabass@yahoo.com> for any GALE-related inquiries and Michi Saki <jaltkyoto@gmail.com> for all other inquires. We look forward to receiving your submissions.

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] [ ] [ ]

GILE aims to promote global awareness, international understanding, and action to solve world problems through content-based language teaching, drawing from fields such as global education, peace education, environmental education, and human rights education. The SIG produces a quarterly newsletter, organizes presentations for local, national, and international conferences, and maintains contacts with groups ranging from Amnesty International to Educators for Social Responsibility to UNESCO. Contact us for a sample newsletter, or for more information about the SIG and its work in *teaching for a better world*.

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] [AGM at the JALT conference] [ ]

The mission of the Japanese as a Second Language (JSL) SIG is to serve as a resource for promoting the JSL teaching profession and JSL learning. We sponsor presentations and publish a newsletter. We welcome both JSL teachers and learners to join.

日本語教育研究部会（JSL）の役割は、第二言語としての日本語教師と日本語学習者に、指導技術、学習向上のための資料や情報を与えることです。発表の援助をし、ニュースレターを発行します。日本語の指導者でも、学習者でも加入歓迎です。

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] [ ]

Our goal is to function as an instigator, focal point, and clearing house for research into secondary foreign language education in Japan. In particular, we aim to encourage junior and senior high EFL teachers to think about their work and to share the results of their efforts with others, in the form of written or oral presentations. We also aim to provide a focus within JALT for discussion of issues directly related to the improvement and development of foreign language education in Japan's secondary schools.

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, anthology of Japan-based action research projects] [ ]

Join us in Nagoya, Saturday Oct 29 to celebrate our latest project, *Realizing Autonomy*, to be published by Palgrave-Macmillan this coming autumn. This one-day conference will be held at Nanzan University, and features plenaries by Richard Pemberton and Tim Murphy. For more information, please see the conference web site, <realizingautonomy.wordpress.com>. For more information about the Learner Development SIG, visit us at <ld-sig.org>.

Lifelong Language Learning

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

We look forward to a bright future in our aging society. The energy of older learners who wish to lead active lives is reverberating all across Japan. The LLL SIG aims to help these older learners enrich their lives through language learning. The SIG also provides resources and information online at <jalt.org/lifelong> for those teaching English to older learners. In addition to our online newsletter, we are also active and hold events at various conferences such as JALT National and the PANSIG conference. For more information or to join the SIG mailing list, please contact our Membership Chair.

Materials Writers

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

The MW SIG was established for the purpose of helping members to turn fresh teaching ideas into useful classroom materials. We try to be a mutual assistance network offering information regarding copyright law, sharing practical advice on publishing practices including self-publication, and suggesting ways to create better language learning materials for general consumption or for individual classroom use.

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]

The SIG has published its OLE NL 59 newsletter containing a business meeting report and the schedule for all OLE events at JALT2011, as well as the long English abstracts and short summaries in both English and the respective language. This is followed by announcements in four languages and a foreign language teaching conference announcement. Copies are available for free from the OLE coordinator at <reinelt.rudolf.my@ehime-u.ac.jp>.

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] [ ]

If you have ever had the feeling that learners need to go beyond just grammar and pronunciation, then the Pragmatics SIG could be for you. Our members are interested in the way language is used in natural situations, and how words get things done. We are currently looking for lesson plan style submissions for a new collection of *pragtivities*. Check out our website <pragsig.org>, or drop by our booth at the conference to learn more.

Professionalism, Administration, and Leadership in Education

[professional development, ethics, legal issues, leadership dynamics, comparative education, societal demands on educators] [*PALE Newsletter*]

PALE's mission starts from the recognition that language education does not take place in isolation from society and other fields of education. Issues of concern include curriculum design, implementation and maintenance, professional ethics, professional development and evaluation, administrative methodology, leadership dynamics, comparative education, sociological trends in education, employment problems, legal issues, and the demands that societies place on educators. PALE seeks to appraise teachers of research and trends in these issues by organizing conference presentations and through its journal, newsletter, listserv, and website <jalt.org/groups/PALE>.

Study Abroad

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

The Study Abroad SIG provides a supportive place for discussing areas of interest regarding study abroad and intercultural training. We welcome submissions for our newsletter, *Ryuugaku*, and are still in need of officers. Visit our new website at <jalt-sa.org> or contact us at <studyabroadsig@gmail.com>.

当研究部会は、留学や異文化教育に関して議論し、また支援できる場を提供しています。我々はニュースレターへの投稿を歓迎しています。又、役員も求めています。詳細は新ウェブサイト<jalt-sa.org>へお問い合わせは、<studyabroadsig@gmail.com>へお願いします。

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 a speaker at the JALT national conference] [ ] [ ]

The TE SIG is a network for those who want to help themselves and others become better teachers. Our activities include retreats, conference sponsorship, a library of books available for loan, and an Internet discussion group. Our comprehensive newsletter *Explorations in Teacher Education* welcomes stimulating articles! Find out more <jalt.org/groups/teacher-education>.

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 TC SIG is for teachers of children of all ages. We publish a bilingual newsletter four times a year with columns by many of the leading teachers in the field. There is an email list for teachers of children who would like to share ideas or questions <tcsig@yahoogroups.com>. We are always looking for new ideas and new people to keep the SIG dynamic. With our bilingual newsletter, we particularly want to appeal to Japanese teachers and teachers who team teach. Hope you can join us for one of our upcoming events.

児童教育部会は子どもに英語(外国語)を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含むバイリンガルの会報を年４回発行しており、日本人の先生方の参加も積極的に募っています。年次総会においては私達が主催する

JALTジュニアのミニ・コンファレンスを会員全員で心待ちにしています。日ごろの活動として子どもに英語を指導するアイデアや疑問を交換する場である メーリングリスト <tcsig@yahoogroups.com>を運営しています。活発な部会を維持していくためにも新会員を常に募集しておりますので今後開催される部会の催し物へぜひご参加ください。

Testing & Evaluation

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

We aim to provide avenues for research, information, and discussion related to foreign language testing and evaluation both from within JALT membership and with other professional organizations which have common interests and goals. Please visit our website <jalt.org/test>.

JALT2011 ***Teaching • Learning • Growing***
Nov 18–21, 2011
National Olympics Memorial Center, Yoyogi, Tokyo
<jalt.org/conference>

TLT COLUMN CHAPTER EVENTS

September and October is the back-to-school season - AND also a time for teachers to get back on track to learn and share ideas about our teaching and student learning. Remember to check the chapter events website <jalt.org/events> if your chapter is not listed below. Other events may appear on the website at any time during the month.

FUKUOKA—***Developing intercultural communicative competence through intercultural mediation: Questioning the aims of foreign language education*** by **Stephanie Houghton**. *Sat 24 Sep 18:00-20:00; Seinan Gakuin Community Center; For details see <fukuokajalt.org>; One-day members ¥1,000.*

FUKUOKA—***2011 Fukuoka JALT Conference*** by **various presenters**. The 2011 Fukuoka JALT Conference offers a wide range of presentations on topics of interest to language educators in all sectors; from children to adults, from scholarly research into linguistics and pedagogy to sharing classroom activities. National and local publishers will be displaying extensive collections of their textbooks, reference books, games, and other teaching materials in the Main Hall. *Sun 9 Oct 10:00-18:00; Hakata Bus Terminal Building, 9F Conference Suite; For more information visit<fukuokajalt.org>; Members free; Non-members ¥2,000 at the door.*

GIFU—***Getting inside your students' minds using think-aloud protocols (TAPs)*** by **Robert Croker**. Are you interested in understanding your students' actual learning processes? Verbal reports, or think-aloud protocols (TAPs), are an effective way to get inside your students' minds and see the learning process from their point of view. You can use TAPs, for example, to explore how a student selects a graded reader

…with Michi Saki

To contact the editor: <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 through our website's contact page. SIG NEWS ONLINE: You can access all of JALT's events online at <jalt.org/events>.

from a shelf of books, how a student looks at and *sees* the class handouts that you've painstakingly made, or how a student actually finds the answers to your reading test. And TAPs are not difficult to do - you simply ask a student to *think out aloud*, explaining what she's thinking as she does the learning task. This hands-on workshop will illustrate how to do TAPs, give you lots of practice doing them both in the teaching and the research context, and also provide an opportunity to discuss how to use them in your own research. *Sat 17 Sep 19:00-21:00; Heartful Square at Gifu JR station, 2F East Wing; One-day members ¥1,000.*

HAMAMATSU—***What can be the goals of ELT in Japan? Sharing and exploring some possibilities*** by **Misako Tajima.** In this workshop, the presenter will introduce several popular discourses regarding the goals of ELT in Japan and the theoretical paradigms on which they rely. The introduction will be followed by a discussion where participants can share their thoughts with one another, making special reference to their own ELT and ELL experiences. The discussion will aim not so much to set one single goal of ELT in Japan as to explore multiple possibilities. *Sun 18 Sep 14:00-17:30; Hamamatsu, ZAZA City Bldg. Palette 5F; See <hamamatsujalt.org> for directions and details; One-day members ¥1,000.*

HAMAMATSU—***The dead end of public English education in Japan*** by **Dan Frost**. The first part of this presentation will show a significant number of verifiable errors in the grammar and lexis of many English textbooks approved by the Ministry of Education, and how these errors are linked to the assumption that Japanese students cannot learn English except through translation. In the second part of the presentation ideas will be discussed to allow learners to begin to use and learn English more freely. *Sat 15 Oct 18:00-21:00; Hamamatsu, ZAZA City Bldg. Palette 5F; See <hamamatsujalt.org> for directions and details; One-day members ¥1,000.*

HIROSHIMA—***National conference sneak preview***. If you cannot make it to November's JALT National Conference in Tokyo, here is your chance to see several presentations that will be featured there. Details will be posted on Hiroshima JALT's Homepage soon. *Sun 23 Oct 15:00-17:00; Peace Park, 3F Conference Room; One-day members ¥500; Students ¥250.*

HIROSHIMA—***Bringing pragmatics to the classroom*** by **Jim Ronald** (Hiroshima Shudo U.). Pragmatics is a key part of everything we say and write, and how we respond... EXCEPT, too often, in our language classrooms! After considering reasons for this, participants will try out (or devise) activities for increasing real, pragmatics-oriented communication in the classroom. *Sat 24 Sep 15:00-17:00; Aster Plaza's International Youth House (3 blocks south of Peace Park); One-day members ¥500; Students ¥250.*

HIROSHIMA—***Quantitative research 101: An extended seminar-workshop*** by **Carol Rinnert** (Hiroshima City U.) and **Ian Willey** (Kagawa U.). This one-day workshop offers an introduction on (1) how to interpret research results presented in applied linguistics literature and (2) how to conduct research. Four 90-minute sessions are planned. *Sun 2 Oct 9:30-16:30; Aster Plaza's International Youth House (3 blocks south of Peace Park); <hiroshima-jalt.org>; One-day members fee: See the homepage.*

HOKKAIDO— ***JALT Hokkaido language teaching conference: Making connections*** by **Barbara Hoskins Sakamoto**. *Sun 25 Sep 9:30-16:00; Hokusei Gakuen University <hokusei.ac.jp/en/access.html>; One-day members ¥1,000.*

IBARAKI—***Teaching children*** by **John Wilshier** (Miyagi Gakuin Women's U.), **James York** (Tokyo Denki U.), and **Deborah Grow** (English Garden). We have three speakers lined up to present some innovative ideas about language teaching for elementary school age learners. Wilshier will demonstrate methods for managing children in the classroom. York will present tasks and projects for elementary school children. Finally, Grow will demonstrate the role of music in the classroom as a central part of language learning. Please check our website for details <ibarakijalt.blogspot.com>. *Sun 9 Oct 10:00-16:30; Tsukuba Gakuin University.*

IWATE—***Typography and document design for classroom materials*** and ***Japanese copyright law and authentic materials: What teachers need to know*** by **Cameron Romney** (Momoyama Gakuin U.). Cameron will give presentations on two topics. For details, please visit our Iwate JALT Facebook page! Cameron Romney first came to Japan in 1998 and has taught in a number of educational environments since then. He holds an MA in Applied Linguistics from the University of Colorado at Denver and his main area of research is visual communication and L2 learners. *Sun 25 Sep 13:30-16:30; Aiina, Room 602; One-day members ¥1,000.*

KITAKYUSHU—***The significance of the implicit vs. explicit distinction for language pedagogy*** by **Rod Ellis.** This talk will begin by briefly examining the following distinctions: implicit vs. explicit learning, implicit vs. explicit knowledge, and implicit vs. explicit instruction, and then examine their significance for language pedagogy. The talk concludes with examples of how tasks can be used to construct a curriculum that maximizes opportunities for students to develop their implicit and explicit knowledge of a second/foreign language in a classroom context. *Fri 2 Sep 19:00-20:30; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1,000, ETJ members ¥500.*

KITAKYUSHU—***A fluency first approach through extensive writing in the EFL context*** by **Steven Herder**. Since 2007, Herder has been stunned at his students' responses to extensive writing (EWr). Their engagement and self-confidence in writing, their speed, and their fluency have all increased dramatically. EWr offers teachers a chance to connect with students in an innovative, meaningful way. This workshop will provide a theoretical framework for L2 writing in an EFL context and share results from the past two years of his EWr program in a Japanese HS. *Sat 10 Sep 18:30-20:00; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1,000.*

KITAKYUSHU—***Pecha Kucha night*** by **various speakers**. Pecha Kucha is a 20-slide presentation, with the slides timed to change every 20 seconds. Everyone is encouraged to bring along their own Pecha Kucha slide show related to language teaching/learning on a USB flash drive. Send your name and title in advance to <kitakyushu@jalt.org>. *Sat 8 Oct 18:30-20:00; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1,000.*

KYOTO—***Practice makes perfect! Presentation practice session for JALT National*** and ***2011-2012 Kyoto JALT Chapter Officer Elections***. We will open up the floor for Kyoto members who are planning to present at the national conference in Tokyo. Join us in Kyoto for a sneak peak at what Kyoto members have in store! For those who want to try out their presentation and get some valuable feedback, send your presentation abstract, your name, and contact info to <jaltkyoto@gmail.com> by 24 Sep. Presentations and feedback time will be followed by chapter elections. Interested in joining the Kyoto JALT executive team? New committee members are very welcome! Please contact Catherine Kinoshita at <jaltkyoto@gmail.com> for more information. *Sat 15 Oct; Campus Plaza Kyoto; Visit <kyotojalt.org> to check location details and time; One-day members ¥1,000.*

KYOTO—***Teaching language and gender issues in the EFL classroom***. Co-sponsored by GALE-SIG (Gender Awareness in Language Education). Presenters will share their ideas on classroom activities, both gender issue-related and non-related. There will be Q & A time for opinion and idea exchange. *Sun 30 Oct 10:00-11:30; Campus Plaza Kyoto, Dai 2 & Dai 3 Enshushitsu. One-day members ¥1,000.*

MATSUYAMA—***Short-term study abroad programs: Enhancing the cultural and communication experience*** by **Marcus Otlowski** (Kochi U. Dept. of International Studies). This presentation outlines the development and enhancement of a short-term study abroad program. The presenter will discuss the need for such programs to have two essential features: a built in mechanism to receive feedback from participants and institutional flexibility to initiate changes to the program to enhance the educational experience of the participants. *Sun 9 Oct 14:15-16:20; Shino-*

nome High School, Kinenkan 4F; One-day members ¥1,000.

NAGOYA—***Pecha Kucha*** by **Suzanne Bonn, Paul Crane, Maki Fujii, Robert Gee, Wendy Gough, Scott Petersen** and **Rich Porter**. Seven speakers will deliver short Pecha Kucha presentations on topics including *Professional teaching portfolios*, *Rated X: Explicit teaching of language learning strategies*, *Views on world Englishes*, *Journal writing*, etc. There will also be time for discussion/interaction with each speaker. *Sun 25 Sep 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/aboutus/access.html>; One-day members ¥1,000; 1st visit free.*

NAGOYA—***Group work in EFL Classrooms*** by **Toru Tatsumi** (Gifu U.). Group work is one of the most effective ways of teaching languages. When teachers design activities combining multiple skills, group work can become an especially dynamic tool in language classrooms. In this workshop, the presenter will demonstrate an activity called *Group Work Reporting* which combines all four skills. The presenter will also show ways to adjust the activities for all levels of learners from junior high to university. *Sun 16 Oct 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/aboutus/access.html>; One-day members ¥1,000; 1st visit free.*

OKAYAMA—***Ethical ELT and popular songs, active neurons, and high-frequency vocabulary*** by **Maggie Lieb** (Meiji U.) In keeping with many professions that have ethical codes to guide their practice, this presentation will explore how to incorporate ethics into ELT and ensure our profession contributes to intercultural understanding and tolerance. The second session will explore the use of popular songs to teach high-frequency vocabulary. Citing evidence from neuroscience of the ability of music to stimulate the brain, the presenter will discuss advantages and pedagogical implementation. *Sat 15 Oct 15:00-17:00; Tenjin Bunka Plaza <tenplaza.info/introduction/access.html>; One day members ¥500.*

SENDAI—***The future of ELT reading*** by **Marcos Benevides**. Co-sponsored by Abax & McGraw-Hill, Benevides will summarize and analyze approaches and movements within reading, and suggest possible directions. He'll consider pedagogical implications, intersections between reading materials design, and emergent technologies: e-readers, tablet computers, social media, print-on-demand publishing. Benevides co-authored *Fiction in Action: Whodunit* (2010, Abax), winner of the Duke of Edinburgh and the ELTon, and *Widgets* (Pearson, 2008). He's a series editor for the new *Choose Your Own Adventure* graded reader series (McGraw-Hill). *Sun 25 Sep 14:00-17:00; Sendai Shimin-Kaikan. See <jaltsendai.terapad.com> for maps, etc. Members/non-members free.*

SENDAI—***2011 Tohoku ELT expo***. A full day of ELT demonstrations and workshops, both book-related and academic. There will be sessions for teachers of adults, children, and teens as well as a first class publishers' exhibition. This is Tohoku's biggest ELT event. Want to present? Contact Ryan Hagglund before 2 Oct at <rhagglund@myeigo.com>. *Sun 30 Oct 9:30-17:30; Tohoku Fukushi University, Station Campus Bldg, 6F; At Tohoku Fukushi Daigaku Mae Station, JR Senzansen; Limited parking available; Visit <jaltsendai.terapad.com> for maps, etc. Pre-register to save time in line: <ltprofessionals.com/ETJ>; JALT/ETJ members ¥500. Others ¥1,000.*

SHINSHU—***Shinshu JALT AGM* and *Bokura no gakko***. Shinshu JALT will be offering a poster session and workshop at this showcase for local volunteer groups and NPOs. *Sat 1 Oct; Agata no mori, Matsumoto. Check the Events Calendar for further details.*

SHINSHU—***Matsumoto Halloween parade***. *Fri 28 Oct; Check the Events Calendar for further details.*

OKINAWA—***Fabulous fun activities for teaching English to children!*** by **Yoshihisa Nashiro** (Meio U. and Wing E.C.C. School). This presentation, including motivational activities, many using ETM strategies, which Nashiro has used successfully with young learners to improve their fluency, is very timely due to the Japanese Ministry of Education's introduction of English

into elementary schools. *Sat 24 Sep 14:00-16:00; Meio University Research Center, Nago. Information & details: <kamadutoo@yahoo.com> or <m.tokeshi@meio-u.ac.jp>; One-day members ¥1,000.*

OKINAWA—***Establishing and coordinating a successful language learning center*** by **Junko Tsukeyama** (Meio U. LLC manager). The presenter will introduce the innovative methods she has employed to establish the Meio U. LLC and expand and improve its multilingual services, including her training of student peer tutors, the CRLA projects, etc. Some current LLC tutors may also participate. *Sat 15 Oct 14:00-16:00; Meio University Research Center and LLC; Information & details <kamadutoo@yahoo.com> or <m.tokeshi@meio-u.ac.jp>. One-day members ¥1,000.*

YAMAGATA—***England in terms of its history, culture, education, and language*** by **William Kennedy**. *Sat 10 Sep 13:30-15:30; Yamagata-shi, Seibu-kominkan (0236-45-1223); Contact Fumio Sugawara 0238-85-2468; One-day members ¥800.*

YAMAGATA—***Colorado in terms of its history, culture, education and language*** by **Jessie Giddens**. *Sat 8 Oct 13:30-15:30; Yamagata-shi, Seibu-kominkan, tel 0236-45-1223; Contact Fumio Sugawara 0238-85-2468; One-day members ¥800.*

TLT COLUMN CHAPTER REPORTS

AKITA: May—*Akita-JALT 2010 Nagoya national conference all-star presentation* by **Wayne Malcolm, Carlos Budding, Sean Arnold, Bobby Takahashi,** and **Steve Shucart**. This meeting was divided into four parts, which were versions of talks given at the 2010 JALT National Conference. Budding started the afternoon with his presentation: *Lights, camera, action - Using drama and theatre in the language classroom*. Next Arnold took over talking about *Developing leaders through reading and discussion.* Takahashi and Shucart followed with their talk *Using story-telling in the CBI classroom.* The final presentation, *Latest developments of investigating and exploring non-judgmental stances,* was an update on the Nagoya presentation Malcolm gave with his partner **Takaaki Hiratsuka,** who was unable to attend, as he is now at the University of Auckland in New Zealand. Malcolm presented the most recent findings from their study. Each presentation was followed by a lively Q & A session.

Reported by Stephen Shucart

AKITA: June—*Autonomous language learning: Efforts in Akita city* by **Joe Sykes** and **Yo Hamada** (Akita University), **Marjo Mitsutomi** (LDIC at Akita International University), and **Ayumi Fujita** (CILL at College Plaza). Mitsutomi, a native of Finland, started off with a short introduction to the Language Development and Intercultural Center (LDIC) at Akita International University. Next Fujita spoke about the Center for Independent Language Learning (CILL) at College Plaza in downtown Akita. Finally, Sykes and Hamada talked about Akita University's current effort to motivate students to extend their learning options. Recently, they started the Autonomous Language Learning (ALL) rooms,

…with Tara McIlroy

To contact the editor: <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 on our website.

which are open to all AU students. Sykes and Hamada coordinate the operation, but there is a large student presence in the day-to-day operations. This meeting was in two parts: short presentations and a moderated discussion.

Reported by Stephen Shucart

GUNMA: May—*Pursuing the perfect presentation: Content, design, narrative, structure, and delivery* by **Rab Paterson**. Paterson prefaced his presentation by saying, despite its title, there is no such thing as a perfect presentation. Perfection in presentation is instead a *Zen-like state* which one never fully achieves, but is nonetheless to be constantly sought. Toward this end, Paterson walked Gunma Chapter members through the basics of making and delivering exemplary presentations. He spoke to the importance of evoking emotion in order to induce dopamine production, thereby increasing memory retention. He presented various helpful pneumonic devices such as KISS (keep it simple stupid), the three As of content selection (it must be accessible, appropriate and attractive), the CRAP principles of design (contrast, repetition, alignment and proximity), and the rule of three (three beers are better than one). Most importantly, he prevailed on us to have fun and inject our own joy and humor when presenting. Perhaps more informative than Paterson's content, however, was watching Paterson's presentation itself. Like any master, he made the art of presentation look easy and even enjoyable. Organizational tactics and presentation strategies learned this session will no doubt enable Gunma Chapter attendees to give better presentations and to teach our students to do the same.

Reported by John Larson

GUNMA: June—*Moving music to center stage* by **Deborah Grow**. Grow admits freely that she has no formal education training. Indeed, she seemed proud of learning to teach at the *school of hard knocks*. In her career, teaching both in New York and Japan, she has taught all ages and continues to do so using theory and techniques gleaned from her background in musical theatre and music composition. In her presentation/workshop, *Moving music to center stage,* Grow introduced Gunma JALT members to practical activities she uses in her classroom and the theory behind them. By relying on rhyme and rhythm, music can help non-natives with the difficult pronunciation and tempos of English. Likewise, song lyrics are often sung in phrases, rather than word by word, and this chunking can aid students' memories. And music can naturally be used as a powerful motivator in the classroom. Keeping her promise of a hands-on experience, Grow finished her lecture by leading Gunma JALT members in some music-based activities. Members beat Hawaiian rhythm sticks, played games and participated in a sing-along. While Grow has successfully made the jump from artist to teacher, it seems doubtful that any of our members will embark on a similar career change from education to music.

Reported by John Larson

GUNMA: July—*The brain, the self, and the successful learner* by **Chuck Sandy.** A common approach in language education is banking language for use at some unknown point in the future. Sandy believes this approach is just not working and must be changed. While institutions don't seem to be interested in our individual classes, we must be. He encouraged the audience to *be the change*, one class at a time. One change should be to view language as a toolbox, language for the here and now communication of that classroom, in order to break the cycle of failure many of our students come to our classes with. Students learn what they want to learn, and to increase learning, the classroom must be viewed as a community where everybody has something to contribute. He gave us examples where his students share their personal stories and how this sharing led to a community where everyone in it became cool. His textbook series, *Active Skills for Communication*, written with **Curtis Kelly**, is designed to help students say what they want to say about themselves and their lives through a series of pair/group work activities that engage students' emotions, cares, and dreams.

Reported by Lori Ann Desrosiers

HAMAMATSU: May—*Common sense in English education through textbooks used across Asia* by **Najma Janjua.** The presenter began by address-

ing Japanese common sense in English education in Japan, namely that using Japanese in and for English education in Japan is natural. The particular area on which the presenter focused was the amount of English used in Japanese high school textbooks. The presenter then compared this amount with the amount of English used in some high school textbooks in four other Asian countries where English is also taught as a foreign language. The textbooks from all the countries had to be government approved, used in compulsory English education, and had to be high school English textbooks. The presenter found that the Japanese textbooks used Japanese in the textbook, whereas the other textbooks used English only. In conclusion, the presenter deduced that the use of Japanese in English high school textbooks in Japan follows Japanese common sense, and that this common sense likely differs from those of the other countries involved in the study.

Reported by Kate Sakakiyama

HAMAMATSU: June—*The status of compulsory English in public elementary schools* by **Ann Mayeda**. Confusion among teachers and administrators over how to implement English education in public elementary schools seems to be the norm across the country. This presenter aimed to settle the muddy waters by first defining and clarifying the MEXT Course of Study for elementary school foreign language activities, then through a discussion on the realities of the classroom with the presenter sharing her insights as trainer, teacher, and parent along the way. In the end, participants left with a clearer sense of the MEXT goals and how conflicting interpretations between *teaching* English and *enjoying English activities* leads to the confusion.

Reported by Jon Dujmovich

KAGOSHIMA: April—*Easter activities my share seminar at Kagoshima English books* by **various presenters**. This was our third event of the year. This seminar focused on the most mysterious of Western holidays, Easter. We discussed the origins of Easter and the meaning of the Easter symbols: the egg and the bunny. We also shared many Easter themed activities that we could use in the classroom and played a rather fun Easter Egg collecting board game, eating some Easter chocolates in the process! After our seminar we had our first party of the year.

Reported by Lee Glenister

KAGOSHIMA: May—*Teaching proficiency through reading and storytelling (TPRS)* by **Melinda Kawahara**. The fourth event of the year, at Sunyell, was an entertaining and informative introduction to the teaching methodology of TPRS – Teaching Proficiency through Reading and Storytelling. First we were treated to a demonstration lesson in Spanish! This gave everyone a sample of the central ideas in the method: using students' ideas in a story and repetition of key words. After that, we had a go at giving our own mini-lesson, in any language we wanted. We were lucky to have a wide variety of people attend, so were treated to stories in many languages, from Danish to Cebuwano!

Reported by Lee Glenister

KITAKYUSHU: June—*Testing times: Ensuring success* by **Michael Phillips**. Phillips gave us a zany and fun glimpse into the principles of test construction and an invitation to see it again in its entirety online at <prezi.com/zx8dwynovou3/testing-times-ensuring-success>. He insisted we anticipate answers for our as-yet un-posed questions, in groups, in an effective way of teasing out the knowledge we might have about the subject, such as how and to what extent diagnostic, summative, and formative assessment impact learning. Later we were invited to mull over the overlapping meanings and relative importance of evaluation, measurement, and testing. He ran us through types and purposes of tests, pointing out that while certain high-stakes tests may rate someone as having a high level of achievement, that score does not necessarily translate into real-world fluency. *Washback*, which is the students' attitudinal reactions to testing, is a big obstacle to reliability. For him, the most interesting part of the testing cycle is testing for learning, rather than learning for testing. Phillips finished up with a great little video reminder of what teaching and learning should feel like.

Reported by Dave Pite

NAGOYA: May—*Textbooks and common sense in Asia* by **Najima Janjua.** Janjua had been making postdoctoral human genetics studies in Montreal. Getting a fellowship to study at Okayama University, she had never thought of learning Japanese, thinking English would be spoken in Japan. However, her Japanese students do not understand her in English, having learned English in Japanese through the grammar-translation method, using English textbooks with commands and explanations in Japanese, throughout their high school years. Her comparative study of Japanese high school textbooks with other non-native Asian counterparts, namely, of China, Malaysia, Pakistan, Saudi Arabia, and Russia shows that all the textbooks but Japanese ones are written exclusively in English, not using their respective vernaculars, and that Japanese common sense in the use of L1 in the textbooks appears to be different from that in other Asian countries. As for oral communication, all textbooks use Japanese despite being meant for oral communication. Janjua's conclusion is to make it common sense to avoid using L1 in textbooks, to give instructions for tests in English, to give meanings in English, and to fill gaps between goals and implementation to cultivate the Japanese into fluent English speakers.

Reported by Kayoko Kato

NAGOYA: June—*An introduction to the Montessori method* by **Karen Ricks.** Montessori's materials were created through kids' senses. Ricks encouraged us to touch, try, experiment, and explore her materials. They stir up people's interests because a small picture is hidden beyond the door or a soap bubble comes out from an ice cream cone and you can blow bubbles if you like. Those materials cause students to find different crossover fields, for example, soap bubbles to the bubbles in hand washing, in a washing machine, and in flush water, and teach many words and sentences with a sense of cold and warm water. Kids are interested in repetition, touching, feeling, smelling, tonguing, wondering how to handle the material, picking it up, and trying it. Ricks showed how to transfer activities in silence to concentrate their attention with observation. Puzzles of a picture with a peg arouse a kid's curiosity. A wrong piece doesn't fit the hole of the picture. Montessori called it "control of error." Materials are made self-correcting so kids have confidence to know they can get a right answer by themselves. Sandpaper letters and perfumed lids teach kids phonics and later comparison. Kids always have *a-ha!* moments.

Reported by Kayoko Kato

OKAYAMA: May—*Social justice and critical consciousness in the university EFL classroom* by **Alexis Pusina.** Pusina started his presentation with a personal history outlining how the sociopolitical and personal contexts of his youth have influenced his interest in social issues, including teaching through critical pedagogy. Following his personal narrative, Pusina solicited similar stories from those in attendance and asked that they try to relate how their personal stories have influenced their teaching/approach to education. This approach, of eschewing the common roles of teacher as informant (Paulo Freire) and student as patient information receptacle (object) in favor of teacher and student equitably contributing to the narrative, is a hallmark of critical pedagogy. Pusina then guided the attendees through a series of quotes by influential thinkers on critical pedagogy. Two qualities that were examined in some depth were the aim of instilling a sense of social consciousness in students and the goal of empowering them with the skill of cultural critical thinking. Consideration and discussion about the means, appropriateness, and acceptance of using critical pedagogy in collectivist societies was held. Pusina closed his presentation with some concrete suggestions for integrating critical pedagogy into both communication and writing EFL classes.

Reported by Mutsumi Kawasaki

OKAYAMA: June—*What do English teachers need to know about English?* by **David Barker.** Barker believes very strongly that English teachers should know a lot about the English language if they are to be taken seriously as professionals, and in turn that teachers should spend more time actually *teaching* language in the classroom. With this in mind, in a highly informative and entertaining manner, Barker raised participants' awareness of what he means by language knowledge and how teachers might get that across to students. The areas that he

focused on included style and errors, language analysis, meta language, and tricky questions that students might ask, such as: what is the difference between convince and persuade? Or when do you use the Oxford comma? Participants worked together to try and solve Barker's linguistic conundrums and in the process became aware of any knowledge gaps that a committed teacher should try to fill. If you are not sure about convince/persuade or the Oxford comma then go find out, or ask David!

Reported by Neil Cowie

OMIYA: April—*Putting Truman on trial: An academic speaking workshop* by **Jason White** and ***Content-based classes for fun and profit*** by **John Helwig**. White's workshop provided teachers with the opportunity to get a firsthand look at how an eight-week long academic speaking project gets a group of 21 students to step beyond their normal ideas of English speaking and challenge themselves to produce a collaborative final. Putting World War II President Harry Truman on trial for crimes against humanity supplies the role-playing framework for students to learn and develop the essential academic speaking skills of inference, persuasion, and elaboration. The workshop put the audience in the roles of the students, allowing them to discuss and participate in the preliminary activities of the project that led to the final presentation. In the second half of our session, Helwig spoke on how content can be added to most skills-based classes. The presenter led the audience step-by-step in how to create one's own content-based class visually providing examples from his own experience. Helwig also discussed the Photography 101 class he created last year. He provided solid reasoning for using these heavily content-based techniques.

Reported by Ivan Botev

OMIYA: May—*Practical activities using Mac Keynote* by **Mary Nobuoka** and ***Teaching English: It's YOUR business*** by **Miguel Gervais.** Nobuoka demonstrated practical ideas and classroom activities utilizing Mac Keynote software (much of which is applicable to PowerPoint software). The presentation included tips and cautions on preparing and using technology in the classroom. Teachers were involved in integrating fun, interactive, and engaging activities for their digital-age students and gained practical ideas to bring back to their classrooms. Towards the end of the presentation participants were encouraged to share their experiences and ideas using Keynote or PowerPoint in the language classroom. In the second half, Gervais covered a somewhat novel topic – that of the business-side of teaching English. The presentation provided some interesting ideas for improving cash flows and personally managing a teacher's own affairs in a turbulent economy. It also sketched out a personal business plan and discussed some of the nuts and bolts of the business of teaching English in Japan. Gervais provided some intriguing data on the corporative situation as well as his solid reasoning behind starting a sole proprietorship of an English school in the country.

Reported by Ivan Botev

OSAKA: May—*Beyond knowing words: Assessing the quality of vocabulary knowledge* by **John Read**. On his way to give a plenary speech at the 2011 PAN SIG conference in Matsumoto, Nagano, Read spent an evening with Osaka JALT, assessing the quality of second language vocabulary knowledge. Read examined the differences between evaluating vocabulary breadth (size) and depth (quality). He briefly reviewed various well-known vocabulary tests available, including Paul Nation's Vocabulary Levels Test, the New Vocabulary Size Test, and the computer based Yes/No Test. Read then discussed other measures of L2 vocabulary knowledge that go beyond knowing individual words, such as the use of word association tests. This led to a lively discussion about the role of words as single lexical items and as part of academic formulae (e.g., multi-word lexical units, collocations, lexical phrases, chunks, phrasal expressions, etc.). Read closed the presentation by discussing different potential test formats that address the quality of vocabulary knowledge. Read is the author of *Assessing Vocabulary*, published by Cambridge University Press. Osaka JALT would like to thank Cambridge University Press for the promotional notebooks given to all attendees.

Reported by Laura Markslag

OSAKA: June—*7th annual Tech-Day Plus* by **various presenters.** The seventh annual event featured 30 presentations and raised nearly ¥50,000 for Tohoku orphans via the Ashinaga charity group. (A special thanks to **Gordon *Good Job* Wilson**, who hooked up wires for the presenters!) Under the theme of simplicity and practicality were ideas that language teachers and learners can use. The *Tech* presentations took place in three computer labs, with other presentations on non-technical topics in the *Plus* room. The plenary speech was titled *Online education and virtual organizations,* given by **Steve McCarty**, who was several times president of the U.S.-based NPO World Association for Online Education <waoe.org>. Other presentations included **John Campbell-Larsen's** *Creating a video corpus,* **Troy Guze's** *How to protect sensitive data on your computer with encryption,* and **Chris Brizzard's** *Creating podcasts with audacity.* A talk on *Teaching paperless* was given by **Kelly Butler** and **Michael Wilkins**, while **Andrew Philpott** spoke on *Motivating students using CALL and blended learning,* and **Harry Carley** presented on *Working with Wikis, technology in teaching*. **William Hogue** gave three Google-focused talks called *Flip your classroom with Google,* followed by *Course websites with Google sites,* and *Google forms for homework?* **Simon Bibby** presented on *Investigating student preferences, proficiency and usage patterns: PCs versus cell phones*. This year's event even included a scholar passing through from Poland, **Michal B. Paradowski**, who spoke on *InfoVis Interfaces: Moving beyond corpus in the language and culture classroom*. Summaries of the above can be viewed and downloaded here: <osakajalt.org/blog>. The final roundtable discussion concluded with a consensus that although there is a lot of technology out there for teachers to use, the focus should always be on the learning benefit of the students, rather than simply using technology *because it's there*. This conference gave those who attended great examples of effectively melding technology with teaching, and as technology continues to impact the classroom, our Tech-Day Plus events are sure to grow, so please join us for number eight next year!

Reported by Ray Franklin

OSAKA: June—*Purposes and approaches to foreign language education: Universalism or particularism*? by **Mike Byram**. The lecture was co-sponsored by the FLP SIG, East Shikoku Chapter, and Osaka Chapter. Byram first discussed language teaching curriculum policies and practices that include the promotion of nationalism, internationalism, or cosmopolitanism as stated (or unstated) goals. Found especially in public/state schools is nationalism – with the primary purpose of strengthening students' identification with the state. Internationalism, which is less often a stated goal of language education, includes practices that strengthen ties between people of certain nations, while individuals maintain a sense of national identity. While not stating that one aim of foreign language teaching *~ism* is necessarily better than another, as a third option Byram introduced what he calls *cosmopolitanism*, which is a mindset of foregoing identity with a certain state and being a part of a world community/culture. Next Byram mentioned that the Common European Framework of Reference (CEFR) does not include intercultural competence measures; however, such goals and objectives can be clearly stated and implemented. Intercultural competence can be broken down into five parts: 1) skills of interpreting/relating documents or events from another culture, 2) knowledge of other cultures' artifacts or practices, 3) critical cultural awareness of perspectives, practices, and products in one's own and other cultures, 4) attitudes of curiosity/openness to one's own cultural identity and other cultures, and 5) skills of discovery and interaction. Before fielding questions from the audience, Byram asserted that intercultural communicative competence is not only something teachers might include if they have extra time, but it is something that can be leveled and assessed in a similar way that linguistic skills are using the CEFR.

No reporter listed

SHIZUOKA: April—*Solving puzzles and encouraging curiosity* by **John F. Fanslow**. Fanslow arrived, moved our furniture, and made us think. He made us solve and write hieroglyphic puzzles and then recommended activities which encourage curiosity by giving incomplete in-

formation or information in a different medium from what students have to produce or translate. He emphasized that it is students, not teachers, who need to have the questions in order to learn. He spoke about the beauty of contrasts and how constantly looking for alternatives can help us help our students and help ourselves in our teaching: What happens if I do/try *X*? What happens if I don't do/try *Y*? Simple, binary choices are the foundation for so much learning, as they lead to another question, or set of possibilities. With a stellar career including being Professor Emeritus at Columbia University's Teachers College, Fanslow spoke against emphasizing tests we quickly forget instead of stories, literature, and poems, which we remember. He is a tall, quiet hurricane of knowledge and ideas. One participant told Fanslow she was "shockingly inspired by his methods." I encourage everyone who loves education to listen to him speak as often as possible. You should also check out his blog: *You call yourself a teacher!?* Or, like some of us did, buy one of his books: *Contrasting Conversations* (Longman 1992) and *Try the Opposite* (SIMUL 1992).

Reported by Jennifer Hansen

TOKYO: July—English *Rakugo* and its effectiveness in English education by **Tatsuya Sudo**. This seminar introduced English *Rakugo* and its use in English education. *Rakugo* is a traditional verbal entertainment. The lone storyteller sits on the stage, and without standing up from the Japanese *seiza* position, the performer depicts a long, complicated, comical story using only a paper fan and a small towel. The story always involves two or more characters, and the performer depicts the differences only through changes in pitch, tone, and a slight turn of the head. Sudo claims the effectiveness of *Rakugo* in English class, since learners can practice conversational English without partners, and they can learn Japanese traditional culture, humor, and cross-cultural elements. He explained the history of *Rakugo* and English *Rakugo*, and how it can be taught in English class. The highlight of the seminar was Sudo's own English *Rakugo* performance.

Reported by Akie Nyui-Kozuka

TLT COLUMN

JOB INFORMATION

Utilizing conferences as a career tool

The upcoming national JALT conference will be held in Tokyo this year, and it is an excellent opportunity for people who are interested in improving their careers, looking for new jobs, and overall improving their employment marketability.

The job information center will have a variety of jobs at the conference as they always do. And that means that there are direct opportunities to gain employment as well as to see what is available as far as employment goes. Doug Meyer will be in charge again this year as he has been for the past couple years, so be sure to drop by and see him if you're at the conference.

Aside from direct opportunities to find employment there are a number of other things that people might consider doing while at the conference to assist with their careers. As always, the conference will have a variety of presentations, and taking time beforehand is an excellent opportunity to decide what to see. At the university where I work part time (Konan University) there is a professional development group, and we meet each year as a group to decide and discuss which presentations to see.

One way of trying to get the most out of a conference is focusing on areas of improvement that you might need. By looking at my weak-

nesses I was more motivated to attend certain presentations and workshops. As an example, a few years ago I found that I was a little bit weak with publications, so I decided to view several workshops and presentations on getting published in order to gain insight as to what was important when it came to publications and publishing. Through conversations as well as taking copious notes I was able to get a number of ideas, and I was already writing a short article on my way back from the conference.

Of course the other aspect of the conference is to network with people that you meet there, so be sure to bring lots of business cards and try to meet as many people as you can. These people are often very good contacts to know and will help, not only looking for work, but also with your professional development.

The conference is also an excellent way to get involved with various SIG's. If there is a SIG that you have been interested in, you can visit its table, meet its members, and possibly attend its meeting. It was at a meeting like this several years ago that I got very involved in the CUE SIG which has helped me get committee work, as well as a number of other experiences, including editing, vetting of abstracts for conferences, and publications.

So, as you head to the conference, I would suggest doing what we did at Konan University with the professional development meeting, and look at the schedule to try to decide what you are interested in and what will help you with your career. By taking a marker and marking off the various presentations, I found that I was much more effective with respect to getting a lot out of the conference. If you are going, I hope you'll drop by one of the two presentations that I'll be giving, one on the balanced scorecard and the other on getting organized with your CV and keeping your career on track.

…with Richard Miller

<job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email Richard Miller, 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, two 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/departments/job-info-centre>.

Moving?

Make sure *The Language Teacher* moves with you.
Send the following information to the
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TLT COLUMN CONFERENCE CALENDAR

Upcoming Conferences

3-6 SEP 11—First Extensive Reading World Congress: *Extensive Reading - The Magic Carpet to Language Learning*, Kyoto Sangyo U., Kyoto. **Contact**: <erfoundation.org/erwc1>

18-20 SEP 11—International Conference on English Language Teaching (ICELT2011), Damai Laut, Perak, Malaysia. **Contact**: <icelt.com.my>

22-24 SEP 11—2011 English Australia Conference, Adelaide, Australia. **Contact**: <eaconference.com.au>

15-16 OCT 11—KOTESOL 2011 International Conference: *Pushing our Paradigms; Connecting with Culture*, Sookmyung Women's University, Seoul, Korea. **Contact**: <kotesol.org /IC2011CallForPapers>

20-22 OCT 11—15th International INGED ELT Conference: *Taking it to the limits*, Hacettepe U., Ankara, Turkey. Plenary speakers will be John Brown, Hugh Dellar, Donald Freeman, David A. Hill, and Penny Ur. **Contact**: <inged.org.tr>

27-29 OCT 11—39th TESL Ontario Conference: *Language Learning - A Focus on Success*, Sheraton Centre Toronto Hotel, Toronto, Canada. **Contact**: <teslontario.org/conference>

27-29 OCT 11—GLoCALL 2011: *Globalization and Localization in Computer-Assisted Language Learning*, De La Salle University, Manila, Philippines. **Contact**: <glocall.org>

27-30 OCT 11—The Third Asian Conference on Education 2011, Osaka. Featured speakers will be David Aspin (Monash U.) and Judith Chapman (ACU, Australia and Cambridge U.). **Contact**: <ace.iafor.org>

29 OCT 11—Learner Development SIG: *Realizing Autonomy - Practice and Reflection in Language Education Contexts*, Nanzan U., Nagoya. Plenary Speakers will be Richard Pemberton (Nottingham U.) and Tim Murphey (Kanda U. of Int'l Studies). **Contact**: <ld-sig.org>

31 OCT-1 NOV 11—The First International TESOL Persia Conference, Teheran, Iran. Keynote speakers will be Anne Burns (Macquarie U.), Suresh Canagarajah (Penn State U.), Hossein Farhady (Iran U. of Science and Tech.), and Nina Spada (U. of Toronto). **Contact**: <tesolpersia.ir>

3-4 NOV 11—2011 NTUT International Conference on Applied Linguistics (NTUTAPPLINGX 2011), Taipei, Taiwan. Featured speakers will be Susan M. Gass (Michigan State U.) and Michael Hoey (U. of Liverpool). **Contact**: <ntutapplingx.tw/2011/en>

10-12 NOV 11—The 4th Biennial International Conference on the Teaching & Learning of English in Asia (TLEiA4), Georgetown, Penang, Malaysia. Guest speaker will be Rod Ellis. **Contact**: <tleia4.uum.edu.my>

12 NOV 11—IATEFL Learner Autonomy SIG Conference, Kanda U. of Int'l Studies, Chiba. **Contact**: <learnerautonomy.org/advising2011.html>

18-20 NOV 11—4th Biennial International Conference on Task-Based Language Teaching: *Crossing Boundaries*, Auckland, NZ. Plenary speakers will be Rod Ellis (U. of Auckland, NZ), Kim McDonough (Concordia U., Canada), and Scott Thornbury (The New School, NY). **Contact**: <confer.co.nz/tblt2011>

…with David Stephan

To contact the editor: <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 September is the deadline for a December 2011 conference in Japan or a January 2012 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

18-20 NOV 11—10th International AsiaCALL Conference, Bangkok, Thailand. **Contact**: <asiacall.org>

18-21 NOV 11—JALT 2011: 37th Annual International Conference on Language Teaching: *Teaching, Learning, Growing*, National Olympics Memorial Center, Yoyogi, Tokyo. **Contact**: <jalt.org/conference>

30 NOV 2-DEC 11—Applied Linguistics Associations of Australia (ALAA) and NZ (ALANZ) Second Combined Conference: *Applied Linguistics as a Meeting Place*, U. of Canberra and the Aus. Nat'l. U., Canberra. Plenary speakers will be Diana Eades (U. of New England), Janet Holmes (Victoria U., Wellington), Andy Kirkpatrick (Hong Kong Inst. of Ed./Griffith U.), Tim McNamara (U. of Melbourne), and Merrill Swain (U. of Toronto). **Contact**: <alaa.org.au>

17-18 DEC 11—TESOL Sudan 2nd Annual Conference, Sudan Int'l. U., Khartoum, Sudan. Plenary speakers will be Rod Ellis (Auckland U.), Bill Johnston (Indiana U.), and Ahmed Abdallah (Al-Neelain U.). **Contact**: <tesol-sudan.org/conference.html>

13-15 MAR 12—Third Conference of the Asia-Pacific Rim LSP (Languages for Specific Purposes) and Professional Communication Association, U. of So. Cal., Los Angeles, USA. **Contact**: <english.cityu.edu.hk/aplspca>

28-31 MAR 12—46th Annual TESOL Convention & Exhibit: *A Declaration of Excellence*, Philadelphia, USA. **Contact**: <tesol.org/s_tesol/convention2012/index.html>

1-3 JUN 12—Japan Association for Language Learning (JALT) CALL 2012, Konan U. Hirao School of Mgmt., Nishinomiya. **Contact**: <conference.jaltcall.org>

2-5 JUL 12—Australian Council of TESOL Associations International TESOL Conference: *TESOL as a Global Trade - Ethics, Equity and Ecology*, Cairns, Convention Centre, Far North Queensland, Australia. **Contact**: <astmanagement.com.au/ACTA12/index.html>

30 NOV-2 DEC 12—International Conference on eLearning Futures, Auckland, NZ. Keynote speakers will be Steve Wheeler, Agnes Kukulska-Hulme, and Judy Kay. **Contact**: <icelf.org/welcome.php>

Calls for Papers or Posters

DEADLINE: 15 SEP 11 (FOR 25-26 FEB 12)—8th Annual CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia. **Contact**: <camtesol.org>

DEADLINE: 17 SEP 11 (FOR 19-23 MAR 12)—46th IATEFL Annual International Conference and Exhibition, Scottish Exhibition and Conference Centre, Glasgow. **Contact**: <iatefl.org/events/iatefl-annual-conference-and-exhibition>

DEADLINE: 1 OCT 11 (FOR 2-4 DEC 11)—TESOL India and TESOL Asia International EFL Conference, Pune, India. **Contact**: <asian-efl-journal.com/2011-India-TESOL-Conference.php>

DEADLINE: 15 OCT 11 (FOR 31 JAN-2 FEB 12)—NileTESOL Conference XVI *Language Education in the 21st Century: Challenges and Opportunities*, American U. in Cairo, Egypt. **Contact**: <niletesol.org>

DEADLINE: 1 MAR 12 (FOR 3-5 JUL 12)—ACTA International TESOL Conference: *TESOL as a Global Trade - Ethics, Equity and Ecology*, Cairns, Convention Centre, Far N. Queensland, Aus. **Contact**: <astmanagement.com.au/ACTA12/index.html>

18-21 NOV 11—JALT2011: 37th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition: *Teaching, Learning, Growing*, National Olympics Memorial Center, Yoyogi, Tokyo. **Contact**: <jalt.org/conference>

TLT COLUMN

OLD GRAMMARIANS

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

Popular movie sequels

Pirates of the Caribbean 8: End of the Line, Please

Under the spell of a magic barnacle, the entire world is transported to an alternate reality in which right and wrong are reversed. In this bizarre parallel existence the evil British navy are serving the role of bringing law, order, and civilization to the West Indies, while the once romantic hero pirates are instead engaging in acts of anarchy, thievery, and cold-blooded murder. After several thrilling misadventures together, Jack, Elizabeth, and Will reach the conclusion that the world they are currently living in makes more sense than the fanciful one they were in before. Abandoning their effort to resolve the dilemma, they all live happily ever after—except for Jack, who is arrested and hanged.

Toy Story 6: Conquest of the Planet of Toys

After suffering generations of slavery and abuse, the world's toys—led by the intelligent, charismatic, and rubbery Stretch Armstrong doll—take up arms against their human hosts. In a chilling apocalyptic climax, Armstrong stands over the beaten body of the UN secretary general as hordes of victorious torch-wielding toys look on, and shouts, "Your mother told you a thousand times to clean up your room! But did you? DID YOU?!?"

Fishing Fool's Diary (釣りバカ日誌) Vol. 35: Space Koi-boys

Retirees Suu-san and Hama-chan convert their fishing boat into a commercial space vehicle and charge exorbitant sums to carry eccentric millionaires into orbit. There are many hilarious encounters with the passengers, including five *falling overboard* gags and two or three highly improbable love pursuits involving young women whose combined ages hardly add up to half those of our heroes.

Antarctica 2: Cold Reception

Thought to have frozen to death along with all 200 of the other colonists at the end of the 3-hour SFX extravaganza *Antarctica 1* (net loss ¥35,000,000,000), Betty Blueface is miraculously found alive in Glendale, California, where she regains her memory and resumes her mission to locate the ancient civilization of Frigidaire. Three and a half hours and two directors later, she manages to find a snowshoe in a tar pit, at which time creditors force the film to end.

Nodame Cantabile (のだめカンタービレ) 4

An ambitious young orchestra conductor, against his better judgment, falls in love and elopes with a second-chair clarinetist during the 3rd movement of Mahler's 5th Symphony. The couple not only have to contend with the social stigma of their unorthodox marriage, but must also face an angry audience who refuse to leave the theatre unless they are given either ticket refunds or wedding gifts. An attempt to work zombies into the storyline fails miserably.

Star Wars 3.5 (beta)

This film is a trial version intended for *Star Wars* experts trying to work out the bugs and continuity problems among the six films in the saga. The evil Empire is stooping to new lows, forcing its subjects to accept a revisionist history of the galaxy despite obvious story lapses and jarring shifts in quality of presentation. A youthful Luke Skywalker is skipping school and taking acting lessons, while Obi-wan Kenobi hides in the desert perfecting his abilities in the suspension of disbelief. Meanwhile, Darth Vader—remembered fondly by some folks as that nice orthodox Jedi boy Anakin who lived down the street—rises through the Imperial ranks to become Minister of Military-grade Magic. By hanging himself upside down in antigravity boots for two hours a day he also manages to add 30cm to his height. Sadly, although medical technology can replace his injured arms and legs with perfectly functioning biomechanical prosthetics, nothing can be done about his face, and the mask must stay on, even while showering.

JALT MEMBERSHIP INFORMATION

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 bimonthly publication - を隔月発行します
- *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

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

JALT Central Office

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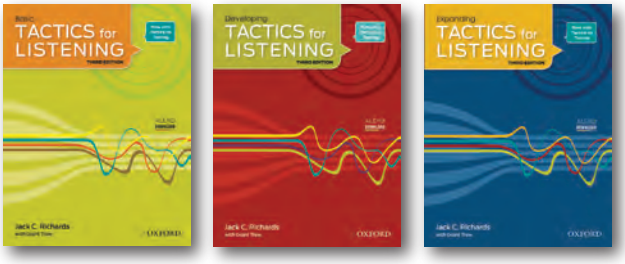

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