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The Japan Association
for Language Teaching



JALT2011 – Teaching
Learning Growing

November 18-21, 2011

National Olympics Memorial
Center, Yoyogi, Tokyo



⟨jalt.org/conference⟩

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articulation
brogue
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communication
dialect
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idiom
interchange
jargon
lexicon
lingua franca
palaver
parance
patois
phraseology
prose
signal
slang
sound
speech
style
talk
terminology
tongue
utterance
verbalization
vernacular
vocabulary
vocalization
voice
word
wording

JALT 2011 Featured Products & Speakers from Cambridge University Press

Saturday 19th November, 2011 - Speaker Schedule



Becoming a "can-do" Teacher

Jack C. Richards
University of Sydney
11:00 AM - 12:00 PM
Room 311



Teaching Presentation Skills... Step by Step

Steven Gershon
J. F. Oberlin University
12:10 PM - 1:10 PM
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Spreading the Interactivity Virus

Tom Kenny
Nagoya University of Foreign Studies
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Room 311



CEFR & English Profile: Identifying Learner Needs

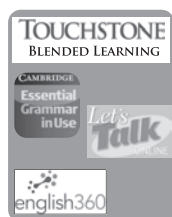
Ivan Sorrentino
Cambridge University Press
3:50 PM - 4:50 PM
Room 307

Sunday 20th November, 2011 - Speaker Schedule

Competence and Performance in Language Teaching

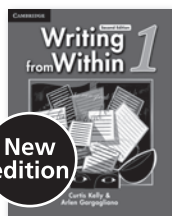
Plenary

Jack C. Richards
University of Sydney
10:10 AM - 11:10 AM
Main Hall



Your Style + Our Online Tools = Effective Teaching

Robert Habbick & David Moser
Cambridge University Press
11:30 AM - 12:30 PM
Room 109



Process of Writing and Writing from Within

Curtis Kelly
Kansai University
1:15 PM - 2:15 PM
Room 107

Learning What the Learner Needs

Tom Kenny
Nagoya University of Foreign Studies
3:45 PM - 5:15 PM
Room 107

Featured
Speaker
Workshop

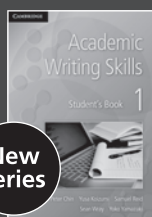
An Evening with Jack C. Richards !

[Date]
Thursday, 17th November, 2011
[Time]
Doors open: 17:00
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Hello, and welcome to the final issue of *The Language Teacher* for 2011, arriving in your mailbox just in time for the 37th annual JALT National conference in Tokyo. As always, the conference organizers and presenters have been working tirelessly to ensure that this year's conference will be just as stimulating and rewarding as we've come to expect each year, and we at *TLT* would like to take this opportunity to thank all those involved.

We end the year with another action-packed issue filled with an eclectic mix of articles that is sure to have something of interest for all tastes. Starting with two feature articles, **Frank E. Daulton** explores learners' attitudes towards English-based loanwords in Japan, while **Robert Long and Masatoshi Tabuki** investigate fluency in novice-level speakers.

Moving on to *Readers' Forum*, **Daniel Dunkley** interviews Dr. Cathie Elder on Language Testing, **James Jensen** contributes an article on Infant Phoneme Acquisition, **Diane Nagatomo** examines how identity influences teaching practice in Japan, and **Steven Shrader** interviews Joseph Shaules. Also in this issue, we feature *My Share* contributions from **Susan Jackson, Harlan Kellem, Shun Morimoto**, and **Yumi Tanaka**, as well as a review of *Get it down: You can write in English* by **Jared Angel**. To

Continued over

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<jalt-publications.org>

November/December 2011 online access

Material from all our publications produced in the last 12 months requires a password for access. These passwords change with each issue of *TLT* and are valid for a 3-month period. To access our archives:

[login: nov2011 / password: kxqu5Em4]



TLT Coeditors: Damian Rivers & Jennifer Yphantides

TLT Japanese-Language Editor: Emika Abe

top it off, we also have a wide range of engaging and practical content in our regular columns.

As the year comes to a close, we would like to wish you all a safe and happy holiday season, and we would also like to say goodbye and thank you to our outgoing co-editor Damian Rivers, who has put in a lot of hard work these past two years as our fearless leader.

We hope you enjoy this issue of *TLT* and we are looking forward to seeing you at the conference.

Jason Peppard, Incoming TLT Co-Editor

皆

様、2011年最終号のThe Language Teacher へようこそ。本誌は、東京で開催される第37回JALT年次大会の前に皆様のお手元に届くことと思います。今年の大会が例年と同じく刺激的で有意義なものとなり、皆様のご期待に応えられるよう、開催委員会や発

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.

Submitting online

To submit articles online, please visit:

[<jalt-publications.org/access>](http://jalt-publications.org/access)

From there, you can register an account, then submit your articles through our production site. After creating your account, please be sure to check the *About* page for further submission guidelines.

Information about submitting to our regular columns is available through the *Section Policies* and *Online Submissions* links, as well as within the columns in this issue of *TLT*.

To contact the editors, please use the contact form on our website, or through the email addresses listed in this issue of *TLT*.

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表者達が懸命に準備を重ねています。この場をお借りして関係者の皆様にお礼申し上げます。

本年最終号も、どんな方々にもきつと興味を持っていただけの、厳選された記事が満載です。まず、Featureには2つの論文を掲載しています。Frank E. Daulton は、日本における英語起源の外来語に対する学習者の態度を研究しています。Robert Long と Masatoshi Tabuki は、初級者の会話の流暢さについて調査します。

Readers' Forumでは、Daniel Dunkley が言語テストに関して Cathie Elder にインタビューしています。James Jensen は乳幼児の音素習得について寄稿してくれました。Diane Nagatomo は、アイデンティティの問題が日本での教育実践にどのような関わりがあるか調べ、Steven Shrader は Joseph Shaules にインタビューを行いました。今月号ではまた、Susan Jackson, Harlan Kellern, Shun Morimoto, Yumi Tanaka の My Share 特集記事と、Jared Angel による Get it down: You can write in English の書評をお届けします。さらに、おなじみの連載コラムも魅力的で実用的な幅広い内容をご用意しています。

本年の終わりに向けて、皆様が健やかで楽しい休暇の季節を過ごされますようお祈りします。また、編集者の1人である Damian Rivers の退任に際し、ここに感謝の意を表したいと思います。彼は勇気あるリーダーとして、この2年間、大変熱心に仕事をしてくれました。

どうぞ今月号が皆様にとって役立つものとなりますように。年次大会でお会いするのを楽しみにしています。

Jason Peppard, Incoming TLT Co-Editor

Japan Association for Language Teaching (JALT)

A nonprofit organization

The Japan Association for Language Teaching (JALT) is a nonprofit professional organization dedicated to the improvement of language teaching and learning in Japan. It provides a forum for the exchange of new ideas and techniques and a means of keeping informed about developments in the rapidly changing field of second and foreign language education.

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To contact any officer, chapter, or Special Interest Group (SIG), please use the contact page on our website: [<jalt.org>](http://jalt.org)



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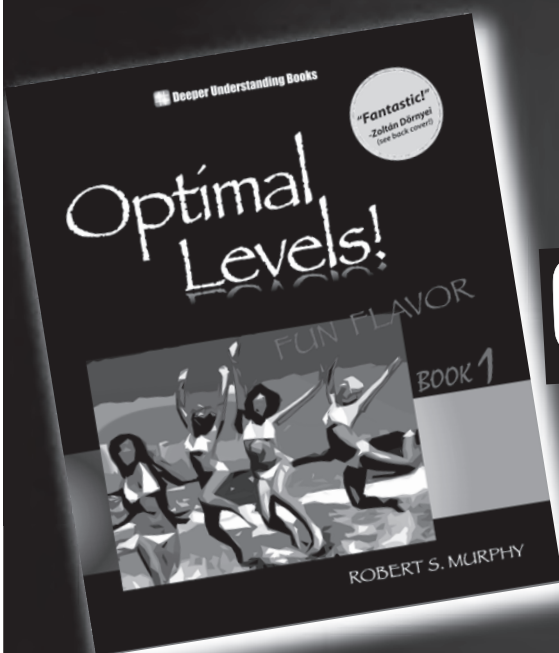
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JALT2011: Teaching, learning and growing

"If a seed of a lettuce will not grow, we do not blame the lettuce. Instead, the fault lies with us for not having nourished the seed properly." - Buddhist proverb

Teaching, learning, and growing. For those involved in any aspect of language learning, these three words are perhaps synonymous. Teachers teach, but they also learn with and from students. Teachers learn through trial and error as part of professional development. We learn. We teach. We grow. For many language educators, this is our circle of life in the classroom. This pattern often begins with a new idea, classroom technique, or knowledge...we learn. It continues as we present this item in a specific educational context...we teach. We may then fine-tune this item, adjusting it to our learners and context. We acquire the ability to implement it better in the future...

we grow. Learners often find the best way to learn is to teach. And certainly for both teachers and learners, when they come together in the right environment and under the right conditions, they can make huge steps in personal growth. JALT has a proud history of helping teachers and learners in finding their own way to grow, and this year's JALT 2011 conference will be no different. It's just that this year we've given this core idea centre stage as the theme of the conference. JALT2011: Teaching, learning and growing.

The 37th Annual International Conference of Language Teaching and Learning and Educational Materials Exhibition runs from November 18th to 21st at the National Olympics Memorial Youth Center in Yoyogi, Tokyo. The conference promises to fulfil the needs of teachers and learners through its five plenary speakers, ten featured speakers, hundreds of presentations and workshops, a multitude of social events and opportunities to meet new colleagues, as well as the Educational Materials Exhibition, where the newest teaching materials can be viewed and experienced. So, let's break it down and find out what you'll be doing for a long weekend of teaching, learning and growing.

The plenaries

Phil Benson comes to JALT from his base at the Hong Kong Institute of Education. He is well known in the field of language education especially with regard to his work on autonomy. Visiting both learner and teacher autonomy, he will argue against the common excuse that autonomy is workable "elsewhere", but not "here", the place where the person making the excuse lives. Benson will explain how there is no better place to start with a focus on autonomy than "here" and give suggestions for ways to work around common problems in the workplace which may constrain a focus on autonomy.



knowledge, values, attitudes and goals" that are necessary for language teachers. He will then outline 10 "core dimensions" related to the skills and expertise required of language teachers. This talk promises to be a valuable experience for those interested in teacher development and education.

Ken Wilson has authored over 30 ELT titles, both course books for students and manuals for teachers, and he also has a strong web-presence through his blog on ELT. His plenary will focus on motivation, and he will suggest ways to lift student interest and motivation by tapping into their imagination and personal interests. Wilson will argue that teacher enthusiasm is vital for student motivation and because teachers have to motivate themselves at times, this should prove rewarding for teachers at any point on the self-motivation spectrum.



A featured speaker last year, **Laurel Kamada** returns this year as a plenary speaker to discuss how the use of English in Japan functions not only as a form of communication but as an ideology, as she calls it, "a cultural symbol of globalization". She will look at both "typical" Japanese learners of English and the fast growing group of "atypical" learners of mixed parentage. With research interests that include ethnic and gender studies as well as bilingualism and multi-culturalism, Laurel has a deep understanding of the Japanese context.



JALT Junior (JJ) is a "satellite conference" that runs concurrently in the same venue but with a focus on young learners and teacher training. This is a special year for JJ due to the formal introduction of English classes at elementary schools throughout the country. It is therefore great news that the plenary speaker for JJ is **Emiko Yukawa**, a respected teacher/researcher



Jack C. Richards probably requires no introduction as many teachers and learners alike have used his very popular textbooks, including the best selling Interchange series while other teachers and scholars will be familiar with his more academic material including the Longman Dictionary of Applied Linguistics. At JALT2011, Richards will focus on the topic of competence and performance in language teaching by outlining the "skills,



in the field of elementary education in Japan. Dr. Yukawa will talk about her experience and research on the relationship between English taught in elementary schools and junior high schools. Yukawa will discuss whether this earlier introduction of English will result in higher proficiency in learners once in junior high school and what this will mean for junior high school teachers. She will also report on one of her recent research projects that hints at what is achievable in elementary school English programs.

AMICUS

Okinawa AMICUS International



Okinawa AMICUS International School is seeking applicants for full-time teaching positions from April 2012.

Position: Full-time kindergarten and elementary school teachers (native English speakers and bilingual Japanese speakers).

Field: Early childhood and/or elementary education.

Job details/description: Teach kindergarten or elementary school (Grades K~6) classes. Elementary school teachers will instruct multiple subjects with a team teacher in both Immersion and International courses. Read the AMICUS Web page. If you agree with the mission statement of AMICUS, our philosophy, educational practice and vision, and fulfill the qualifications stated, register with us online. (Online Registration: http://www.amicus.ed.jp/?page_id=932)

Qualifications and requirements:

At least two years of teaching experience in the field of early childhood education and/or elementary education is required. All nationalities of teachers are welcomed to apply. Applicants must have at least a Bachelor's degree in early childhood education and/or elementary education. A current, valid license and/or certificate to teach kindergarten and/or elementary school from the applicant's home country is required. All applicants must have this to apply for the position. Interest in Japan and enthusiasm for educating international children is essential. Excellent communication skills are required. A basic functionality of Japanese is preferred for native English speakers. Japanese applicants are expected to be bilingual in English. Kindergarten and elementary school teachers will be hired on an as-needed basis. AMICUS is a non-discriminatory employer.

Online registration and preliminary screening:

For the preliminary screening, we review an applicant's qualifications as posted on our online registration. Only qualified candidates will be notified to proceed to the next stage. Qualified candidates will be informed of their result via email approximately four weeks after the registration. We will send qualified candidates "Application Information and Form" material via email. In addition to sending the designated application form, applicants proceeding to the second stage will need to submit the following documents: Resume/curriculum vitae (updated); Copy of proof of graduation from all institutions attended since high school; Original, sealed transcripts from all institutions attended since high school; A copy of current, valid teaching certificate and/or license from home country; Three recent letters of recommendation (signed, sealed) with current contact information. Information provided to AMICUS by applicants will be kept confidential. NB: Application materials and documents will not be returned.

Selection procedure:

Online registration started in May 2011. We will send out notification for the result of the preliminary screening via email within four weeks after online registration. In the first screening, we review application materials and conduct a phone interview. We will send out a letter of notification of the first screening result. The second screening at our office will include an interview and mock lesson if required. If you are unable to attend a second screening due to your residence abroad, a screening group will set up a Skype interview to discuss your qualifications. Also, we may require you to submit a recorded DVD/VHS of your mock lesson. We will send out a letter of notification for the second screening result. For further information about Okinawa AMICUS International School visit our Web site at <http://www.amicus.ed.jp>.

Employment benefits:

Monthly salary range: 250,000~560,000 yen. AMICUS will follow the Japanese calendar for teachers. Teachers will receive five days of paid holiday in summer and six days of paid holiday in winter during at the end of the year and at the beginning of the year) as well as national holidays. Also, ten days of annual leave plus two days of sick leave will be provided. Teachers will work a regular schedule during summer months. Contract duration is one year, with an option to renew the contract. Working hours are from 8:15 a.m. to 5:00 p.m., Monday through Friday, over the year. Work on weekends may be required due to school events. A relocation allowance will be given. In addition to monthly salary, commutation cost will be provided. Further details of job benefit will be provided to successful candidates.

Start date: April 2012. The starting date of employment is negotiable.

Place: Uruma City, Okinawa Prefecture, Japan.

Deadline: Open until positions are filled.

Email: recruit@amicus.ed.jp.

School Website: <http://www.amicus.ed.jp/en/>

Photography (Below): Okinawa AMICUS International Courtyard

On the origins of *gairaigo* bias: English learners' attitudes towards English-based loanwords in Japan

Keywords

loanwords; *gairaigo*; vocabulary acquisition

Frank E. Daulton
Ryukoku University

Although *gairaigo* is a resource for Japanese learners of English, attitudes in Japan towards English-based loanwords are ambivalent. This paper examined university freshmen's attitudes towards *gairaigo* through a questionnaire. Despite their ambivalence, participants generally felt that loanwords did not hinder their English studies. Yet their opinions were based on scant information, as teachers had seldom spoken of *gairaigo*, or had spoken of it only disparagingly.

「外来語」は日本人が英語を学ぶ際に情報源の1つとなっているが、日本における英語由来の外来語の捉え方には曖昧なところがある。本論は、大学1年生の外来語に対する捉え方をアンケート調査したものである。曖昧な部分があるにもかかわらず、アンケートの参加者が全般的に感じていたのは、外来語が英語学習の弊害にはなっていないということだった。しかしこれらの意見は、教える側がそれまでほとんど外来語のことを教えてこなかった、あるいは単に過小評価してきたため、十分ではない情報に基づいたものだった。

During a presentation on how English-based loanwords (LWs) in Japanese—known as *gairaigo*—can be used to teach English (see Rogers, 2010), a Japanese participant commented, “I have never heard such information before; I had no idea that *gairaigo* were helpful.” That *gairaigo* LWs are *cognates*—L1 and L2 words similar in form (e.g., sound) and sometimes meaning (Carroll, 1992)—is recognized internationally (see Ringbom, 2007). Yet there remains in Japan an incongruous disdain for *gairaigo*; for simplicity, I will refer to it as “*gairaigo* bias.” A subtle but striking example of *gairaigo* bias soon followed. Arguing that empirical findings are not always applicable to Japanese EFL, a Japanese Ph.D candidate had cited that Japanese has *no cognates*. When I challenged this assumption during her dissertation defense, she confessed being unaware of another perspective, which explained why her claim lacked any supporting evidence. This paper will briefly introduce English-based LW cognates in Japanese, clarify the concept of *gairaigo* bias, and posit some origins. Then it will present a study investigating learner attitudes towards *gairaigo* and their genesis.

English-based loanwords in Japan

Many Western words have been borrowed into Japanese and are known as *gairaigo*, the vast majority of which are from

English. Specialty dictionaries list from 20,000 to 50,000 *gairaigo* LWs (Olah, 2007). Indeed some 10 percent of the Japanese lexicon, as seen in dictionaries (see Park, 1987), newspapers (see Oshima, 2004), and daily conversation (see Honna, 1995) consists of *gairaigo*. Factors that encourage Japan's unparalleled English borrowing include: a high-tolerance for ad-hoc (see Park, 1987) and redundant borrowing (see Kay, 1995); the semantic and grammatical malleability of borrowed words (see Kay, 1995); and a dedicated script (see Honna, 1995).

Empirical studies consistently indicate that English-based LWs in Japanese assist various aspects of English learning. These include: aural recognition and pronunciation (Hashimoto, 1992); spelling (Hashimoto, 1993); listening comprehension (Brown and Williams, 1985); retention of spoken and written input (Kimura, 1989); and recognition and recall at especially advanced levels of vocabulary (Daulton, 1998). The Japanese strongly prefer LW cognates to non-cognates in their English production (see Daulton, 2007). Moreover, around half of the high-frequency word families of English (e.g., the headword *apply* and the derivation *application*) correspond to common *gairaigo* LWs (e.g., *apurikeeshon*), suggesting a “built-in lexicon” of valuable cognates (see Daulton, 1998, 2008).

Gairaigo bias

An aversion to *gairaigo* has been noted in both society (see Tomoda, 2005) and the classroom (see Uchiwa, 2007). Underlying it is the assumption that *gairaigo* LWs are destructive to the Japanese language and culture, a common theme of newspaper editorials (see Otake, 2007). This perspective contrasts the ubiquity and popularity of *gairaigo* in most areas of Japanese society, including daily communication.

In EFL academic discussion, the criticism of *gairaigo* relies upon descriptions of interlingual differences and transfer errors. For example, both Simon-Maeda (1995) and Sheperd (1996) catalog various *gairaigo* “pitfalls”; while Simon-Maeda advocates discussing LWs in class, Sheperd recommends shunning them. Anecdotal rather than empirical, these studies ignore how errors are often developmental and a benign

result of facilitated production. A certain “giggle factor” is inherent in papers such as Smith (1974) *Ribbing Ingrish: Innovative Borrowing in Japanese*. While such one-sided and dismissive papers have not appeared recently, more subtle and destructive manifestations of *gairaigo* bias potentially include the topic being held in contempt by editorial advisory boards. Meanwhile, EFL educators in Japan typically believe that *gairaigo* hinders English acquisition. Many or most Japanese teachers of English (JTEs) avoid *gairaigo* in the classroom (see Uchiwa, 2007), and when mentioning it, emphasize its pedagogical dangers.

What is the origin of gairaigo bias?

There is little research to explain Japan's jaundiced view of *gairaigo* in regards to EFL. In general, cognates can produce ludicrous or otherwise memorable errors that assume an exaggerated importance in teachers' and learners' minds (Ringbom, 2007). Therefore the dangers of *false friends* (or *faux amis*)—such as *konsento* for an electrical outlet in Japanese—should not be overemphasized, since helpful cognates (e.g., *takushii* and *taxi*) usually outnumber deceptive ones (see Daulton, 2010).

Regarding *gairaigo* bias, an important factor may be a vocal minority's opposition to the flood of English following the Pacific War. Few languages have absorbed as many LWs as Japanese (see Miller, 1967). Yet because *gairaigo* is written in the sound-based *katakana* script rather than meaning-based Chinese *kanji*, *gairaigo* can be opaque. And LWs such as *kisu* (kiss) can displace native equivalents (e.g., *seppun*), leading some academics to fear Japan's cultural decay. Such social angst regarding foreignisms has likely entered the language classroom. Another cause may be that the *katakana* script is used not only for authentic LWs but anything foreign-sounding. For instance, *katakana* is also used for innovative compounds, such as *kii horudaa* (key chain), and English-sounding product names such as *delica*, which are *not* loanwords, per se. The public and academia typically fail to distinguish among foreignisms written in *katakana*, classifying and condemning both authentic borrowings and pseudo-English alike as *gairaigo*.

Study: Learner attitudes towards *gairaigo* and their origins

English-based LWs in Japanese constitute a resource for English learners. However, the efficacy of *gairaigo* as cognates is likely affected by how learners perceive them. While it has been observed that JTEs are negatively disposed towards *gairaigo* (see Uchiwa, 2007), Olah (2007) found Japanese university students favorably disposed towards discussing LWs in class. The present study will clarify how freshman university students regard *gairaigo*, and the sources of their perspectives.

Participants

The participants were 113 freshmen at a large, medium-level Japanese university. Their responses would reflect their EFL experiences in junior and senior high school, and university students are of much pedagogical interest. None were English majors, but represented three faculties: Business, Economics, and Law. All had scored relatively well on the English placement test.

Instrument and procedure

The questionnaire was presented, in Japanese, during the first class. Its purpose was explained in a subsequent class. A five-point Likert scale was used for the first nine of 11 questions. Given the Japanese cultural tendency to prefer neutral, non-committal answers (Brown, 2000), in the analysis, the neutral “three” answers were dealt with differently than the responses that reflected a clear opinion—“one” or “two” (strong and mild disagreement) and “four” or “five” (mild and strong agreement). Questions 10 and 11 were multiple-choice.

Results and analysis

Following is a summary of each question's responses with an analysis. For the first nine questions, the number of responses for each answer choice is totaled, with the neutral “three” choice in bold. Below it, the data for agreement versus disagreement—excluding neutral response—is displayed in bold in brackets.

I think there are too many gairaigo words.

There was no dominant viewpoint regarding the number of *gairaigo* LWs in Japanese.

Table 1. Responses to “... too many *gairaigo* words”

① 3 ② 17 ③ **57** ④ 31 ⑤ 5
<20 vs. 36>

While fewer participants disagreed with this statement than agreed (n=20 vs. n=36), the number of neutral “three” responses (n=57) was the highest among all questions, indicating considerable ambivalence.

I use lots of gairaigo. Most participants feel they use many LWs.

Table 2. Responses to “I use lots of *gairaigo*”

① 1 ② 8 ③ **23** ④ 64 ⑤ 17
<9 vs. 81>

Most participants agreed (n=81), with relatively few neutral responses. Indeed, the Japanese between the ages of 18 and 29 have the most affinity with *gairaigo* (Loveday, 1996), and the youth are among its heaviest users and innovators (Uchimoto, 1994).

Gairaigo is hard to understand. Also, most participants did not feel difficulty in understanding LWs.

Table 3. Responses to “*Gairaigo* is hard to understand”

① 12 ② 44 ③ **48** ④ 8 ⑤ 1
<56 vs. 9>

Most either disagreed that *gairaigo* LWs are difficult to understand (n=56) or had no opinion (n=48). That the youth have the best ability to comprehend *gairaigo* has been previously noted (e.g., Shibatani, 1990).

In learning English, gairaigo is an obstacle.

Participants tended to be ambivalent or disagree that *gairaigo* is an impediment to English learning.

Table 4. Responses to “... *Gairaigo* is an obstacle”

① 12 ② 32 ③ 45 ④ 18 ⑤ 6
<44 vs. 24>

Twice as many participants disagreed with the statement than agreed (n=44 vs. n=24), with many non-committal responses (n=45). These judgments are likely subjective and not deeply rooted, for as we will see, *gairaigo* is not often discussed in class. For the following two questions, as responses regarding junior high (JH) and senior high (SH) teachers were virtually identical, they are presented together.

My junior high/senior high school teachers often mentioned gairaigo. Most participants reported that their teachers had avoided mention of *gairaigo*.

Table 5. Responses to “My JH teachers often ...”

① 28 ② 44 ③ 28 ④ 12 ⑤ 1
<72 vs. 13>

Table 6. Responses to “My SH teachers often ...”

① 26 ② 48 ③ 28 ④ 10 ⑤ 1
<74 vs. 11>

Participants largely disagreed with the statement regarding both JH (72 vs. 13) and SH (74 vs. 11), supporting Uchiwa (2007).

My junior high/senior high school teachers thought gairaigo helped us learn English. When and if teachers had mentioned *gairaigo*, they had focused on its negative aspects in regards to EFL.

Table 7. Responses to “My JH teachers thought gairaigo helped ...”

① 33 ② 33 ③ 41 ④ 5 ⑤ 1
<66 vs. 6>

Table 8. Responses to “My SH teachers thought gairaigo helped ...”

① 31 ② 38 ③ 38 ④ 6 ⑤ 0
<69 vs. 6>

Most participants disagreed with the statements for JH (66 vs. 6) and HS (69 vs. 6). Compared with the responses regarding teachers' mentioning *gairaigo*, disagreement weakened slightly while neutral responses increased (n= 41; n=38). This emphasized participants not understanding their teachers' opinion of *gairaigo*—another indication of its not being discussed in class.

I'd like to hear more about gairaigo. Most participants were amenable to learning more about *gairaigo*, supporting Olah (2007).

Table 9. Responses to “I'd like to hear more about gairaigo”

① 5 ② 10 ③ 36 ④ 47 ⑤ 15
<15 vs. 62>

Far fewer participants disagreed with the statement than agreed (15 vs. 62). The numerous neutral responses (n=36) may reflect participants' not understanding the relevancy of *gairaigo* to their English studies.

What is the biggest weakness of gairaigo? For this question, participants were shown four possible weaknesses of *gairaigo* as cognates and instructed to choose one. Responses indicated that “pronunciation” was perceived to be LWs' biggest weakness, followed by “meaning”.

Table 10. Choices and responses to "What's the biggest weakness ... ?"

- ① meaning – 37
- ② pronunciation – 69
- ③ grammar – 5
- ④ other – 2

Most participants (n=69) chose "pronunciation". Indeed, pronunciation strongly affects both cognate comprehension and recognition (e.g., Daulton, 2008). Most other participants chose "meaning" (n=37). However, there is no preponderance of false friends as participants may believe. Rather, a common problem is *gairaigo* LWs having but one meaning (e.g., *dairekutaa* as in 'movie director') as opposed to the polysemy of English words (e.g., a company director; see Daulton, 2008).

What are the origins of your attitudes towards *gairaigo*? Participants selected as many of the nine choices as they wished. Regarding the origins of their attitudes towards *gairaigo*, participants indicated particularly: the mass media, their own conclusions, and the people around them.

Table 11. Choices and responses to "What are the origins ... ?"

- ① family – 15
- ② junior high teachers – 15
- ③ junior high classmates – 4
- ④ high school teachers – 16
- ⑤ high school classmates – 8
- ⑥ cram school teachers – 26
- ⑦ mass media – 63
- ⑧ people around me – 41
- ⑨ own conclusion – 48

"Mass media" (n=63) attracted the most responses. Japan's highly developed mass media is influential, and the use of poorly understood *gairaigo* (e.g., nonce borrowings) is common in advertising (see Loveday, 1996) and news reporting (see Daulton, 2004). Indeed this unconstrained use of *gairaigo* may skew individuals against it. The second most common response

was each participant's "own conclusion" (n=48). This can be interpreted to mean not participants forming opinions in isolation, but synthesizing their experiences and the opinions of others. Revealingly, most participants who circled this response circled other responses. Third was "people around me" (n=41). This vague answer choice likely elicited the gestalt of "family" (n=15), and junior and senior high "classmates" (n=4; n=8) and "teachers" (n=15; n=16). That few participants ascribed their attitudes specifically to junior or senior high also supports that *gairaigo* is seldom mentioned in an educational context (Uchiwa, 2007). Meanwhile the relative popularity of the "cram school" answer (n=26) may indicate that these teachers, focused on exam preparation, are proactively (and mistakenly) warning their students away from *gairaigo*.

Conclusions and limitations

The results indicated that although university freshman are ambivalent, they generally do not suffer from a *gairaigo* bias. Yet Japanese learners' opinions about English-based LWs are partially a product of one-sided or inadequate information, as teachers have spoken disparagingly of them, if at all. Despite this, learners grasp that pronunciation discrepancies are the major weakness of *gairaigo* as cognates. This study could not determine whether English proficiency affects attitudes towards *gairaigo* although it has been noticed that cognate recognition skills correlate to higher English proficiency (Van Benthuyzen, 2004). And it did not distinguish between JTEs and native-speaking English teachers (e.g., ALTs). The seeming contradictions involved in certain answering patterns, for which this study offered likely explanations, should be clarified by follow-up interviews of learners and teachers. By understanding Japanese EFL learners' attitudes towards English-based LWs in Japanese—and the sources of these attitudes—learners and teachers can be encouraged to explore the *gairaigo* resource rather than fear it.

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Understanding fluency in novice level speakers

Keywords

fluency, pauses, fillers, monologues

In regard to the issue of fluency a great deal of research has ignored the role of pauses and fillers in novice-level speech. In early 2010, 65 participants were asked to state what they had learned in their English class for the past year. The 65 monologues were analyzed in regard to the amount of silence, speech length, and mean length runs. Three groups representing novice high, mid, and low levels were then organized, each having 12 subjects. Hypotheses focused on whether there were significant differences relating to pause duration, pause frequency, and mean length runs among the three levels. Results from an ANOVA indicated that there was a significant difference in pause duration, but not in mean length runs or pause frequencies.

英語の流暢さという論点に関して、多くの研究では、初歩レベルのスピーチにおける pause (一時中断、小休止) や filler (ah や you know などのつなぎ言葉や発声) の役割を見逃していることが多い。2010年の初めに、65名の参加者に対して、前年の英語の授業で学んだことについて述べるという課題を与えた。その65のモノログ (口頭での回答談) を分析し、沈黙の回数、スピーチの長さ、および (pause と pause の間の) スピーチの1区切りの長さの平均を調べた。その結果を見て初歩レベルの上・中・下の3グループを作り、各グループを12名で構成した。仮説は、pause の持続時間、pause の頻度、スピーチの1区切りの長さの平均が、3つのレベル間で有意差があるかどうかに焦点を当てた。ANOVA (分散分析法) による結果は、pause の持続時間とスピーチの1区切りの長さの平均値には有意差が現れたが、pause の頻度には有意差が見られなかった。

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While people are easily judged by how they dress, the same could be said for how fluently they can express themselves. All too often a person is judged not only by the content of his or her speech, but also by *how* he or she says it. Over the past two decades, the definition for fluency has also proven problematic for researchers. Skehan (1996) defined fluency as the ability to produce language in real time without undue pausing or hesitation. In time, researchers began to argue that fluency should be measured as: (a) speech rate (e.g., number of syllables per minute of speech, length of run, pause length, silence, false starts, repetitions, and reformulations), (b) complexity (the elaboration or ambition of the language that is produced), (c) the learner's preparedness to take risks and to restructure their interlanguage. Even with this criteria, however, there is a great deal of ambiguity as it relates to clearly defining levels of fluency. Past proficiency evaluations have been of little help. In its description of speech proficiency given by the American Council for the Teaching of Foreign Languages (ACTFL) proficiency guidelines, fluency is poorly described. Novice-low speech is described as oral production consisting of isolated words and a few high-frequency phrases whereas novice-mid speech differs with learned phrases, increased quantity, and a vocabulary that is suitable for dealing with elementary needs and everyday courtesies. The speech at this level is also said to contain frequent and long pauses and repetition of interlocutor's words. Speakers may have some difficulty producing even the simplest utterance. As for novice-high speech, ACTFL states while there are signs of spontaneity, there is little real autonomy of expression.

Despite the inadequate evaluations and descriptions regarding fluency, there has been a great deal of research on it in a wide variety of journals. Raupach (1987) notes that fluency tended to be associated with choppy utterances and hesitant and disrupted speech whereas Lennon (1990) saw it as a skill that is different from other linguistic aspects such as memory, syntactic complexity, and pronunciation. The issue of fluency becomes more confused in that native speakers often exhibit many hesitations and pauses, which are deemed appropriate. Gregory (2004) argues that the use of pauses should be taught as a skill in speech communication though there are certain norms to be followed if they are to be viewed as effective.

Even with more research being done, fluency is still probably the least understood aspect of language learning. One reason for this is the difficulty of evaluating fluency, due to the subjective and time-consuming nature of evaluation. A second issue is the lack of software applications, texts, or tasks that can evaluate and track fluency gains. A third problem is obtaining valid data that can adequately describe fluency at novice, intermediate and advanced levels so that teachers can be able to track and evaluate performance. The purpose of this case study is to identify possible differences among the three novice levels (low, mid, and high) as they pertain to fluency, specifically, pausing (frequency and duration), mean length runs, fluency rates, and lexical cooccurrences which are related to pausing. This data will help teachers to better identify and address any problems that might be more prevalent in these three levels of novice speakers.

Review of literature

The discipline of pausology was defined by O'Connell and Kowal (1980) as the behavioral investigation of temporal dimensions in speech. It is important to note that temporal variables in speech production are objective and quantifiable which can help one understand the social and psychological reasons behind particular pauses. Van Donzel and Koopsman-Van Beinum (1996) point out that in prepared speeches and in spontaneous speeches, speakers use pausing strategies to structure the continuation of the discourse. Thus, speakers wait at certain points

in order to determine the utterances to follow because the exact content in speech is not fixed as it is in reading texts.

The research that Riggensbach (1991) conducted showed that the frequency of unfilled pauses is a strong indicator of non-fluency although these pauses need to be further differentiated according to place and function. Richards, Platt, and Platt (1992) defined pausing as "a commonly occurring feature of natural speech in which gaps or hesitations appear during the production of utterances" (p. 267). Their studies have also examined pausing as it occurs in reading, speaking, and between genders, and the results indicated that pauses generate the listener's expectation about prospective utterances, and signal emphasis. What remains to be seen is whether or not the frequency of pauses is tied to ungrammatical English or if the pauses are used to *fill in* particular words or just to give the speaker time to reflect on what to say next.

Lewin, McNeil, and Lipson (1996) examined pauses and verbal dysfluencies as an indication of speaking anxiety. The authors investigated as to whether speech disruptions, periods of silence, and a slower rate of speech were more prevalent in high-speed subjects than in their low-anxiety counterparts. After examining categories of pauses, pause length, verbal errors (corrections, distortions, fragments, repetitions) and delaying verbalizations, Lewin found that the measures of state anxiety immediately before and during the speech task did not correlate with dysfluencies or pauses. The conclusion was that pausing maybe be a form of escape.

For research purposes, Wendel (1997) and Yuan and Ellis (2003) used a fluency measure that takes into account both the amount of speech and length of pauses. The first measure, Rate A, examines the number of syllables per minute (which is divided by the number of seconds used to complete the task multiplied by 60) whereas the second measure, Rate B, is based on the number of meaningful syllables per minute but without any syllables or words that were repeated, reformulated or replaced. To sum up, uncertainty does exist in identifying the specific differences among the three novice levels of Japanese false beginners. Clearly, what is needed is a study that investigates the specific aspects of

speech rates, mean length runs, pause duration and frequency, and verbal dysfluency, particularly among Japanese EFL learners.

The study

Purpose

Preliminary research (Long and Tabuki, 2010) was carried in 2009 as it related pauses as they occurred in student interviews. The aim of this study was to identify the frequency, duration and placement of the pauses in the interviews as well as to identify particular grammatical errors that were closely related to the pauses. The results indicated that grammatical errors were associated to pauses, preposition deletions, repetitions, and omissions. Furthermore, it was clear that there were distinct differences between the students who were more proficient (novice-high) as compared to those who could be considered less proficient (novice-low) students, specifically as it related to pause duration, frequency, and mean length runs. Specifically, the focus will be on pausing (frequency and duration), mean length runs, fluency rates, and any lexical co-occurrences related to pausing of Japanese first-year university students. By better understanding how fluency and pausing changes with proficiency, teachers can more effectively focus their teaching strategies and tasks for their own students who are at this level and how gains in proficiency, and vocabulary affect fluency rates.

Hypotheses

The data is to be examined for potential differences and patterns relating to pauses and mean length runs as well as of lexical co-occurrences repetition, discourse markers, sub-vocalization, fillers, and the use of Japanese. For the 12 subjects in each of the three novice levels, there were three hypotheses as follows:

1. There will be no significant difference in the frequency and duration in students' pauses.
2. There will be no significant difference in sentence mean length runs in students' speech.
3. There will be no important differences in the lexical co-occurrences of pauses and repetition, discourse markers, sub-vocalization, fillers, and the use of Japanese.

Participants

This study involved the first year Japanese university students, engineering majors, who were taking an obligatory first year English conversation course. Students were aged from 18 to 19. The students were from three classes that had been organized based on the results of a university placement exam. The exam was based on 40 questions related to vocabulary, 12 questions related to reading comprehension, and eight questions relating to language use. Each class was based on the scores of the students. One class had students who had scored the highest, (48 to 45 points) with each other class based on scores ranging from 39 to 35 points, and then a class with the lowest scores (33 to 13).

Materials

This preliminary case study examines the issue of pauses as they occur in monologues; 68 students were videotaped in February 2010, during their last English class for the year of 2009-2010. The students were asked to answer what they had learned in their English class for the past year. Students did not know of the topic beforehand and did not know that the data would be used for research purposes. Of the 68 students that were videotaped, three students were not able to answer the question and did not provide any verbal comment. Transcripts of the remaining 65 videotapes (1 hour, 51 minutes and 11 seconds) were then completed (see Appendix 1). Transcriptions were based on Conversational Analysis (CA) conventions (see Appendix 2).

Procedures

To better understand possible differences in fluency among the three novice levels, 12 transcripts for each level were selected based on the percentage of silence in the subjects' speech. For those novice-low subjects that had scored the lowest on the placement exam, the amount of silence ranged from 64.9% to 85% in the monologue, averaging 73.4%. Participants spoke from 2:30.60 to 0:40.50, averaging 1:04.6 seconds. For those subjects that were categorized as novice-mid subjects, the amount of silence ranged from 44.7% to 59.5%, averaging 52.7%. The spoken range of these subjects was from

2:54.11 to 1:12.24, averaging 1:09.4 minutes. The amount of silence in novice-high subjects ranged from 9.3% to 37.5% and averaged 25.6%. Subjects spoke from 2:55.72 to 0:59.7 seconds, averaging 1:09.1 minutes.

Data analysis

The software utilized in the study was Audacity 1.2 a comprehensive digital audio editor. The data utilized in the analysis was actualized in two stages: (1) the videotape of each student was played in QuickTime Player 7.6 which was then digitized by Audacity in order to determine the exact length of time that the participants spent speaking. The speech waves were extracted at 44100Hz. By examining the spectrograms of each monologue, it was possible to identify the duration of pauses in milliseconds. The measurements were then put into a statistical analysis program, SPSS 11.5 (Statistical Package for the Social Sciences), for means and means comparisons. In addition to looking at pause frequency, duration, and mean length runs, there were two additional measures for fluency (Rates A and B) as identified by Wendel (1997). Mean length runs were calculated as the mean number of syllables produced in utterances between pauses of 1.0 and above. Japanese words along with unintelligible words were not counted.

Results

Concerning the first two hypotheses related to pauses and mean length runs, an ANOVA indicates, at a significance level of $p < 0.05$, that there were significant differences in pause durations, but not in pause frequencies and mean length runs. (see Table 1).

Table 1. Results of One-way ANOVA for novice-level speech

(1) Pause frequencies

	Sum of squares	df	Mean square	F	Sig
Between groups	40.056	2	20.028	1.611	.215
Within groups	410.250	33	12.432		
Total	450.306	35			

(2) Mean length runs

	Sum of squares	df	Mean square	F	Sig
Between groups	58.205	2	29.103	5.256	.010
Within groups	182.715	33	5.537		
Total	240.920	35			

(3) Pause durations

	Sum of squares	df	Mean square	F	Sig
Between groups	339.804	2	169.902	13.820	.000
Within groups	405.685	33	12.293		
Total	745.489	35			

It is apparent that proficiency is related to gains in fluency insofar as talking longer between pauses and in reducing pause duration. The number of pauses do not necessarily decrease in all of the levels. It should be noted that novice-low speakers rely more on the use of Japanese after pausing and with fillers. As for the duration of pauses that preceded fillers, the results were $H=5.6$, $M=8.1$, and $L=16.2$ seconds, yet novice-high speakers used twice as many fillers than did novice-low speakers. Finally, to further corroborate the above data, fluency measures (Wendel, 1997; Yuan & Ellis, 2003) Rate A and B were used for all three groups. The results, shown in Table 2, indicate marginal improvement for all groups.

It should be noted that novice-low speakers paused twice as long as those at the novice-mid range. Also, in looking at the issue of micro-pauses, it was found that novice low speakers used only a total of 18 micropauses (9.2% of the total), as compared to novice-mid speakers who had 76 (38.9%) and novice-high speakers who had 101 micropauses (51.9%).

As for the third hypothesis concerning the lexical co-occurrences of pauses and repetition, discourse markers, fillers and the use of Japanese, we found that in the low-novice level, 10 uses of Japanese, 10 instances of pauses and fillers, 9 instances of pauses and discourse

Table 2. Fluency rates A and B

Novice low				Novice mid				Novice high			
Rates / students	A	B	A-B	Rates / students	A	B	A-B	Rates / students	A	B	A-B
L-1	6.0	1.8	4.2	M-1	51.7	32.4	18.8	H-1	59.3	37.5	21.8
L-2	13.0	6.4	6.6	M-2	43.6	31.8	11.8	H-2	45.6	31.0	14.6
L-3	16.2	13.3	2.9	M-3	51.9	38.7	13.2	H-3	40.4	29.7	10.7
L-4	40.8	33.4	7.4	M-4	42.3	37.0	5.3	H-4	36.2	24.0	12.2
L-5	22.0	19.4	2.6	M-5	21.0	13.0	8.0	H-5	35.5	20.8	14.7
L-6	18.3	8.7	9.6	M-6	19.6	18.8	0.8	H-6	50.3	40.0	10.3
L-7	23.6	17.7	5.9	M-7	36.7	30.5	6.2	H-7	64.5	48.5	16.0
L-8	18.1	18.1	0.0	M-8	27.9	20.2	7.7	H-8	68.8	56.3	12.5
L-9	13.0	4.6	8.4	M-9	38.9	30.5	8.6	H-9	69.8	67.5	2.3
L-10	31.5	7.4	21.1	M-10	39.0	30.3	9.0	H-10	74.3	62.3	12.0
L-11	36.5	16.9	19.5	M-11	29.4	25.1	4.3	H-11	40.6	45.0	6.5
L-12	25.2	24.2	1.0	M-12	44.8	29.9	18.9	H-12	54.3	41.3	9.3
Average	22.0	14.3	7.40	Average	37.2	28.1	9.30	Average	53.3	41.9	11.9

markers whereas at the mid-novice level, the subjects had one use of subvocalization, five uses of Japanese, 23 occurrences of pauses and fillers, 17 uses of pauses and discourse markers. In the high-novice level, one use of subvocalization, two instances of Japanese, 27 occurrences of pauses and fillers, and 17 uses of pauses and discourse markers.

While some research (e.g., Chambers, 1997) indicates that identifying the *place* of pauses in an utterance is important, this can often be difficult, if not impossible to do, in examining the speech of novice-level speakers due to the fragments, disconnected phrases, and incoherent speech. What is possible is to look at two functions of pauses, as hesitation markers and as signals for new information. Pauses that seemed to act as hesitation markers were identified as preceding

(PP) repeated lexis and fillers whereas pauses preceding the discourse markers of *and*, *but*, *so*, and *because* signaled new information, see Table 3. As can be noted there is a slight increase in pauses preceding repetition, perhaps due to the increased output among the novice-high speakers whereas pauses preceding fillers actually decreased in this group. Novice-low speakers used fewer discourse markers than novice-high speakers indicating a lack of syntactical complexity in their speech.

Finally, in addition to looking at novice-level speakers in three categories (low, mid, and high), an attempt was made to examine just the differences between two slightly larger groups of novice-low speakers and novice-high subjects. Forty students from the 65 that were videotaped were sorted into novice-low and novice-high

Table 3. Pause functions

Level	Novice-low			Novice-mid			Novice-high		
	PP	Total usage	%	PP	Total usage	%	PP	Total usage	%
-repeated lexis	4	28	14.2	7	34	20.5	17	65	26.1
-fillers	10	17	58.8	23	48	47.9	27	66	40.9
-DM: <i>and</i>	5	9	55.5	8	29	27.5	10	29	34.4
-DM: <i>but</i>	1	3	33.3	3	5	60.0	4	9	44.4
-DM: <i>so</i>	3	4	75.0	3	7	42.8	2	8	25.0
-DM: <i>because</i>	0	0	0	5	7	71.4	1	4	25.0

groups. Novice-low students averaged 46.7% silence in their monologues compared to 33.9% for novice-high students. Results from a t-test indicated that in pause duration there was a significant difference at $p < 0.001$ (0.1%) level of critical probability, but for the two variables of mean length runs and pause frequency, there was not a significant difference, even at $p < 0.05$ (5%) level of critical probability. Analysis also showed that novice-low speakers paused twice as long before fillers than novice-high speakers.

Discussion

The results concerning the first two hypotheses regarding pauses and mean length runs indicate that students might have similar amounts of pausing in their speech. As they move up in their proficiency, the duration of the pauses decreases while their MLRs (their ability to talk without interruption) increases.

As for the data on the fluency rates A and B, there were meaningful differences between the two rates, among these three levels. However, the most important difference between the two rates (A and B) seemed to be in the novice-high level, indicating that fluency gains become more apparent at this level. Third, in regard to pausing, the data indicates that novice-low speakers relied more on the use of Japanese and fillers, after pausing, than did higher level speakers. Finally, pauses in all levels seemed to function as hesitation markers and as signals about more information. There was a much higher level of overall repetition in the speech of the novice-high students, indicating problems regarding lexis and phrasing. The use of discourse markers also increased indicating more complexity in the speech of the students. This is key as fluency is also reflected in the use of varied syntax.

In sum, it was clear that important distinctions existed at the novice level of fluency. So it is important for teachers to give feedback to students about their own MLRs and their own pausing so as to focus on producing increasingly longer *chunks* of speech.

Conclusion

This case study examined possible differences in monologues of Japanese EFL learners. The

results provided data about pausing frequency, duration and mean length runs among the three groups of novice-level speakers. It must be said, however, that without some form of videotaped feedback (or transcripts), the extent of students' shortcomings will not be easily apparent to both the students and teacher. Teachers should help students to pay more attention to pause duration, repetition, and the use of fillers of their speech through the use of videotapes and transcripts. More fluency-based tasks can also be introduced in the classroom such as mocking tasks (repeating and extending on what was said), timed speeches, shadowing, and fluency reviews in which students focus on asking and answering questions at a faster interval.

The data in this case study does lead to more questions. Do women and men have different pausing strategies? Do novice level speakers (in all levels) have similarities in fluency in regard to pause duration, frequency, and fluency rates in both monologues and dialogues? What specific factors show the greatest improvement with English language instruction over a school year? Further studies might look at the fluency rates of intermediate students and of various nationalities. The more that is known about fluency, the more assistance can be extended to all EFL students.

Note: The fluency data for this study can be viewed at <<https://sites.google.com/site/fluencyandpauseology/2010-monologue>>.

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Appendix I. Transcripts

Student I. R.

2:03.82 minutes, 85.5 seconds of silence
71.2% Silence, 4.6 Average mean length run
Articulation Rate: 0.75

1. I (.) I learned (2.3) about (17.6) hhh I learned about English.
2. (5.7) hhh English: is: hhh very important. hhh (12.3) I want to
3. speak English very well. (12.7) I (25.8) hhh I go to America, (.) hhh
4. eh next year. I (2.2) so, I (.) learn (5.6) so I (1.3) so I want to learn
5. English.

Student R. M.

1:10.84 minutes 51.8 seconds of silence
73.1% Silence, 6.0 Average mean length run
Articulation Rate: 0.79

1. I learned (4.5) basic English. (12.1) Speaking (.) and writing (.) and
2. reading. (35.2) eh, I (.) I enjoyed this class (.) and English.

For novice-mid subjects, the amount of silence ranged from 44.7% to 59.5% and averaged 52.7% whereas mean length runs were 6.9 syllables between pauses. AR ranged from 0.58 to 1.34, averaging 0.78. Time spent talking ranged from 2:54.11 to 1:12.24, averaging 1:9.4 minutes. Transcripts include:

Student S. K.

1:12.24 minutes, 37.6 seconds of silence,
52.0% Silence, 4.2 Average mean length run
Articulation rate: 0.67

1. Mmmm...eto, (.) I learned (5.2) (sniffle) eh, (.) I learned (.) how to
2. make (.) long, long sentence, long sentence. (4.5) ando, ando hhh
3. (7.3) communication, co...communication. (3.8) Ato, made (.) a lot of

4. friends. (2.1) Ma! hhh (3.4) *Eto*, (.) met a nice teacher. (2.7)
5. (Japanese) Eh, (8.6) (Japanese) no idea.

Student Y. T.

1:40.28 minutes, 57.9 seconds of silence
57.7% Silence, 9.8 Average mean length run
Articulation rate: 0.61

1. I I learned (6.6) important of speaking English (2.6) because we
2. should (3.3) should use English very much, (.) to international
3. £international£ things. hhh (16.7) Ando I learned (5.2) important, (.)
4. it is important to make friends. (23.5) I found it true difference in,
5. difference from studying English.

The amount of silence in novice-high subjects ranged from 9.3% to 37.5% and averaged 25.6%; mean length runs were 6.2 syllables between pauses. AR ranged 2:55.72 to 0:59.77, averaging 1.9.1 seconds. Time spent talking ranged from 2:55:72 to 0:59.77, averaging 1:9.1 seconds. Transcripts include:

Student I. K.

2:37.11 minutes, 51 seconds of silence
32.4% Silence, 4.8 Average mean length run
Articulation rate: 0.83

1. I learned English, (.) English, English is very fun. (3.6) And uh, (.)
2. uh, English is very important to speak (.) in the worldo (2.5) so I
3. want to study English more (.) times. (8.4) Mmmm..(3.6) so oh, oh,
4. oh, (.) ah, I I I I love English (Japanese) (5.0) I I I oh, hhh English is
5. very difficult for me, (.) but I want to study English. (5.2) I (.) I
6. want to (.) I want to (3.7) speak (6.7) I wanted to, to to (15.6) hmm,
7. (sniffle) (3.3) I I I I (13.8) I like swimming.

Student Y. M.

1:33.92 minutes, 8.8 seconds of silence
9.3% Silence, 13.8 Average mean length run
Articulation rate: 1.01

1. I I became (.) I became able (.) I became able to communicate and
2. talk by English and I learned Japanese culture and foreign culture
3. and (.) I through through English class I have something that I
4. think about (.) family, and family, sports, music and food. I (6.3) I I
5. can make a lot of friends. (2.5) £hh £ Ah, I I can I become became to
6. be able to liked my idea by English. I, my En...

Appendix 2. CA Transcription Symbols

Manner/Quality

Smile quality	£
Exhale / inhale	hhh
vocalism	(sniffle)
click	.t
laugh pulse	heh
laughing word	wo(h)rd
laughter	heh heh
Low pitch	↓
High pitch	↑
pause, timed	(1.2)
4. pause, short	(.)
lag (prosodic length / elongated sound) :	
unintelligible	()
uncertain	(word)
Emphatic tone	!
Interviewer comment	[[]]



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Language learning and testing in Australia

An interview with Dr. Cathie Elder, Director of the Language Testing Research Centre, University of Melbourne

Keywords

second language testing, Australia,
indigenous language, diagnostic testing

The 21st century has been called "The Pacific Century", and Australia is already playing a major role. This interview with the Director of the Language Testing Research Centre, Dr. Cathie Elder of the University of Melbourne, explores the major issues in language teaching and testing in Australia. In addition, we learn about the specific mission of the centre and, particularly, about the director's current research and publications.

21世紀は「太平洋の世紀」と呼ばれており、オーストラリアはすでに大きな役割を果たしている。メルボルン大学言語テスト研究センター長Cathie Elderとのインタビューでは、オーストラリアの語学教育とテストに関する主な問題を探求する。さらに、センターの具体的な役割について、特に、所長の現在の研究と出版物について聞く。

Daniel Dunkley

Aichi Gakuin University

Daniel Dunkley: How did the Language Testing Research Centre start?

Cathie Elder: The centre is just over twenty years old. It began in the early 1990s under the aegis of what was then called The National Language Institute of Australia, which was formed under the national language policy which was written in 1987 by Professor Joe Lo Bianco. Money was provided to set up a raft of centres around Australia, of which the Language Testing Research Centre was one. So we were initially a nationally-funded center located at Melbourne University. Many of those original centres have now disappeared, but we have gone on from strength to strength.

DD: Why did your centre do so well?

CE: There are two reasons for our success. First of all, we're fairly small. You can see the current staff list on our website <trc.unimelb.edu.au/about>. Secondly, we're self-funding. Because of the nature of our work, we've managed to actually generate our own income over the last twenty years. The work we do is all centered around language testing, language test development, language testing research, language program evaluation work, and a certain amount of teaching-training people in other institutions.

DD: Can you give an example of the kind of project you're doing this year?

CE: We're doing multiple projects. One continuing one is known as DELA—Diagnostic English Language Assessment—which was a test developed in the 1990s for international students coming into this university. Students then did an extra post-entry test to determine what their particular needs were as far as academic English is concerned. Now that the test is nearly twenty years old, we're dealing with a much larger population, an interesting shift in the population. We have a lot more non-native speakers of English coming to study here, and they're not all international students. They're immigrants coming via the school system, or alternative entry pathways. We're developing a new form of test that can cater to this rather more diverse population and the larger numbers involved. So we're looking at on-line assessment, a screening tool which will flag people who may be at risk linguistically, at least. That's one of our domestic projects, one of our local projects for the university.

DD: So that's work for Melbourne University. How about tests for other institutions?

CE: To take one example, we're developing a suite of tests for an outside agency. This is for international students applying to enter Australian schools, mainly private schools. There's now quite an industry teaching students from various countries—in Asia, the Middle East or South America for example—who come here for periods ranging from a month or a term to several years. Students enter at various ages, from primary school (ages seven or eight) right through to the end of school-year eleven or twelve. Schools have devised their own procedures for assessing these students, but this agency has commissioned us to develop tests for different age groups. This will be administered offshore, and used together with other kinds of psychological assessment to select students for entry to these schools.

DD: Could we talk about the language situation in Australia? You've published an article about heritage language education (2005). What are heritage languages?

CE: Actually, the term heritage languages is an American-derived term. It's only recently been used in the Australian context, although the issue has been burning for many years in Australia. Heritage languages are languages which are spoken by or used by local communities, immigrant communities in Australia, or which have some role in the identity of local immigrants. They may not be actively used but they're symbolically important as part of their identity. Heritage languages have long been taught in Australian schools. I think one of the unusual things about Australia is that way back in the 60s and 70s there was a strong push to have these immigrant languages or heritage languages taught within the mainstream school system. We have here in Victoria about 36 languages taught in the school system and assessed at the end of secondary schooling which can count towards tertiary selection.

DD: Are these courses normally taken only by people from the immigrant community?

CE: It varies. There are languages, such as Vietnamese, which tend to be studied only by the children of that immigrant community. But it's different with other languages, such as Italian. It was an immigrant language because of a big immigrant influx in the 1950s and 60s. That became a second language as well as a heritage language, so you tend to have a very mixed population of learners studying that language. Chinese is the same. There's a huge population of Chinese immigrants who study Chinese for credit in secondary school. They sometimes study alongside foreign language learners—Anglo or Celtic Australians wanting to study Chinese. You can imagine that this creates enormous challenges for assessment, because of the different levels of these students. They have different levels and different abilities, and they're competing for limited places at universities.

DD: How does the Australian language situation compare with the US?

CE: One big difference is that the US has a very strong Hispanic presence. We don't have an equivalent local community. We have a much more diverse population. Another difference is that bilingual education has been very strong in

the US, although it's a very contentious issue. In Australia, bilingual education has never taken off in the same way. There have been some interesting bilingual initiatives in Aboriginal education. Also, some schools have had bilingual programs for German, Italian, or Greek immigrants. However, these programs are few in number and unusual.

DD: How about the indigenous people of Australia? Are there any parallels with New Zealand and the Maori culture?

CE: We have indigenous languages of course, but the Maori have been much more active in getting their language recognized. It's an official language in New Zealand and there's a huge language revitalization initiative. As for Australia, there have been strong pushes for aboriginal revival and maintenance, but they have been isolated and not particularly well supported by government. On the other hand, in Australia we have supported the teaching of immigrant languages more strongly than in New Zealand. In New Zealand, Maori has occupied that space.

DD: How about your future plans?

CE: Together with John Read of Auckland University, I'm writing a book on post-entry English language assessment. In fact, we have already published on this topic. (Elder, 2003; Read, 2008). As I mentioned earlier, this is based on the issue of diagnosing and attending to the needs of students in English-medium universities. It's a current issue because, increasingly, these students are coming in without adequate academic English.

The book is about our experience in Melbourne and in New Zealand of developing these tests. But it's not only about test design, it's also about test impact and uptake, in fact all the issues that go together with implementing these tests. We'll raise the issue of policy surrounding the tests, and support for students. There are questions of how we diagnose students' needs, what students do when they get their reports, what resources are available, and so on. Finally, in addition to the Australia and New Zealand situation, we're also looking at models in other countries like South Africa.

DD: Do you know the title?

CE: At the moment it's *Diagnostic Assessment at the University*. Diagnostic testing is important now. There's a trend towards testing for learning. The idea is to move away from setting pass rates and from high-stakes gate-keeping to giving individualized information with a view to support for learning.

DD: Thank you Dr. Elder. We look forward to reading this important book and to hearing more of the University of Melbourne Language Teaching Research Centre's work.

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Phoneme acquisition: Infants and second language learners

James Jensen

Founder, Aka-Kara English

IPA and Dr. Janet Werker

Infant phoneme acquisition (IPA) research began with researchers looking for the innate phonetic representations Chomsky hypothesized. Cross-language speech perception studies led to the investigation of speech perception in children. It was found that while adults only distinguish phonetic contrasts in their native language, infants could discriminate both native and non-native contrasts equally well. Infants can hear the sounds of any language.

Clearly, adults cannot distinguish the phonemes of every language, so the question that arose was at what age humans lose this ability. Dr. Janet Werker took up this question and hypothesized that the ability to discriminate non-native contrasts is lost at puberty. She discovered, however, that the loss occurs between 6 and 12 months of age (Werker & Tees, 1983).

This finding has been replicated and supported by brain imaging. Cheour, et al. (1998) used MEG to confirm that the mismatch negativity (MMN) response, a measure of electrical activity in the brain, "is present in 6 month old infants for both native and nonnative contrasts, but that by 12 months of age the MMN response to the nonnative contrasts is no longer present" (Kuhl, Tsao, Liu, Zhang & de Boer, 2001, p. 157). Werker concluded that at 10 or 11 months, infants start focusing on their native language and learn to exclude any sounds they do not frequently hear.

Werker's claim was supported by research, but as is the case with any complex paradigm, not all the results fit. Some revealing exceptions appeared. "The framework that emerges from this research," claims Patricia Kuhl (2000), "is very different

Keywords

infant language acquisition, phonemes, native language model

This paper argues for explicit phoneme perception training. It discusses infant phoneme acquisition studies and relates these studies to second language learners. The first half of the article is an account of infant language acquisition studies and uses the Native Language Model, as developed by Patricia Kuhl, to conceptualize an infant's phoneme acquisition process. The second half of this paper deals with what L1 phoneme acquisition means for adult second language learners. Three questions are addressed: First, to what extent can L2 learners' perceptual patterns be modified after the initial neural commitment? Second, is phonemic training with adult learners worthwhile? And, third, what methodologies are the most effective for modifying an L2 learner's initial L1 phoneme structure? The techniques discussed are contrastive exposure, making the phoneme salient, and high-variability.

本論は、明示的に行う音素認識トレーニングについて論じる。乳幼児の音素習得研究を論議し、これらの研究を第2言語学習者に関連づける。前半は乳幼児の言語習得研究の説明において、Patricia Kuhlの乳幼児の音素習得プロセスを概念化したNative Language Magnet Theoryを用いている。後半では、乳幼児の第1言語音素習得が大人である第2言語学習者にどのような意味を持つのかを述べる。次の3点を検討する。1) 第2言語学習者の音素認識パターンは、第1言語でのパターンが確立した後、どの程度修正されることができるのか。2) 大人の学習者に対する音素認識トレーニングは価値があるのか。3) 第2言語学習者における第1言語の音素構造を修正するには、どのような方法が最も効果的なのか。論議されている手法は、音素を際立たせ、高い変動性をもたず対照提示である。

from that held historically. Infants are neither the *tabulae rasae* that Skinner described nor the innate grammarians that Chomsky envisioned" (p. 11856). Research, Kuhl claims, has discovered "a new kind of learning" (p. 11852). The data on infants' language acquisition accumulated since Werker's early work "has sent theorists back to the design board" (Kuhl, Tsao, et al., 2001, p. 145). The course that unfolds as infants tune into their native language reveals an emerging filter that operates not like a passive sieve, but more like a resonator, a filtering device that enhances as well as attenuates an input signal.

The Native Language Magnet Theory

Kuhl's Native Language Magnet Theory (NLM-e) (Kuhl, Conboy, et al., 2008) holds that infants recognize and categorize sound patterns into a "sound map." By 6 months, an English speaking infant has heard hundreds of thousands of examples of the /i/ as in "daddy" and "mommy." NLM-e claims babies develop a sound map in their brains that helps them hear the /i/ sound clearly. Babies create perfect examples of sounds with a target area around each sound. Once their sound map for /i/ is created babies can pick out the /i/ from the other sounds they hear.

These prototypes "tune" the child's brain to the native language. Kuhl claims that language experience "warps" perception. "No speaker of any language perceives acoustic reality; in each case, perception is altered in the service of language" (2000, p. 11853).

The implications for EFL

Early language development entails a shift from a language-general to a language-specific pattern of perception. This transition reflects the formation of a language-specific filter, which makes learning a second language more difficult. Kuhl, Tsao, et al. (2001) claim the creation of a sound map "commits" neural structure and this "neural commitment to a learned structure interferes with the processing of information not conforming to the learned pattern" (p. 161).

This brings up the first question asked at the outset: Can L2 learners' perceptual patterns be modified? The Critical Period Hypothesis (CPH) holds that language-learning ability is reduced

after puberty due to the loss of neurological plasticity. While a full account of CPH is beyond this paper, some researchers believe the strictest versions are too simplistic. Some claim there are different critical periods for different language skills. Werker and Tees (2005) point out:

There is virtually no system for which some mechanism, at some level, cannot be found to allow further change beyond the point in time at which input would typically have the greatest influence. This can be seen at every level of analysis from the behavioral through the molecular. (p. 242)

For NLM-e, the early neural commitment in L1 becomes "entrenched" and causes sounds close to the prototype /i/ to be heard as an /i/. Kuhl (2000) calls this the perceptual magnet effect. Once a sound category exists in memory, "it functions like a perceptual magnet for other sounds in the category" (p. 11853). That is, the prototype attracts sounds that are similar so that they sound like the prototype itself. This is why Japanese, who do not have the prototype of the vowel of "bit" mapped in memory, tend to hear it as the vowel in "beat" which they do have mapped. This neural commitment to a learned structure interferes with the processing of information so "initial learning can alter future learning" (Kuhl, 2000, p. 11855). This entrenchment, however, is not biological.

McClelland (n. d.) agrees. Discussing a study he conducted of the /r - l/ contrast by native Japanese speakers he comments:

The findings ... suggest that there is considerable residual plasticity in the phonological systems of Japanese adults. Their failure to learn under normal conditions may reflect not so much a loss of plasticity as a tendency for the mechanisms of learning to maintain strongly established perceptual tendencies. (p. 20)

The claim is that initial learning can alter future learning independent of a strict time period. This study challenges CPH and shows that language acquisition patterns are influenced by factors other than biological constraints.

According to NLM-e, the neural system for L2 acquisition is, as Ellis (2006) says, a "tabula replete" (p. 184). NLM-e conceives this as a neural

commitment that becomes entrenched with age and can interfere with L2 learning. While making L2 acquisition difficult, the sound map can be modified.

The case for explicit phoneme instruction

Turning to the second question asked at the outset: Is explicit phoneme training worthwhile? Quite simply, it is the only way L2 learners will ever learn to perceive difficult phonemes. They will not learn from natural communication.

According to NLM-e, the L1 sound map changes how people perceive sound. We do not hear the sounds directly, but filter them through the phonemic structure of our L1. If you can't hear it, you can't learn it!

McCandliss, Fiez, Protopapas, Conway, and McClelland (2002) claim that not only do L2 learners not hear the correct pronunciation, but "this tendency may be self-reinforcing, leading to its maintenance even when it is counterproductive" (p. 185). That is, every time a non-native listener fails to distinguish a phoneme, it actually reinforces the cause of the problem. Thinking that students will learn to hear in a "natural" and communicative setting is misguided. The "sad irony for an L2 speaker is that more input simply compounds their error; they dig themselves ever deeper into the hole created and subsequently entrenched by their L1" (Ellis, 2006, p. 185).

Another powerful argument for explicit phoneme training comes from a study entitled *Phonetic Training Makes Word Learning Easier* (Perfors & Dunbar, 2010). This study shows that training on phonetic contrasts improves word learning. Perfors and Dunbar (2010) investigated how small differences in one aspect of language can have cascading effects that result in larger differences in other aspects of language. How might difficulties in phoneme perception be responsible for a poor performance on other aspects of language? L2 learners have difficulty processing fluent speech, which may be due to difficulty in perceiving the phonemes that make up that speech. Difficulties in rapid processing could also lead to difficulties in segmenting words and mapping those words onto their meanings.

In Japan there are also cultural reasons supporting explicit phoneme instruction. Teacher-

centered classes are still the norm, so explicit pronunciation training is perhaps familiar and appropriate given the students' expectations. Improving listening skills also increases confidence and a sense of accomplishment. And finally, in a study by Jenkins (2005), when two non-native speakers communicate in English, mistakes at the phonemic level were the most common cause of communication breakdowns.

The best techniques for phonemic training

To the third question at the outset: What are the best methods for modifying L1 phoneme structure? A study by Zhang, Kuhl, Imada, Kotani, and Tohkura (2005) will serve as a model.

Zhang, et al. (2005), in a study with NTT in Tokyo, looked at whether Japanese listeners could be trained to respond to the /r - l/ stimuli as linguistic signals, that is, with the left hemisphere of the brain. The Japanese subjects heard numerous speakers produce /r/ and /l/ syllables containing contrastive minimal pairs and with greatly exaggerated duration. After twelve hours of training they showed over twenty percent improvement in discrimination. Also, MEG data revealed that the subjects treated the stimulus with the left hemisphere of their brains indicating that increased linguistic, as opposed to purely auditory, processing was involved.

Putting the phonemes in contrast is a tried and true technique. Signal enhancement stems from the need to make the signal audible (if you can't hear it, you can't learn it) and having numerous speakers is called "high variability." Studies using contrasting pairs and signal enhancement had shown success in improving learners' ability to distinguish difficult contrasts, but could not provide evidence that the training improved recognition of stimuli beyond the studies themselves. Logan, Lively, and Pisoni (1991) used the same techniques, but produced by multiple talkers, and the subjects improved significantly.

The question that arises is: What do these lab-based studies have to do with a classroom? When considering Zhang, et al. (2005), it is important to note that it dealt with native Japanese speakers and the English /r - l/ contrast, the most difficult kind of contrast to acquire. When designing a teaching strategy for pronunciation,

like when planning a grammar strategy, it is important to consider the nature of the learners' task in terms of difficulty and the chances of success.

Teachers need not choose such a difficult contrast, and the exposure need not be so intense. Teachers have students for semesters or an entire school year; departments have students a number of years. Enhanced exposure to phonemic contrasts can be worked into daily classroom activities, a syllabus, or a curriculum and given in communicative ways.

To reach a high variability threshold, audio-visual aids—a CD or DVD—might be necessary. Such an aid, moreover, could give confidence to non-native teachers who may be insecure about pronunciation practice. Also, those with access to computers can use computer-assisted language learning (CALL).

Summary

Using NLM-e as a conceptual model this paper discussed how infants create a sound map. It was shown how sound maps represent neural commitments that interfere with later language learning. Three questions were asked: 1) Can L2 learners' perceptual patterns can be modified after the initial mapping of native phonemes? It was shown that CPH is a variable phenomena and that plasticity remains into adulthood. 2) Is phoneme training worthwhile? It was pointed out that explicit instruction is the only way EFL learners will learn to perceive some non-native phonemes. Also, a study demonstrating how phoneme perception cascades to other abilities was discussed. Cultural reasons for explicit phoneme instruction were also given. 3) Which methodologies have proven to be most effective in modifying an L2 learner's initial L1 phoneme structure. The need to present phonemes in contrast, to make them salient, and to present them with "high variability" was noted.

Note

1. *The Sounds of English* <aka-kara.com> is an example of a DVD produced solely to teach contrastive phonemes.

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JALT2011: Teaching, learning and growing

Featured Speakers

This year a total of ten featured speakers come to JALT:

- Andy Boon investigates what the reflective teacher should be.
- Kip A. Cates will discuss Education for World Citizenship.
- Phillip Chappel will outline genre-based teaching and its relationship to developing oral skills.
- Fiona Copland will look at examples of how young learners are taught around the world.
- Keith Johnston will discuss the essential skills that make up a great teacher.
- Kathy Kampa focuses on some important 'M' words, music, movement and multiple intelligence strategies for those teaching young children.
- Chris Kennedy will outline how to encourage students to unleash their creativity.
- Tom Kenny will tear down the myth that "conversation classes" are of low status and will propose a "feedback-oriented" approach to developing oral language skills.
- Theron Muller will explain how participants can become more involved in academic publishing and improve the chances of being published.
- Greg Sholdt will give an introduction to quantitative research providing a simple research design for teachers.



Presentations and workshops

While the 5 plenary speakers and 10 featured speakers command the large font size on PR materials, undoubtedly the heart of the conference is the over 400 workshops and presentations held by local and international language education practitioners. These provide a focus on many different areas of language teaching. Abstracts for all of them can be viewed at <jalt.org/conference>. The presentations also provide a great chance to meet people with similar interests and undoubtedly offer the potential for future partnerships and collaborations. Undoubtedly one of the highlights of any JALT conference for many is the opportunity to talk to like-minded (and sometimes not-so like-minded) teachers, researchers, students and well, people, who share their passion for teaching, learning, and growing.

A case study of how beliefs toward language learning and language teaching influence the teaching practices of a Japanese teacher of English in Japanese higher education

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Keywords

teacher beliefs, teacher preparation, foreign language teaching

Japanese teachers of English in Japanese higher education are an under-researched, yet a highly influential group of teachers. A yearlong case study with one teacher, a literature specialist who is relatively new at teaching English, was conducted. Through multiple interviews and classroom observations, it was found that the teacher's beliefs toward language learning and language teaching are deeply rooted in how she successfully learned English and are shaped by her love for literature. The paper concludes with a call for more qualitative and quantitative research investigating the teaching practices and the English pedagogical beliefs of Japanese university English teachers in order to deepen our understanding of English language education in Japan.

日本の高等教育機関における日本人の英語教師の役割は大きいにもかかわらず、これまで十分に研究の対象になって来なかった。文学が専門の比較的経験の浅い1人の教師を対象として1年間、ケーススタディを行った。数回のインタビューおよび教室での観察を通じて、その教師の言語学習・言語教授についての本人の信念が、自分の英語学習における成功体験および文学への愛情に少なからず影響されていることが判明した。本論では、日本における英語教育の理解を深めるためには、大学教師がどのような教育を行っているか、どのような教育上の信念を持っているのかを、質的にも量的にもさらに研究する必要があると結論づけている。

The purpose of this study is to draw attention to a relatively under-researched, and yet highly influential group of English language teachers in Japan: Japanese university English teachers. These teachers generally specialize in English-related subjects such as literature or linguistics (Nagasawa, 2004), but at the same time they also teach English language classes to many university students. These teachers also teach classes required for students to obtain a teaching license, but such classes have come under criticism because many teachers conducting these classes have no teaching license (Nagasawa, 2004), no knowledge of applied linguistics research concerning second language learning or teaching (Neustupny and Tanaka, 2004), and "little actual interest in teacher preparation" (Kizuka, cited in Gorsuch, 2001, para 12). This may be one reason why many secondary school teachers feel unprepared when they begin classroom teaching (e.g., Browne and Wada, 1998). Most importantly, Japanese university English teachers construct the English component of their university's entrance exams. These high-stakes exams are noted for their profound impact on the outcome of students' lives, and they are of utmost importance in shaping secondary school teachers' practices (e.g., Brown and Wada, 1998; Gorsuch, 2001; Guest, 2000; Nishino, 2006; Sakui, 2004; Smith & Imura, 2004).

There is a clear need to include this group of teachers of English in the discourse of discussing English language educa-

tion in Japan and its reform. However, there have been surprisingly few studies doing so (e.g., Nagatomo, 2011a, 2011b; Sakui, 2004; Simon-Maeda, 2003; Stewart, 2004). This study attempts to open this area of research by drawing attention to the case of one university English teacher, Miwa (a pseudonym), who is at the onset of her career as a university English teacher and as a literature scholar.

The participant, data collection, and data analysis

Miwa, who calls herself a “literature nerd”, is a participant in my wider research on Japanese university English teachers. She is in her early thirties, and she has a BA in English language and an MA in American literature from Japanese universities, and a PhD in American literature from an American university. Data was collected over a yearlong period. It initially included a series of three interviews following Seidman’s (2006) protocol designed to uncover the lives of teachers, followed by three classroom observations and two more interviews. Although I only knew Miwa slightly at the onset of the study, we became quite friendly and she felt comfortable enough to allow me to observe her classes and later to speak frankly with me about her language teaching beliefs and struggles. All the interviews, which were conducted in English, were audio-recorded and transcribed. Minor linguistic errors were edited for readability, and punctuation was added to the transcripts. The classroom observations were also audio-recorded and I took extensive field notes. The data were uploaded into a qualitative data analysis software program called NVivo and were analyzed for recurring themes and patterns (Miles & Huberman, 1994), using Wenger’s (1998) theoretical framework of identity formation. Miwa was given copies of the interview transcripts after each interview and early drafts of this study for her approval. Portions of Miwa’s data, along with that of other Japanese university English teachers, have been reported elsewhere (Nagatomo, 2011a; 2011b). This paper focuses mainly on Miwa’s discussion concerning her feelings about being a teacher and her feelings about English language teaching.

Discussion

Each of the English classes observed (two reading and one listening) was teacher fronted, lecture based, and conducted entirely in Japanese. Miwa launched into teaching from the textbooks immediately with no personal interaction with the students. She read aloud from the texts and translated each sentence for the students line-by-line. She “re-pronounced” difficult words from the text with a Japanese accent, and students were questioned about the content of the lessons in Japanese, and they answered in Japanese. Portions of the textbook that were designed for student interaction in English were either ignored or explained by Miwa in Japanese.

The post-observation interviews provided much insight into why Miwa engages in such teacher-fronted transmission teaching, even though she is fluent in English and she has studied abroad. Due to space limitations, only two points will be discussed here. The first concerns Miwa’s deeply rooted beliefs about the nature of English language and English teaching, and the second concerns a conflict between her identity as a literature scholar and her role as a language teacher.

First, a recurring theme throughout the interviews is Miwa’s beliefs that English learning is divided into two strata, one deep and full of nuance and meaning, and the other superficial and practical. As a “literature nerd”, she felt driven to study English to read English literary works. She felt that her Japanese professors *really* taught her “language and culture” through fine-grained analysis of the lexical and syntactical details of the reading materials they presented in class. In contrast, Miwa feels that the practical classes taught by her native English-speaking instructors were useful, but limited. She says:

They [foreign instructors] tell you the mechanical way of writing. They tell you that they use the material or the textbook from the [United States] for like English Composition 101. And it helped. But I felt like I’m learning *techniques*, not really language or culture. I was learning techniques from them. So yes. We have to have techniques. But sometimes you can’t just keep on learning techniques. It will be boring.

In other words, for Miwa, English learning is a serious matter, entailing in-depth understanding of language through hard self-study and through careful listening to teachers' lectures about language. Otherwise, she says students will gain merely an appearance of fluency, which she feels is superficial, lacks substance, and will not empower students. This, she says, will enable them to only become "secretaries".

The desire to focus on the finer points of English through the materials is the rationale behind her teaching in Japanese. She does this because she believes her students cannot yet understand the broader points of English on their own. She feels such an approach is necessary because students need "every detail and every expression and every new word they can learn." Nevertheless, Miwa is somewhat pessimistic about their progress because of their unwillingness to make the necessary effort to develop a deeper understanding of English. Unfortunately, Miwa realizes that her students may not appreciate the pedagogical approach that she takes in her classes but she justifies it in the following excerpt:

I don't think students really want something valuable. They just want to be entertained or they just want to be spoon-fed something really useful without doing anything. Without effort every day, routine work, you don't get anything. But some people make you believe that there are some miracles and miraculous ways to do it, so they like those teachers.

A second explanation for Miwa's pedagogical style lies in the existence of a strong conflict between her self-identification as a literature specialist and her work as a language teacher. She says she teaches English because she "has to" and because it is "better than nothing," but her passion is for literature. As an undergraduate she refused to obtain a teaching license because she was afraid her family would persuade her to become a teacher instead of going to graduate school. In graduate school she avoided teaching, instead choosing to focus on her study. Miwa "became" a language teacher the day she stepped into the classroom immediately after she returned from the United States with her PhD, was handed a textbook, and told to "teach everything in it" so students could pass a

standardized test at the end of the semester.

Miwa admitted that with no pedagogical training, no experience, and little inclination toward language teaching, language teaching is a lonely business. She says she struggles knowing what to teach and how to teach it, so she attempts to teach everything in the text. She complains that she always "talks, talks, talks ... always talking and explaining ... there is no dialogue. It is just a monologue. Seriously." However, the students' passive behavior may be due in part to her teacher-fronted transmission style of teaching, which encourages students to listen silently as she teaches, and because she withholds her personal self, as the following excerpt suggests:

In the English classes, I feel like I'm against the whole class. So if I give them my personal perspective, I kind of feel ... I don't want to be responsible for whatever I'm saying. You know, as long as it is about a textbook or a material I'm teaching, that's OK. But I don't want to give them my personal opinion about these world affairs [content from textbooks].

Given Miwa's feeling of being pitted *against* her students, it is not surprising that she openly admits that she would prefer "giving up all those language classes" and focus on teaching literature. Nevertheless, her comments below illustrate a belief that her literary background can offer students an important perspective on language learning that may be absent if students only learn English from language specialists:

You cannot have all those ELT majors...I think there is something good in learning from literature majors. *I believe. I hope.* Because language is of course something you can use and probably just a tool...

I was a student once, and I learned from literature teachers. And well, probably I could give them [students] more than just the language [teacher] people. Because they just teach language as language. But literature people can say 'this expression can be found in that', and back then—like this, like this', and something like that. So, I think. I don't know what's new or something meaningful to them. But still.

Diane: You are opening doors for them?

[...]Yes. I definitely enjoy it. Probably not all of them but some of them [students] would enjoy it.[...] Well, that's how I learned language.

In sum, Miwa's self-identification as a literature specialist has a strong impact on her beliefs toward English language learning and on her English language teaching practices. She focuses on the translation of lexical items and the instruction of grammatical details because this is how she herself *preferred* to learn English, not merely because this was how she was taught. Instead of teaching what she considered to be the language learning "techniques" offered by the native-English speaking teachers of her past, she chooses to emulate her Japanese teachers, by focusing on "language and culture," which she considers to be of more value.

Conclusion

Miwa's bottom-up approach toward language instruction, which draws attention to the minute details of a reading, reflects the success she herself had as a student. As a "literature nerd" in academically prestigious schools, Miwa excelled from such an approach. However, Miwa's admission that her students are unlikely to improve their English skills in her class, and her knowledge that students probably want to have a different type of teacher and a different type of English lesson, is quite telling. Miwa is not wrong in wanting her students to engage in English on a deeper level and in believing that only a superficial knowledge of English will fail to empower them. However, learning *about* English in depth through a few English passages may not be of much use to them either. But clearly, there appears to be a gap between what Miwa considers to be "best" for the students, and what students may consider "best" for them.

This paper considers the case of only one university English teacher and therefore cannot be generalized to the wider population. However, Miwa's background and personal experiences may be similar to other Japanese university English teachers. Clearly, a closer examination of these teachers, both quantitatively and qualitatively, is in order to deepen our understanding of English language education in Japan. Some

questions to consider for future research are the following: What do Japanese university English teachers think, believe, and know about English language teaching and English language learning? How do university English teachers create and sustain a professional identity as a scholar in an English-related field and as a teacher of English language? What is the impact of Japanese university English teachers' beliefs and practices on those of secondary school English teachers? And, perhaps most importantly, is there a conflict between desired communicative abilities of newly hired graduates by industry and the pedagogical goals of the university professors teaching English language, and if so, how can this gap be narrowed?

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JALT2011: Teaching, learning and growing

Educational Materials Exposition

The Educational Materials Exposition is a popular exhibition of language teaching materials from publishers and information about graduate studies from universities around the world. This enables you to view and try out materials before you buy or to talk with and get advice from a seemingly endless stream of professionals. This year the EME space will be shared with the various Special Interest Groups (SIGs) that JALT offers. There are over 20 SIGs in total focused on areas such as pragmatics, computer assisted language learning (CALL), task-based learning, gender awareness in language education, extensive reading and just about any other area of language learning and teaching you can think of.

Welcome Reception

Join us on the first evening for a Welcome Reception sponsored by Oxford University Press and JALT. This is a chance to network and reconnect with colleagues in your field over drinks and light refreshments.

Technology in Teaching Workshops

For those interested in becoming more adept at using technology in their workplace, the Technology in Teaching (TnT) workshops will be invaluable. These take place on the Friday afternoon but are included in the price of the main conference. Various experts in the field of technology and language learning will guide you through hands on workshops on the use of iPads and mobile devices in the classroom, Moodle, software for improving course management, audio applications and much more.

Best of JALT

The Best of JALT party proved to be a highlight for many at the 2010 conference in Nagoya and the 2011 event is looking to be a great night again. Sponsored by English Central and JALT local chapters and SIGs, and taking place on the Saturday evening, this is a great opportunity to relax and enjoy drinks and light refreshments as the awards for best presentations in 2010 are given out.

And even more

A great opportunity to learn from another Asian context comes with the **Balsamo Asian Scholar**. This year, Son-thida Keyuravong will provide an outline of the many English medium programs at schools throughout Thailand and will discuss the validity and success of such programs.

Another conference favourite is the **Job Information Center**, which aims to place potential employers and job seekers together. The centre features job opportunities from Japan and throughout the world with job advertisements and the presence of recruiters at the conference.

Artspot, a JALT associate member and theatre group will perform their play *The Time Machine* at JALT2011. After the success of the children's theatre performance in 2010, this promises to be a social highlight of the weekend.



Appendix

Chronology of Miwa's Lessons

Lesson #1 (Reading) Class begins at 9:08	Lesson # 2 (Listening) Class begins at 10:40	Lesson # 3 (Reading) Class begins at 10:40
<ul style="list-style-type: none"> • Miwa gives a quiz and collects it when students finish. • She plays the CD that accompanies the reading from the textbook. • She reads the textbook to the students, sentence-by-sentence and explains words and expressions in Japanese. • Students do the exercise in the book. • She calls on students to answer and she elaborates on their answers in Japanese • She plays a long listening text about amphibious houses. • She explains unfamiliar words in Japanese and then plays the tape again. • She plays a third time and students answer three questions. 	<ul style="list-style-type: none"> • Miwa passes out a listening sheet with a vocabulary list (in English) and 12 comprehension questions. • She translates the vocabulary list into Japanese. • She plays half of the tape. • She questions students about the tape. • She replays the tape, and explains in Japanese what they heard. • Students answer the questions on the handout while they listen to the tape for a third time. • She calls on students, who answer the questions in Japanese. Miwa elaborates on their answers in Japanese. • She writes sentences on the board that were heard in the reading, • She repeats English from the texts but explains the meaning in Japanese. • She has the students answer the questions on the handout while listening for the third time. • She calls on the students to answer the questions in Japanese and elaborates on their answers in Japanese 	<ul style="list-style-type: none"> • Miwa returns the previous week's quizzes to students. • She reads the directions from the textbook in English and translates them into Japanese. • Students read to find main idea. She calls on students, who answer in Japanese. • She goes over the reading sentence-by-sentence and explains words and expressions in Japanese. • She calls on students to check their understanding of the text and elaborates in Japanese. • Students do the comprehension exercises. • She calls on students to answer the questions. Miwa explains and elaborates each answer in Japanese. • Students do exercises comprehension and vocabulary exercises in the book. • She tells students to turn to the discussion question at the end of the chapter. She reads the question in English, but explains it in Japanese. She asks the students if they agree or disagree with the writer. But instead of students talking, she explains the writer's opinion and the reading.
Class ends at 10:29.	Class ends at 12:05.	Class ends at 12:10.

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An interview with Joseph Shaules

Stephen Shrader

Notre Dame Seishin Women's University

Keywords

intercultural communication, cultural sensitivity, cultural learning

Joseph Shaules presented at JALT2010, where he talked about intercultural communication (IC) and language teaching. Chatting after his session, we also discussed the importance of maintaining a dialogue in the language teaching community about the teaching of IC and culture. Due to the distance between Okayama and Tokyo, he was kind enough to agree to an interview with Stephen Shrader, a Visiting Instructor at Notre Dame Seishin Women's University, through a series of email exchanges.

Joseph Shaulesは2010年にJALTで、異文化間コミュニケーション(IC)と言語教育に関する発表を行った。私達はその発表後に、ICと文化の教育に関して、言語教育コミュニティでの対話を継続する大切さを話し合った。岡山と東京は遠距離のため、メールのやり取りを通してのインタビューを行った。

Joseph Shaules has worked in intercultural education in Japan, Mexico and Europe for more than 20 years. He has been a teacher of languages and intercultural communication alike, as well as a trainer and program coordinator. He is the current director of the Japan Intercultural Institute, and, with International House of Japan, has developed seminars in leadership skills for intercultural professionals. His extensive publication list includes *Deep Culture—Hidden Challenges to Global Living* (Multilingual Matters), numerous articles, and such language and intercultural education textbooks as *Identity* (Oxford University Press), *Impact Values* (Longman International), and *Different Realities* (Nan-un-do). He is a Specially Appointed Associate Professor at the Rikkyo University Graduate School of Intercultural Communication and lives in Tokyo.

Stephen Shrader: Your work seems to bridge two different areas—language education and also intercultural communication. The ELT books you have published often have a strong intercultural component. Some of your other books and workshops, however, have relatively little focus on language structure or form. How would you describe your own area of interest? Do you consider it one specialty, or two?

Joseph Shaules: My fundamental interest is the transformation we undergo as we learn a new language and have intercultural experiences. It's a bit of a cliché to say that learning a language requires cultural learning, and also that you can't fully understand a cultural community without speaking its language. Somehow, though, the field of language education has developed largely independently of the field of intercultural communication.

SS: Why is that?

JS: I don't know. It's weird. For me, and I think for many learners, a foreign language opens a door into another world. That's how I felt when I was first learning Spanish many years ago. It was a life changing experience. That was also true as I have learned Japanese, and later French. My students are thrilled when they make a foreign friend, not when they successfully construct a sentence. Yet, for understandable reasons I suppose, language education is often weighted towards the mechanics of information processing. And with the nuts-and-bolts challenges of lesson plans and entrance exams, it's easy for the focus of teaching to become the language itself, rather than communication in a larger sense. Yet I am still surprised at how the language and culture connection is relatively weak within our profession.

SS: Are you speaking specifically of Japan?

JS: Foreign language education in the UK has a strong component of cultural learning—I'm thinking of the work of Mike Byram, for example—and in the US the world of ESL is dealing with multicultural classrooms full of students who need to function in American society. That's a very different challenge from here in Japan, where there's often no clear target culture.

SS: What do you mean by "target culture"?

JS: In a French textbook you can often find cultural tips, such as "When entering a store, be sure to say 'Bonjour!'", and information on French values and society. But that's because most French learners see France as the cultural center to the French speaking world. That center doesn't exist in the same way in English. The majority of English speakers are not first-language speakers. My students may use English with an American or Brit, but just as likely with a Malaysian or Mexican. One of the reasons cultural content is relatively rare in Japanese English language education is that teachers don't know what content to teach, given the international scope of English.

SS: I have the impression that many teachers in Japan struggle a bit when they try to include cultural elements into their teaching.

JS: I think most teachers understand intuitively that language education needs to include cultural learning. It expands and gives meaning to what we do in the classroom. Students are interested in life in far-away places and their experiences with foreigners. Many teachers I talk to would be happy to include more cultural elements into their own teaching, but aren't quite sure how to go about it.

SS: Yes, I was about to ask what you mean by "culture learning". How can culture be included into a language education curriculum? What's the content?

JS: It's hard to come up with content if you think of culture as something to put into a language curriculum, rather than the opposite—which sees language learning as part of larger process of cultural learning. It's hard to take a meta-process (cultural learning) and break it up into small chunks that fit into a smaller process (language learning). In fact, it's much easier to do the opposite. When I give intercultural trainings, it's easy to include language learning as a one of the components of cultural learning. That's because language learning fits easily within the larger process of cultural learning. When you try to do the opposite—to include culture as a single component of a language learning process—it becomes difficult to figure out what to focus on.

SS: That's somewhat abstract . . .

JS: Let's put it this way. Putting culture content in a language class is something like saying: "In today's class we'll be talking about culture". That's hard to do. There's simply too much to choose from. The framework of "culture" is actually larger than the framework of "language". Rather, we need to frame our language learning goals within the cultural learning process. So, for example, I start the semester by talking about how the language practice we will be doing fits into our larger goal of cultural learning. When we learn vocabulary we'll see that certain words are hard to translate directly, for example. When we do speaking practice, we are in fact preparing for future interactions. When we study grammar we are going to try to understand which kinds of mistakes might lead to misunderstanding, and which we shouldn't worry too much about in

everyday communication. By putting language learning into the context of cultural learning, we provide a new layer of meaning and motivation for our students. Cultural learning needs to permeate the language learning process.

SS: So when you say “culture learning” you are not really talking about simply giving cultural information. It seems to be more focused on the process of using language as a tool for intercultural experiences.

JS: Precisely. And intercultural experiences are not so much about geography, but about interaction with people. Looking out the window of a tour bus is not much different from watching a travel special on TV. But making friends with a foreigner in your own neighborhood can have a life-changing impact.

SS: So could we say that culture learning is not necessarily guaranteed by language learning in and of itself, by travel as a tourist, or by superficially meeting people from other cultures?

JS: Yes, I think that’s right. And I think that relationship formation is where language and culture come together. Language is a practical tool that helps us navigate our intercultural learning, and it also provides an entry point for understanding other ways of thinking and being.

SS: It makes sense when you say it that way. But I guess it’s not always an easy conversation to have with students. I think some teachers feel teaching about culture requires some specialized knowledge.

JS: There are some basic cultural competencies that all language teachers need as a starting point for teaching. For example, we need an understanding of how linguistic meaning is connected with culture. This is one reason it’s often impossible to translate certain words directly into another language. I sometimes ask my students how to say *nakama* in English. The dictionary has translations as far apart as “friend”, “colleague” and “gang member”. My students start to see that for a non-Japanese to understand the word *nakama* they have to understand something about Japanese culture. *Nakama* is related to the in-group feelings we find in terms like *uchi* and *soto*. Words can’t be understood in isolation, or

simply as direct translations. This helps them also see that cultural values are reflected in language—think of proverbs, such as “Time is money”, or “The nail that sticks out gets hammered down.”

SS: Can this kind of cultural knowledge be taught? Or is it more a question of gaining awareness?

JS: You can’t separate knowledge from awareness. We are more aware of the things that we have learned about and delved into. The kinds of cultural basics I’m talking about form the background knowledge for competent language teaching. Language teachers don’t need to be linguists, or testing specialists, or biologists, but they need to have basic knowledge of linguistics, testing methodology, and memory. It’s the same thing.

SS: What other cultural competencies do you see for language teachers?

JS: Some other basics include some knowledge of the diversity of world Englishes, and an understanding of the importance of non-verbal communication and body language. Since language teachers often need to help students prepare for going abroad, they should understand some basics about cultural adaptation, such as culture shock.

SS: How about cultural differences in teaching and learning styles?

JS: For non-Japanese teachers, classroom management skills are heavily dependent on cultural understanding. I taught in Mexico before coming to Japan and was initially baffled by the behavior of my Japanese students. I had no idea how to manage learning and interaction. You sometimes hear teachers say Japanese students won’t speak up, as though there’s something wrong with them. But they’re missing the point. Japanese students are acting totally normally. It’s the foreign teacher who is at a loss. The more we understand our students, the more we see how to work with and expand their responses to our teaching. To do this means teachers must be able to look at the classroom through the eyes of their students—which is not an easy thing to do.

SS: And for Japanese teachers of foreign languages?

JS: Obviously they have a different set of challenges. Yet they start with a much better understanding of the classroom and the learning challenges faced by their students. They themselves have been through the learning process their students face. That implicit knowledge is often undervalued.

Beyond that, they are cultural learning role models. Students are very sensitive to how comfortable their Japanese teachers are speaking English, and how they deal with not necessarily having all the linguistic answers all the time. They notice the interaction between their Japanese teacher and the foreign ALT.

If students see their Japanese English teachers actively and confidently engaged in being an English learner and user, it gives them confidence to do the same. A foreign teacher may be exotic and interesting, but they are also often seen as rather inaccessible. Too often, they don't speak fluent Japanese.

Our students need to understand clearly that learning a foreign language doesn't mean you become a foreigner. It means you express your personality, and your cultural self in a foreign language. I tell my students that being international entails the confidence to be Japanese in a foreign language. Japanese teachers of foreign languages have powerful tools for teaching this lesson.

SS: You said that foreign teachers are sometimes seen as exotic. This makes me wonder about the teaching of cultural difference. How do we teach about cultural difference without falling into stereotypes?

JS: Talking about cultural difference is tricky. We often use personality words—shy, outgoing, etc.—when talking about differences between people. But this is problematic when talking about culture. To call someone “shy” implies they have some inner quality of “shyness” compared to what is normal or typical. But 130 million Japanese can't all be “shy”. Culture is about interpreting behavior. Japanese communication may seem “shy” to an Italian used to more expressiveness, but to someone from Ethiopia

or Finland, Japanese indirectness may not seem “shy” at all.

SS: But isn't there a lot of individual variation in how we communicate? No one is ever “typical” of their country or culture, are they?

JS: Of course not. Culture doesn't control us. It provides a framework for interacting with others. Language provides an excellent parallel. No two people speak in exactly the same way, and so there is no such thing as a typical native speaker. That's why textbook recordings can sound so boring—they are providing a depersonalized model of language. In real life, language use is highly idiosyncratic. I express who I am by how I speak. Expectations of usage act as a framework within which we express our individuality. I can say “I'm not” or “I ain't” depending on the impression I want to give. Culture is the same. It provides us with the framework within which we express our individual identity. Culture and individuality are not opposed to each other—they are nestled into each other. You can't have one without the other. I recently met a woman from Mali who was quite outgoing. But I didn't know if her behavior was common in Mali, or a reflection of her particular personality.

SS: If so much depends on the individual, what does it mean to “be” Japanese or American or whatever. In a global world, are those categories meaningless?

JS: Globalization is giving us a lot of things to choose from. I may want to identify myself with my ethnic or religious group, or not. I may feel like a global citizen, or an artist, or a rugby player. That's a question of who or what I choose to identify with. As a language teacher, however, I am more interested in culture as the “rules of the game”. What makes me American in practical terms is not whether I feel American, or act like a typical American, but that I can interpret the behavior of other Americans. I understand what is “normal” among Americans. That's what allows me to communicate successfully with them. The challenge of cultural learning lies in learning about and appreciating the different “normals” we find around the world.

SS: But there's cultural difference within countries as well.

JS: Yes, I wish I had mentioned that earlier. In my classes, we spend plenty of time talking about the cultural differences within Japan. Moving from Kansai to Kanto, or from a rural village to a big city, are powerful intercultural experiences. Starting a discussion of cultural difference close to home helps avoid stereotypes and connect it to students' lives. In the end, understanding cultural difference is about de-centering—learning to look at the world from another perspective.

SS: About seeing the world through another person's eyes.

JS: Yes. As I said, cultural learning means entering into another cultural world—seeing how things make sense to people on the other side. Personally, I think language learning is one of the most powerful tools for reaching across that gap. It certainly has been for me, and I try to help make it so for my students.

Stephen Shrader became a professional language teacher because he is convinced that intercultural communication is a critical field for our world today, and that the language classroom is a perfect place to discuss it. He has a keen interest in designing great language courses, but favors those that include solid intercultural communication content. Currently he is a Visiting Instructor at Notre Dame Seishin Women's University in Okayama, where he teaches English language courses both with and without an IC focus.



TLT RESOURCES

MY SHARE

Welcome to the final edition of My Share for 2011. In this installment we have four great activities to help you round out the year. First off, Yumi Tanaka focuses on form in the classroom with a game involving multiple intelligences. Next, Susan Jackson



adds a personal touch to pair work activities. Shun Morimoto follows with a consciousness-raising activity to help students deal with articles. Finally, Harlan Kellem has students creating their own questions for paired interview tests. I hope you find these activities as interesting and useful as I did. Enjoy.

...with Dax Thomas

To contact the editor: [<my-share@jalt-publications.org>](mailto:my-share@jalt-publications.org)



We welcome submissions for the My Share column. Submissions should be up to 700 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see [<jalt-publications.org/tlt/departments/myshare/guidelines>](http://jalt-publications.org/tlt/departments/myshare/guidelines)).

Please send submissions to [<my-share@jalt-publications.org>](mailto:my-share@jalt-publications.org).

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

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Focus-on-form in a multiple intelligences game

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Quick guide

Key words: Multiple intelligences, focus-on-form

Learner English level: Beginners and above

Learner maturity: University

Preparation time: 15 minutes

Activity time: 25 minutes

Materials: Handout

This is a language activity to improve oral English communication among students. Its communicative aim is to gather information, while its linguistic aim is to familiarize students with question forms and tense. To obtain a suitable answer during communication, students need to focus on linguistic features. The style of instruction that provides students with opportunities for concentrating on form during communication is called *focus-on-form* (Ellis, Basturkmen, & Loewen, 2002).

This activity is based on *Find someone who ...* (Klippel, 1984) and the theory of *multiple intelligences* (MI; Gardner, 1999). *Find someone who ...* is a common icebreaker, wherein students need to find someone who can affirmatively answer a certain question. In the activity I propose, students additionally complete a bingo sheet containing phrases based on MI theory. This theory lists eight confirmed intelligences that all humans possess in varying degrees. For example, a student who plays the piano well may have a high degree of musical intelligence. MI theory proposes that in addition to linguistic and logical-mathematical intelligences, other intelligences (e.g., musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist) need to be acknowledged in cultivating students'

potential. These intelligences can be thematically used in language teaching (Richards & Rodgers, 2001) by using topics related to students' respective intelligences, interests, and preferred activities.

Preparation

Step 1: Prepare a handout with the heading "Bingo Game," the sub-heading "Find someone who ...," and a sixteen-square bingo frame with a phrase in each square. Sample phrases can include the following:

1. likes to write in a diary /blog
2. likes math
3. plays a musical instrument
4. plays sports
5. enjoys photography
6. enjoys talking to new people
7. has a clear plan for the future
8. has a pet

These eight phrases will also be written in the past tense with the phrase "when he/she was a child" added to them so that students focus on tense in order to obtain "yes" answers while playing the game (e.g., "liked math when he/she was a child").

Step 2: Make copies of the handout (one for each student).

Procedure

Step 1: Explain MI so that students will not only collect information but also interpret it according to MI theory. Distribute the handout to students. Ask them to read the sixteen statements on the sheet.

Step 2: Explain that they need to ask their classmates questions related to the items on the handout and write the name of the person who first answers "yes" to each question in the relevant square. A question with a "yes" answer need not be asked again. Students should collect four different names in a horizontal, vertical, or diagonal line. Each name may be written only once.

Step 3: If students appear to have difficulty understanding the activity, demonstrate it using an example from the squares. At this point,

explain any unfamiliar words in the phrases in the squares. If some students appear to require encouragement or pronunciation guidance, the entire class can read all of the phrases aloud after the teacher. Finally, ensure that the students are able to formulate questions appropriately.

Step 4: Give a tip suggesting the possibility of obtaining a “yes” answer if they change the tense in their questions after obtaining a “no” answer.

Step 5: Start the game.

Conclusion

By incorporating theoretical reinforcement into a traditional activity, this lesson plan enables the acknowledgement of a variety of talents among students. Although it has been primarily created for university students, it could be equally suitable for high schoolers as well.

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Adapting pair work exercises for use with lower-level or less motivated students

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Quick guide

Keywords: Pair work, natural conversation, pre-discussion writing

Learner English level: Low to intermediate

Learner maturity: Junior high to adult

Preparation time: About 10 minutes

Activity time: 10 to 15 minutes

Material: Board

In recent years, it has become common for textbooks to include pair work activities, often in the form of a list of questions for student A to ask student B. Such activities may work well with highly motivated learners, but far too often the activity consists of both students looking down at the list, while one reads the questions in order and the other gives short answers. At times they don't even listen to each other, so that if B mistakenly answers a different question than A read, neither notices the discrepancy. In other cases, learners might quickly change to Japanese because B fails to understand or is interested by something A has said. Even if all goes smoothly, the question-answer nature of the practice results in something that sounds more like an interrogation than a natural conversation.

There are many reasons for these problems. Students may be self-conscious about speaking English or nervous about making mistakes in front of their friends. They might find the questions boring. They might simply not know the words they need to answer.

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To some extent these problems can be overcome simply by giving the students enough preparation time to find the language they need and have more control over the contents of the interaction (the freedom to make their own questions). This can be done using nothing more than the board and a few extra minutes of class time.

Preparation

Step 1: Write directions and examples for a pre-discussion writing exercise on the board. To discuss events in the past, for example, the following could be written:

- Saturday: Stayed home, did laundry, watched a DVD
- Last night:
- On my last birthday:
- During the last vacation: Went to outer space, fell in love with ET, got married

Step 2: Write directions for a more natural three-part conversation, adding some key language and examples, as in the following:

- A: (ASK IF YOUR PARTNER DID SOMETHING ON YOUR LIST) What did you do on Saturday? Did you (stay home)?
- B: (ANSWER. ADD ONE OR TWO THINGS FROM YOUR LIST) Yes, I stayed home, did laundry, and watched a DVD.
- A: (COMMENT) That sounds like fun. / That sounds boring. / Really? So did I. / You must be joking!
- Or (ASK FOR MORE INFORMATION) What DVD did you watch?
- Or (ASK FOR A TRANSLATION) How do you say (did laundry) in Japanese?
(CONTINUE TALKING AS LONG AS YOU CAN)

Procedure

Step 1: Draw students' attention to your example answers on the board. Point out that it is okay to use their imaginations, as in the examples for "last vacation."

Step 2: Have the students write three or more answers for each time on the list. While they are

working, walk around reading their lists and offering help. Encourage them to use dictionaries. (When students are new to pair work, this step may take a long time, but the time needed gradually lessens as students become accustomed to pair work.)

Step 3: Draw the students' attention to the key language. Model the conversation several times to show various types of responses. When modeling "ask for a translation," stress that, except for the translation, no other Japanese should be spoken.

Step 4: Have the students do pair work. Setting a time limit and encouraging students to continue talking, in English, for the entire time is helpful. Allowing the students to choose their own partners can also be of help, especially with the shyer students.

Conclusion

Although this method does not solve all the problems related to pair work, it can result in more natural conversations in which students use English to communicate information they themselves have chosen to share. The highly structured directions and key language examples on the board become less and less necessary as students gain confidence and begin to converse more naturally over the course of the semester.

An awareness-raising task for the use of articles

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Quick guide

Key words: Awareness-raising, articles, nouns

Learner English level: Beginning and above

Learner maturity: All levels

Preparation time: 10 minutes

Activity time: 10 to 15 minutes

Materials: Dialogue script, an apple and slices of apple (if available), pictures depicting nouns with an indefinite article and no article

This is a simple task for raising learners' awareness of the use of articles. The dialogue to be performed intentionally makes a clear contrast between a noun with an indefinite article *a/an* (e.g., an apple) and one without an article (e.g., apple).

Preparation

Step 1: Prepare an apple and slices of apple. If not available, pictures of these can be used.

Step 2: Prepare a set of picture cards and a set of sentences showing the different uses of nouns occurring with and without an indefinite article. For example, nouns such as *an egg* vs. *egg* and *a grey hair* vs. *grey hair* are well-suited for the task. Examples of the sentences that could be presented include *I watch TV every night.* vs. *I want to buy a TV.* and *I found a stone in my shoe.* vs. *This house is made of stone.*

Procedure

Step 1: Perform the following dialogue. Encourage learners to guess what the dialogue is about. Emphasize the underlined words.

- A: Hi, James. What are you making now?
 B: Hi, Ken. I'm making a salad.
 A: I tell you what, put an apple in the salad. It's delicious.
 B: Put AN APPLE in the salad!?
 A: Sorry, put APPLE in the salad.

Step 2: Ask a few learners what the dialogue was about. Focus especially on the reason why Speaker B was surprised.

Step 3: Explain the difference between *an apple* and *apple*. Indefinite articles *a/an* are used when one can individuate the noun in question while no article is used when one cannot imagine the *wholeness* of the noun. In the latter case, *some* is often used with the noun. It is important to have learners understand that there are different ways of viewing APPLE and they are reflected in the

use of articles. Then go back to the dialogue and point out that Speaker B was surprised because one usually does not put a whole apple in a salad.

Step 4: Present a set of pictures depicting nouns in two different forms. Ask the learners how to describe each noun. For example, *An egg* refers to a whole egg while *egg* refers to beaten egg. It is also a good idea to present these nouns in a sentence such as *Please pass me an egg.* vs. *Please pour egg evenly into the pan.*

Follow-up activity

A follow-up dialogue can be performed to reinforce what learners have just been taught. This time, I expect that most learners can identify the difference between *a lemon* and *lemon*.

- A: Can I take your order?
 B: Tea with a lemon, please.
 A: Tea with A LEMON?
 B: Sorry, tea with LEMON, please.

Conclusion

The use of articles is a notoriously troublesome area for many Japanese learners of English. It is due to the fact that Japanese lacks the article system. In order to have learners understand its mechanism, it should be borne in mind by teachers that there is no a priori distinction between countable and uncountable nouns. In other words, nouns can be either countable or uncountable depending on how a speaker conceptualizes them. The author has been using this task with less-experienced seventh graders for two years, and it has turned out to be very helpful for beginner learners to get the idea of how articles work in English. I expect that it would also be useful for learners who have had some experience learning English. I hope this task can serve as an eye-opener for learners and help them grasp the use of articles.



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An interview test of form and meaning

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Quick guide

Keywords: Assessment, interview test, accuracy, meaning-focused

Learner English level: Beginner and intermediate

Learner maturity: High school and above

Preparation time: 15 minutes

Activity time: Up to 60 minutes

Speaking tests for beginner or unmotivated students can be challenging for the teacher to develop and administer. The time students spend actually speaking in an interview test is often too brief, especially in large classes. The following activity is a perfect way to have students spend more time in English during a speaking test. This testing technique is a way for students to focus on both accuracy and meaning simultaneously, and can be used to test units in textbooks or themes of a course.

Preparation

Step 1: Prepare a test sheet that has only the theme of the textbook units or course material written in the margin. For instance, to test three units from the textbook, the students write three questions for each unit and one free question, for a total of ten.

Step 2: The week before the test, ask students to choose ten questions from the textbook and memorize them as homework.

Procedure

Step 1: On the day of the test, have students write the questions (see section A of the Ap-

pendix), paying attention to the theme of each. In order to receive full points, the questions must be full sentences that are error-free. All the questions should be committed to memory before the test; students cannot look at their textbook or notes.

Step 2: Collect the question sheets when students are finished, or after a time limit. It works well to quickly write the number of questions completed at the bottom of the page. This is done because students who have not finished will copy from classmates during the interview.

Step 3: Have the students sit facing a partner. Students pair up according to the order in which they finished their question sheets.

Step 4: Instruct the students to interview each other; it works best to have both partners ask and answer number 1, then number 2, etc., instead of one student asking all ten questions first. After asking a question, the students must listen and write their classmate's answer in a full sentence. For example, "She likes Hollywood action movies." One option that is good for high-beginners or intermediate students is asking follow-up questions. The interviewer does not write the follow-up questions, but writes a sentence based on their partner's answers. For example, if the follow-up question is "Who is your favorite actor?" the interviewer writes "Her favorite actor is Will Smith." (See Appendix section B for answer sheet example.)

For the students who were not able to write ten questions during Step 1, allow them to *steal* questions from their classmates during the Q & A time. The student does not receive points in the question section, but can pick up points in the answer section. This is one way for students who did not study enough for the test to 1) get more points, and 2) improve their English during the test.

The ten questions are graded based on accuracy; however, students can receive partial points in the answer section if it is clear that their meaning was successfully communicated. The answers should all be written in complete sentences. However, half credit can be given if it is clear that the meaning was understood, for example, "Will Smith."

Step 5: (Optional, depending on time) As the students finish interviewing their partners, assign them new partners, and repeat step 3.

Conclusion

With low-level students, speaking tests can be difficult to set up and carry out effectively. Having students silently sit and write out questions to ask their classmates has many advantages. It provides an opportunity for planning before speaking, which increases students' confidence; allows students to formulate questions they wish to ask, which increases motivation to communicate; and is a good way for the teacher to include an element of accuracy in a speaking test. The

interview process itself—students interviewing each other, asking follow-up questions, and writing their partners' answers in complete sentences—is a great way to have beginner-level students spend a lot of time in English during a speaking test.

Appendix

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



TLT RESOURCES

BOOK REVIEWS

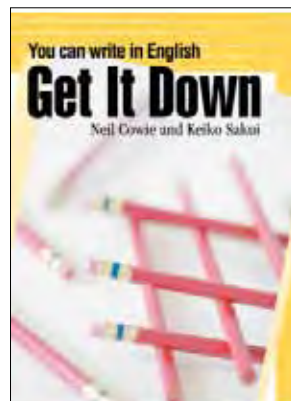
Get It Down: You can write in English

[Neil Cowie & Keiko Sakui. Tokyo: Cengage Learning, 2009. pp. 83. ¥1,890. ISBN: 978-4-86312-104-1.]

Reviewed by Jared Angel, Kobe Shoin Women's University

Get It Down is a writing task-based writing textbook that introduces university students to a variety of practical writing skills. The book contains ten chapters and two reviews. For first-year students or low-level second-year students, each chapter can be used for two or more lessons with extended writing practice, which makes it ideal for year-long courses. The book also works well with high-level second- or third-year students for semester-long courses, with each chapter being covered in a single lesson.

The topics covered in the ten chapters include writing an informal email, a formal email, a movie review, and a school web page. For each topic, students are asked to consider who will be reading their writing, and as such, must write with the appropriate structure and formality for the target audience. For example, for the informal email, students practice writing a letter of introduction to a host family that they will be staying with when they go abroad. For the formal email practice, they write an email to a company asking to be considered for an internship.



Each chapter contains seven exercises—warm-up, language focus, example model, getting



...with Robert Taerner

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>

ideas, first draft, editing, and reflection. The warm-up introduces students to the intended target audience and the kind of writing they will be practicing. The language focus is a grammar or vocabulary point that is useful for the writing task. The example model provides the correct form of the target writing practice with comprehension questions. The fourth exercise, getting ideas, helps students think of topics to write about through a variety of techniques including brainstorming and pair work. The first draft exercise is the target structure practice. There is space provided in the textbook for this, however, it can also be done as homework on a computer. Editing, the sixth exercise, helps students improve their writing on their own. Each chapter offers different points to specifically look for while revising the first draft. In chapter three, one difference between the articles *a* and *the* is highlighted. The final exercise, reflection, asks students to discuss with partners what they learned in the chapter and how their writing improved.

Get It Down emphasizes writing tasks that students can clearly apply to real-life situations and visualize the intended target audience. This is in-line with Hyland's third approach to writing (2002, p. 5), in which he describes how writing for an intended audience makes the writing process both interactive and a form of social interaction. Through this visualization process, writers can engage readers with clearly expressed goals. In addition to writing for a target audience, *Get It Down* also helps students produce final writing tasks through its consistent use of the seven exercises mentioned above, and easy-to-follow examples of the target structure in each chapter.

The possible drawbacks to *Get It Down* include the lack of visual appeal and limited grammar and structure practice. The black and white pictures along with hand-drawn sketches could be a deterrent to student interest. However, when I pointed out to students that the inclusion of more color and better graphics would increase the price of the textbook, they quickly had a change of heart and appreciated the cheaper price. For students who need a lot of work on structure and grammar, the writing tasks may be a bit difficult and discouraging. I have found that bringing in additional resources for extra

practice can easily meet their needs and ensure they remain engaged with the practices in the textbook.

Overall, the book is well thought-out and flows from chapter to chapter so that students can clearly see an improvement in their writing. The practical writing tasks are a great alternative to essay writing and sentence structure textbooks. The solid writing examples for students to follow, the relevant topics to their daily lives, and having students clearly visualize the intended audience ensure that students actively engage in the lessons and improve their English skills.

References

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EMAIL ADDRESS CHANGED?



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Recently Received

...with Steve Fukuda

<pub-review@jalt-publications.org>



Starting this month, *TLT* introduces a new editor for *Recently Received*, 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 Steve Fukuda at the Publishers' Review Copies Liaison address listed on the staff page on the inside cover of *TLT*.

RECENTLY RECEIVED ONLINE

An up-to-date index of books available for review can be found at:

<jalt-publications.org/tlt/departments/recently-received>

* = new listing; ! = final notice. Final notice items will be removed 30 Nov. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Steve Fukuda

<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 incl. 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 vocabu-

lary gloss, speaking activities w/ class audio CD and teacher's manual.]

For and Against. Flaherty, G. Tokyo: Seibido, 2008.

[15-unit course book focusing on all 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.]

* *Global*. Clanfield, L. (Ed.). Oxford, UK: Macmillan Publishers, 2011. [6-level general English language course w/ emphasis on literary sources and promoting critical thinking skills incl. 10- to 15-unit student books w/ e-workbook, audio CDs, access to a frequently updated website, global digital classroom resources, and teacher's book w/ audio and resource CD.]

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 course book w/

self-study CD-ROM incl. class audio CDs, workbook w/ audio CD, and teacher's book w/ *Test Master* CD-ROM.]

* *Listening Lounge*. Ziolkowski, S., Buck, G., & Shishido, M. Tokyo: Seibido, 2011. [24-unit task-based listening and speaking course book for beginners to pre-intermediates w/ self-study CD, incl. teacher's manual and LinguaPorta access.]

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

* *Simply Shakespeare: Two Tragic Stories: HAMLET and ROMEO and JULIET*. Knudsen, J., & Tanaka, T. Tokyo: Nan'un-do, 2011. [16-unit reading course book of abridged versions of Shakespeare's literary works w/ student CD, incl. teacher's manual and classroom CD.]

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: Greg Rouault

<jj-reviews@jalt-publications.org>

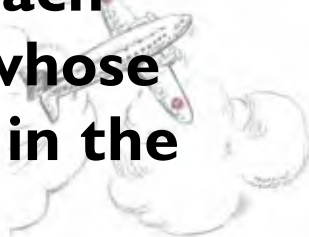
No new listings for this issue.



TLT RESOURCES

TLT WIRED

How to reach students whose heads are in the clouds



Michael Holsworth

Temple University Osaka – M.S.Ed.
Student

<mikesensei007@gmail.com>

Have you ever looked out at your class and seen students whose heads seemed to be up in the clouds somewhere? How on earth can you reach them and get them interested in what you

...with Ted O'Neill

To contact the editors: <tlw-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>

are teaching? Students need to be engaged in what they are doing or learning simply does not happen. Through the creative use of two online tools, teachers can modify any written text and create more appropriate and engaging versions for students in the form of *word clouds*.

What is a word cloud?

You may be asking yourself what on earth a word cloud is. It is a visual representation of written text presented through an algorithmic formula based on word frequency within that text. In other words, the more times a word appears in a text, the larger it appears in the word cloud. The image below is an example of a word cloud created from this article. Adjustments were made to include only the top 50 words, to be horizontal, and for a few words to be removed for clarity. Through the use of word clouds in L2 learning, teachers can help to make a potentially intimidating text more approachable for students. According to Nation (2009, p. 177), “Without simplification, the strands of meaning-focused input, meaning-focused output, and fluency development become impossible for all except advanced learners.”



Figure 1. Word cloud generated from this article.

The most popular website for creating these word clouds is <wordle.net> (Feinberg, 2009). This website lets you create word clouds for free. Other sites include: TagCrowd, TextTagCloud, Tagxedo, Tagul, Tag Cloud Generator, and Many Eyes. With Wordle you can select from many options to create the word cloud suited to your needs. There are options to adjust color, font, number of words, and vertical, diagonal, or horizontal layout. You can also remove specific words as you see fit. Wordle also allows teachers to view detailed word counts from the text that is used.

Adjusting the text to suit your needs

The second online tool that will help teachers use word clouds more effectively is VocabProfile (Cobb, 2010) found at <lexutor.ca>. This website lets you cut and paste text, or simply type in text, from which it produces a color-coded version of the text based on the frequency of words in the English language. Using this tool, teachers can review their materials, identify words that may be too difficult for their students, and make any adjustments to the text accordingly. Once the adjusted text is ready, one can simply copy it from the VocabProfile site and paste it into Wordle to create the word cloud. Below is the output from a graded reader of *Toy Story* (1995) showing the color-coded data on how many words fall into the first 1000 most frequently used words, the second 1000 words, and off-list words such as proper nouns. Lextutor also generates frequency data for every word in the text.

	Families	Types	Tokens	Percent
K1 Words (1-1000):	405	410	1291	96.27%
Function:	...	...	(591)	(44.07%)
Content:	...	...	(700)	(52.20%)
> Anglo-Sax	...	...	(694)	(51.75%)
*Not Greco-Lat/Fr Cog:	...	...
K2 Words (1001-2000):	24	25	29	2.16%
> Anglo-Sax:	...	...	(20)	(1.49%)
1k+2k			...	(98.43%)
AWL Words				0.00%
(academic):				
> Anglo-Sax:	...	...	()	(0.00%)
Off-List Words:	?	19	21	1.57%
	429+?	454	1341	100%

Figure 2. Lextutor.ca VocabProfiler output showing occurrence of high- and low-frequency vocabulary.

How to use your word cloud

Now that you have this wonderful word cloud in front of you, just how do you use it in class? The potential applications are limited only by your imagination. Here are four examples of how you can use word clouds.

Pre-reading

Word clouds can be presented to students prior to reading new materials. This method is more motivating and engaging, and less intimidating

than a lot of plain text for students. According to cognitive research based on the schema theory, “Comprehension involves going beyond the givens in a message” (Anderson et al., 1976, p. 6). Students can see which words will appear the most often in the text and try to extrapolate the meaning of the story. This makes for an excellent group discussion to see if student assumptions about the story are correct.

Vocabulary building

With word clouds, students can create their own individual study lists, and teachers can then use these to create a master list for the whole class to use. The master list can then be used for test and review purposes. Below is an example of a word cloud created by a class of third-year junior high students. The topic given to them was *What do you think about life in Tokyo?* A single word cloud was created from the combined written work of one class. The class analyzed the word cloud and discussed the new vocabulary and the meaning of key words.



Figure 3. Example of a student-generated word cloud.

Feedback

Using written work from students to create word clouds is a good method for providing feedback. This will allow both teachers and students to evaluate their own work, identify potential weak points, and then work together to negotiate a plan of action. This can be seen in an action research paper by Baralt, Pennestri, & Selvandin (2011), where the use of word clouds was shown to be very effective in helping students develop both vocabulary and grammar skills in their writing assignments.

Vocabulary Selection

In contrast to the first three suggestions, this point is for teachers. Word clouds give teachers the ability to review new materials quickly and identify words that may need to be pre-taught in order to facilitate better learning in class. It can save you a lot of time, and even help you spot new words that may not already be identified for you.

Conclusion

As teachers, we can easily fall into the trap of relying simply on textbooks to teach our students. I hope that this article has sparked some interest in you to investigate these free online tools, and to use your imagination in their application. Remember, in order to reach those students whose heads are in the clouds, you may have to join them with clouds of your own.

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JALT FOCUS

JALT FOCUS

JALT National Officers, 2011–2012

Our elected national officers work with the JALT Executive Board to administer NPO JALT. They can be contacted at <jalt.org/main/contact>.

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- ▶ Director of Membership: Buzz Green
- ▶ Director of Public Relations: Michael Stout

ful for your support. I am glad to report that although it is still early in the process, we have already received nearly 30% of the proxies that we need to get. Many thanks! Your patience and support are greatly appreciated.

As always, thank you very much for being a JALT member. We have a lot of interesting initiatives planned for 2012, but we are also very keen to hear your ideas. If you want to give us some ideas of what you hope JALT will be able to do in 2012 and beyond, please send a message to <feedback@jalt.org>. Be seeing you at JALT2011, and best wishes for the holidays!

Kevin Cleary, President, NPO JALT

From the President's desk

As this *TLT* goes to press, we are in the midst of final preparations for JALT2011, which will be held Nov 18 - 21 in Tokyo. As always, I'm really amazed at the effort the conference team and JALT Central Office has put into the planning of our annual international conference. Be sure to check <jalt.org/conference> to either register for JALT2011 or start to plan your days at the conference!

One administrative matter that we on the Board are currently dealing with is the collection of proxies for our Ordinary General Meeting. A lot has been written about this process in recent *TLTs*, so let me just say that we are really grate-

New JALT Associate Members

JALT's membership comes from a wide variety of sources, and while the majority of members from the teaching profession, a small but vibrant group is made up of commercial enterprises. These members are called Associate Members, or AMs, and in this month's JALT Focus column, we introduce four AMs that have recently joined our organisation.

Apply

<pendoku.com>

We started our new publishing business, *Pen-doku*, or literally, the "speaking pen" in Dec 2009. Pen-doku can play audio instantly when



...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>

it is used to scan any of the company's exclusive literature. This speaking pen is a suitable tool for learning foreign languages because of its many functions and convenience. It even works with all the resources of the original speaking pen, the *Apply Pen*.

**APPLY
PEN**

株式会社アプライは、2009年12月より新事業として、ペン先を文字にタッチすると音声再生する音声ペンを活用した教材「ペン読」を開始いたしました。音声ペンは利便性、機能性ともに語学力の向上にとても適した学習ツールです。オリジナル音声ペン「アプライペン」1本で、当社の提供する全ての「ペン読書籍」にお使いいただけます。当社では、幼児向けからTOEIC対策用など幅広いニーズと年齢層に合わせた様々なコンテンツを開発・販売しております。

Lexicalport.com

<lexicalport.net>

Lexicalport.com is pleased to announce its affiliation with JALT as a new Associate Member. Lexicalport.com is a new web portal dedicated to publishing paperless “in the cloud” e-learning materials for the ESL/EFL community. Corpus-based research findings and tools or apps, such as free vocabprofilers, concordancers, or collocation tools, are built into the courses to foster learner autonomy while introducing students and teachers to the rich world of internet-based resources.



Serving teachers, students, and institutions who want to use iPads (or other wireless tablets) or notebook and desktop PCs in teacher-led classrooms, these language-learning courses provide all the benefits of CALL technology plus allow teachers and students to interact verbally and dynamically while being online.

A custom-made LMS (Learning Management System) creates class lists, gathers results, auto-generates scoring for radio-buttoned activities, and allows manual scoring of PowerPoint or Word files. An internal messaging system allows teachers and students to send messages and

documents to each other from within the same system.

The LexicalPortfolio—a 4-skills lexical approach course, and *The Song of Myself*—a writing textbook, are also available. Lexicalport.com is designed for false beginners to intermediate-level EFL/ESL students in university, high school, and private language programs.

The Nikkei Weekly

<nikkei4946.com/sb/e_index/index.asp>

Under the banner, “Business News from Japan to the World,” THE NIKKEI WEEKLY is Japan's only English-language business newspaper for disseminating Nikkei's economic reporting to a worldwide readership. THE NIKKEI WEEKLY incorporates a selection of major articles published in Nikkei's four Japanese newspapers to provide professional yet easy-to-read articles on the economy, industry, and finance in Japan and Asia, in precise, polished English.



『THE NIKKEI WEEKLY(日経ウィークリー)』は、日本で唯一の英文経済紙です。

日本経済新聞社が幅広く報じる重要ニュースや、企業・トレンド情報などをピックアップしています。オリジナル分析記事やコラムを加えて、読みやすくなりやすい英語でコンパクトにまとめ、週刊英字新聞でお届けします。日常業務のなかで、英語のコミュニケーションを必要とするすべてのビジネスパーソンの方に、必ずお役に立てる内容です。

Okanagan College

<okanagan.bc.ca/international>

Okanagan College was established in 1963, and is accredited by the Government of British Columbia. The College has four campuses located in one of Canada's most beautiful regions. The area is famous for its hot, dry summers and mild winters, delicious fruit and wine, and incredible recreational opportunities.



We offer more than 120 degree, diploma, and certificate programs to more than 7,000 students. Currently there are approximately 500 international students, including about 60 from Japan. At the College's Kelowna campus, students seeking to improve their English or enter a full-time academic program may enroll in the "English for Academic Purposes" program. At the intermediate and advanced levels, they have the option of taking ESL only or a combination of ESL and academic courses. At the Vernon campus the "Intensive English Communication" program is intended for students wishing to develop their speaking, listening, and pronunciation skills. Admission to this program is available at the beginning of every month.

For over 20 years, Okanagan College has hosted short-term, group study tours from several Japanese schools, including Ritsumeikan University, Toyota Technical College (Nagoya), and Sanno College.

JALT Notices

JALT2013 Conference Logo Design Contest

Here's a great chance for you to express your creativity outside the classroom, and become part of JALT history at the same time! We are very pleased to announce that we are going to

accept logo design submissions for the JALT2013 International Conference, which will be held Oct 25 – 28, 2013 in Kobe. Any JALT member can submit a design. Submissions must conform to the following criteria:

- Theme: The conference theme is *Learning is a lifetime voyage*. The logo should reflect this theme. Inclusion of the text is optional
- Format: Adobe Illustrator or .eps with fonts outlined, all elements in vector format
- Artwork: All artwork incorporated must be original
- Dimensions: Any size and shape is acceptable, art board frame should be approximately square
- Deadline: Jun 1, 2012
- Submission: In print form with a data file to JALT Central Office (by email <jco@jalt.org>, or post. Postal address is on the TLT envelope and JALT website.

The successful designer will receive free admission to the JALT2012 International Conference. The winning entry will become the property of JALT, and JALT reserves the right to adapt or alter the design to fit its needs. For further information, please contact Steve Cornwell, the Director of Program <program@jalt.org>.



JALT FOCUS

SHOWCASE

In this edition of Showcase, Bill Pellowe, president of the Fukuoka JALT chapter and creator of *eltcalendar.com*, introduces his work with student response systems.

SHOWCASE

Bill Pellowe

What I'm excited about now is the idea of active attention. The premise is simple: We can't learn what we're not paying attention to. The challenge for us as teachers is to help our students

maintain an active attention. This isn't easy. We all drift off at times if we're not fully engaged in what's going on.

In class, there are times when we expect the active attention of the students to be focused on us, the teacher. We want the students to process what we're saying, to think about the questions we pose, and to be ready (and eager) to answer. Experienced teachers know that it doesn't really work that way. And students who have answered questions tend to relax their attention because they are off the hook for a while.

This is pretty discouraging as far as active attention goes. However, one effective way of

maintaining active attention is through student response systems (SRS). In a typical SRS class, when students are given a question, they all answer through a *clicker* that sends their response to the teacher's computer. The teacher can show the students how many of them *voted* for each answer. The teacher then asks the students to talk together to try to convince the others that their own answer is correct. Afterwards, the students *vote* again. Research shows that this process really helps students understand the concepts that they're studying.

Two of the projects I'm working on involve SRS. One is MOARS (Mobile Audience Response System), an open-source SRS designed for iPod Touch (see Photo 1). It works on any device with a web browser, including *keitai* phones. You download MOARS from <moars.com> and install it on a web server. Add your classes and, if you want, other teachers at your school. You then create quizzes and surveys for your students. The system keeps track of the students' quiz scores, so this could be part of your classroom assessment.

MOARS has add-ons that provide additional functions. Recently, Trevor Holster (Fukuoka Women's University) and I have been working on one for peer assessment surveys. Peer assessment benefits both the recipient and the rater by focusing attention on specific aspects and qualities of a successful performance. For example, when your students give presentations, they get more out of it if their peers are providing feedback, and their experience as a rater helps inform their practice as a presenter.

This add-on collects all of the data, and provides several ways for you to format it. When you want your students to see their feedback from other students, you enable that setting, and then each student can see a summary of his or her own scores (see Photo 2). What's even more

exciting is how the teacher can see the data.

The teacher can choose between *classroom results* and *research data*. In the *classroom results* view, the teacher sees a row of bar graph summaries (like the one in Photo 2) for each student. The teacher can download an Excel file of this data, as well as an overview file that includes how many questions each student answered.

The *research data* page works with Facets Rasch Analysis software. Through MOARS, the researcher downloads a data file and a facets rating specification. Without a system like MOARS, creating these files is a painstakingly long process. There's also a *data file options* page if you need to modify the data set (e.g., exclude certain raters, adjust for questions with reverse scoring,



Photo 1. The student's screen after signing in to MOARS. Quizzes and surveys have 4-digit shortcuts



Photo 2. Students can see their own results of the peer assessment survey



...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.

etc.). Trevor's page on *Analyzing MOARS Peer-assessment Data with FACETS* <pa.trevorholster.com> is the place to start for people who are interested.

Another project is similar to yet different from MOARS. The similarity is that it's also an SRS, but the difference is that this is very low tech. I'm working on this with Paul Shimizu. Our students in no-tech classrooms have answer paddles that are similar to the X/O (*batsu maru*) paddles you sometimes see on Japanese television shows, but our students' paddles have four answers (A,B,C, and D). When I would normally ask questions

and elicit answers from a few students, I now phrase these as multiple choice questions, and have every student answer every question. It's a great way to keep the students paying attention and to keep them focused. It also helps me assess how well the students understand. Our website <captur.me> has a lot of ideas for activities.

Bill Pellowe works at Kinki University, Iizuka Campus, Fukuoka Prefecture. He'll be giving presentations based on MOARS and Captur at the JALT International Conference. He can be reached at <pellowe@gmail.com>.



JALT FOCUS

GRASSROOTS

In this edition, Rich Silver and Alison Stewart explain why the Learner Development SIG has been very active over the past year with a conference, regular get-togethers, sponsorship, fund-raising, and the upcoming launch of a new book; Aaron James gives us a few ideas about making specialized vocabulary lists a part of our lessons; Ray Franklin summarizes some important points of the FAB1 conference in a fun brainteaser quiz format; and Rohini Deblaise writes about the paradox of facing devastation, and getting so much out of the experience.

Learner Development SIG: Realizing autonomy

by Rich Silver, Ritsumeikan University and Alison Stewart, Gakushuin University



JALT2011 Teaching • Learning • Growing

Nov 18–21, 2011

National Olympics Memorial Center, Yoyogi, Tokyo

<jalt.org/conference>

Over the past few months, the Learner Development SIG has seen a number of projects come to fruition. First of all, the SIG's book, *Realizing Autonomy*, will be published by Palgrave Macmillan. The book has been three years in the making, but will finally be available on Amazon.com and other outlets from this December. It is edited by Kay Irie and Alison Stewart and



...with Joyce Cunningham
and Mariko Miyao

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

contains 17 chapters by the LD SIG members that describe and reflect on autonomy-fostering practices in a variety of different classroom contexts, ranging through university and high schools classes, to conversation schools and Peace Boat. It also includes a foreword by the SIG founders, Richard Smith and Naoko Aoki, and an afterword chapter by Scott Thornbury. The book is hard cover and not cheap, but all royalties are going to Shanti Volunteer Organization, a charity that has been supporting education and literacy in developing countries, as well as the relief efforts in Tohoku.

As a forum to showcase the chapters in the book, a one-day conference was held in Nagoya this past October. This was a packed event that brought together a diverse group of *Realizing Autonomy* book authors plus 19 other presentations, workshops, and roundtable discussions in which participants could share their experiences and ideas about promoting learner autonomy. The conference featured two very innovative plenary sessions, one by Tim Murphey from Kanda University of International Studies, and the other by Richard Pemberton of Nottingham University, who joined the conference from the UK on Skype, together with Mike Nix of Chuo University. The conference organizers are now calling for papers for a special Conference Proceedings issue of *Learning Learning*. More information about the book, conference, and charity can be found at the dedicated website: <realizingautonomy.wordpress.com>.

In addition to the Nagoya conference, the LD SIG has been involved in various other conferences in Japan and elsewhere. The LD SIG hosted a series of great presentations at the Pan SIG conference in Matsumoto. Then at Nakasendo in Tokyo in June, participants congregated for a highly stimulating poster presentation and discussion workshop. In August, four LD SIG members went to Beijing, China and gave a workshop on writing about autonomy at the AILA conference at the Beijing Foreign Studies University. This month, the LD SIG has provided sponsorship to new researchers at the Advising for Language Learner Autonomy conference at Kanda University of International Studies in Chiba, and awarded an additional two grants to help SIG members to attend the JALT National conference in Tokyo. JALT2011 is the final major

event of the year for the LD SIG, and it promises to be another exciting and thought-provoking affair; plenary speaker, Phil Benson, will be joining us in discussion following presentations on the theme of *Learning from life-changing experiences* at the annual LD SIG Forum on Sunday, November 20 from 5.30–7 p.m.

In addition to these projects, the SIG has been continuing its practice of holding get-togethers once every two months. These are informal gatherings, usually centered on different themes that help us to better understand learning and learning environments. For the March get-together, for example, participants brought in written narratives about their own language learning. These have been compiled in a blog <tokyogettogethers.blogspot.com> that offers a rich source of data for reflection, discussion, and perhaps a new collaborative publication project.

Sharing ideas and insights remains a central activity of the SIG, and its bi-annual online newsletter, *Learning Learning*, is one of the main channels for this. The newsletter typically features articles related to learner and teacher autonomy, as well as book reviews and reports on recent conferences and events, but it is open to other, non-mainstream kinds of writing about learner autonomy, such as poetry, fiction, or other genres. In keeping with the collaborative spirit of the SIG, *Learning Learning* <ld-sig.org/LL> tries to involve new members by constantly expanding its team of editors, proofreaders, and layout designers. In fact, at present we are calling again for volunteers to help contribute to producing the newsletter, as well as learn new skills and work with a dynamic team of people in the process. SIG members old or new who are interested in getting involved in *Learning Learning* are warmly welcomed to contact Alison Stewart at <alison.stewart@gakushuin.ac.jp> for more details.

On JALT2010: Creativity: Think outside the box

The 2010 Conference Proceedings is now available to JALT members online!

Over 80 papers offering information and ideas to support and motivate you in your learning, teaching, and research.

<www.jalt-publications.org/proceedings>

Investigating specialized vocabulary in English: A review

by Aaron James, Graduate College of Education, Temple University,
<aaron.james@temple.edu>

Dr. Averil Coxhead of Victoria University of Wellington delivered an outstanding and informative lecture on *Investigating Specialized Vocabulary in English* at the Temple University Japan campus on February 19, 2011. The presentation was well-organized and based on firm theoretical foundations as well as including research data from relevant studies. These studies attested to critical areas to which language teachers should be exposed and made aware of while providing instruction to students or teachers who wish to build technical vocabulary in specialized fields.

I found much of the detail in the talk enlightening and pragmatic. Vocabulary building is a cornerstone of oral proficiency in language acquisition, and Coxhead elaborated on this particular domain for participants who are pursuing formal study of TESOL. Accordingly, one of the major strengths of her address was in first defining specialized vocabulary, and then providing a 4-step scale to compile a word list for a specific vocation being taught or studied. Coxhead's graduated system identifies certain characteristics of vocabulary items that are relative to their functionality and specificity in a technical or professional discipline and it is therefore of interest to students and teachers alike. This strategy could be put to immediate practical use for all those currently teaching EFL in academic English programs. Coxhead followed this with even more useful techniques for developing an academic word list (AWL), and discussed many principles that should be considered when organizing such a system. She included further studies, in particular one by Ward (2009), to support, through research data, the applicability of doing corpus studies in order

to create and organize an AWL. This information could be used to enhance a teacher's proficiency in classroom delivery, or even more importantly, be integrated into standard curricula or syllabi for programs in English for various purposes.

Lastly, another powerful insight presented in the lecture, was the need to teach metaphors in English for Academic Purposes classes. Coxhead showed explicitly how failure to closely review this dimension of English for students can lead to issues concerning comprehensibility in the skills of listening and reading, not to mention during normal discourse. Additionally, Coxhead spent some time discussing the nature of metaphors, such as whether a metaphor is positive or negative. Moreover, she suggested that certain components of metaphors, such as nuances and functions, were essential for students to learn. This is of particular interest to me because I have noticed a dearth of such material within my own curriculum. My interest was piqued by the idea of doing further academic study into effective methods of teaching this aspect of idiomatic English. She enticingly left all present with several burning questions which might prove to be an interesting focus of future research for scholars or students, namely, "Is metaphor a specialized vocabulary in and of itself?" and "When everyday words take on a new meaning like *monitor*, *field*, or *burn* (a CD), when do you teach the specialized meanings?" These may not be areas requiring extensive studies, but they are definitely worth considering when determining whether relevant vocabulary to include in a specialized language compilation is warranted.

In conclusion, it was an outstanding seminar overall. Coxhead was engaging, witty, and showed an infectious passion for her research. I was completely satisfied with the idea of constructing a methodology for teaching vocabulary, and I will certainly seek to attain more knowledge about the efficacy of teaching specialized vocabulary to those with specific professional goals in mind.

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FAB1 Brainteaser Quiz

by Ray Franklin, Osaka JALT Publicity Chair

The FAB1 conference was held on July 9 in Kitakyushu and again on July 10 in Kansai, with the theme of *Connecting Neuroscience with EFL in Japan*, and featured four plenary speakers: Robert S. Murphy (*Memory & Learning*), Curtis Kelly (*Neuroplasticity of the Brain*), Marc Helgesen (*The Science of Happiness*) and Tim Murphey (*The Brain on Agency*).

This event could be compared to an all-day music festival, with four great headlining bands and so much more, but it's not so easy to explain later to folks who weren't there. The smorgasbord of *brain food* presented at the conference has inspired this summary of some important points in a fun brainteaser quiz format rather than a standard prose article. Please enjoy it like a sports highlight clip rather than a play-by-play report.

- I. Replace the X in each statement below with its correct number from the choices given in bold (some #s used twice, thus repeated here): **1-2, 2, 3, 3, 8, 8-12, 10, 12, 15, 20-30, 25, 50, 25, 75, 97**
1. Give students X minutes of "Think Time" to prepare what they want to say and how to say it. (M.H.)
2. A 3-year old has X times as many neurons as an adult. (C.K.)
3. Murphy (R.M.) recommends giving students X number of options to choose from (tiered from easy to hard) for listening tasks, speaking activities, projects, HW, etc.

4. The Losada ratio of positive to negative emotions for the happiness tipping point is X:1. (M.H.)
5. Sonia Lyubomirsky initially identified X things that happy people do, such as remember good things, say "Thank You," do kind things, forgive (self & others), and deal with problems. {Also, take time for friends & family, stay healthy, and notice good things as they happen.} (M.H.)
6. All babies are born as world citizens, and between X months become specialists in their native tongue. (C.K.)
7. X kinds of positive emotions have been identified, including interest, hope, pride, amusement, inspiration, etc. (M.H.)
8. Critical ages: around X yrs. old the brain changes from L1 to L2. (C.K.)
9. Standing 1 minute increases blood circulation to the brain by X%, so have students stand when practicing dialogue! (M.H.)
10. In a proto-conversation exercise, Tim Murphey had us *speak* from 1-50, and *argue* between numbers X.
11. Calm, relaxed students learn up to X% more. (M.H.)
12. In experiments, dopamine levels doubled when the reward rate was cut by X% (which explains why gambling is so exciting). (T.M.)
13. If the reward rate is cut to X% of the time, dopamine levels go down because there are too few wins for excitement. (T.M.)
14. At a X% reward rate, dopamine also goes down because it's too close to always winning, so no fun. (T.M.)
15. Because of Bach-Y-Rita's iconoclastic physical therapy, his paralyzed father regained use of his arms and legs even though X% of the nerves connecting his cerebral cortex to his spinal cord were destroyed. (C.K.)

II. Match these sentences to their proper endings:

1. Memory is not book-like or computer-like; in fact, ...
2. We have "gist" memory, ...
3. Happiness & long-term memory are connected by ...

4. Neurons that fire together, ...
 5. Revisiting a positive experience mentally ...
 6. English is not ...
 7. Information is ...
 8. University students can feel agentive (in control) by ...
- a. talking about their Jr. and high school English education. (T.M.)
 - b. overrated; questions are at the heart of learning. Creating curiosity is crucial. (T.M.)
 - c. a “flow” experience for most students. (M.H.)
 - d. meets the happiness criteria; so we don’t need to actually do it again. (M.H.)
 - e. wire together. (C.K.)
 - f. evolution: when we find food, we become happy and so we remember the experience. (C.K.)
 - g. which is reconstructed each time we recall something. (R.M.)
 - h. there is no scientific proof of memory in the brain. (R.M.)
- III. Fill-in the missing words from these choices: *mirror, flourish, emotional, passions, challenge, novelty, reward, artificial*
1. Schools are _____ environments, so neurons need to be excited. (R.M.)
 2. _____ is critical to learning. (C.K.)
 3. The brain likes _____. (M.H.)
 4. Success is overrated; _____ is what we crave. (T.M.)
 5. Allow your students to follow their _____. (R.M.)
 6. Every memory has an _____ component. (C.K.)
 7. Positive psychology helps students _____, whereas stress/fear overrides new learning. (M.H.)
 8. _____ neurons actualize what we see: when someone falls, we say ouch. (T.M.)

Answers: The numbers in activity I are in the order given, while activities II and III are in reverse order! ;-)

Volunteering in Tohoku, with AFJ & IMA

by Rohini Deblaise, West Tokyo JALT

From 1 to 5, to 20, to 40, to full busloads, our volunteer teams to Tohoku have grown. Nearly every two weeks, since Golden week, my husband and I have been spearheading international teams to Ishinomaki, a city one hour north of Sendai, severely hit by the tsunami of March 11. That is the area where volunteer organizations such as JEN (Japanese Emergency NPOs), Peace Boat, and Nadia (a Canadian organization), had set up volunteer centers, and where we were first sent through JEN. Seeing the potential to facilitate a greater number of volunteers, and already being closely affiliated with the Association of French in Japan (AFJ: <afj-japon.org>), we put the word out through Facebook, and thus our group launched its regular treks northward.

What is it that inspires so many to set aside their busy schedules and head to that land of destruction, not just once, but again, and again? According to volunteer testimonies, and my own experience, paradoxically, when working with an amazing team, even under tough circumstances, the genuine smiles, the simple acts of kindness, and the overwhelming gratitude abound. I think many of us also feel very lucky to have the chance to give back to a country that has given us so much. Once you’ve witnessed the overwhelming havoc wreaked on Tohoku, and experienced the magic of working together and bringing hope, you too may well get hooked. Economist Nic Marks <ted.com> cites five ways that lead to happiness: 1. Connect; 2. Be active; 3. Take notice; 4. Keep learning; 5. Give. Oddly enough, our trips invariably involve all five of these. So is it any wonder that we keep going back?

To get a sense of this, please have a look at one of our videos. Here’s a 3-minute clip that captures it particularly well: “Ishinomaki 25-26 Juin” <youtube.com/watch?v=0QnzLePUrlc>.

Together with the AFJ we have become a completely international team (currently made up

of about 1/3 Japanese participants, 1/3 French, and 1/3 from everywhere else). Though AFJ's website is in French, materials in Japanese and in English are also available; details in English can be found at: <afj-japon.org/index.php?id=1380>.

Based in the Volunteer Center (Ishinomaki Shiritsu Minato Shogakko), our work involves clearing the sludge and debris from houses, businesses, and ditches, or wherever our teams are locally sent.

We also regularly work with an amazing, near-full-time volunteer, Dean Newcombe, to collect and distribute supplies and food. Fate led us down a similar path as his group, IMA <intrepidmodeladventures.com>, when we recognized both tremendous needs, and the ability to address some of those needs by collecting household appliances from the many foreigners who left Japan after the quake. Joining efforts with his team has inspired and enabled us to contribute more, and do so with his contagious *can do* spirit. Now known affectionately as the "Pirate of Peace," (or "Ninja Santa," as I like to call him) he has modeled the ability to work knowledgably, directly, and efficiently with the locals, all the while inspiring countless smiles wherever he goes. 100% of his collections go straight to those in need, and so far to date, he has single-handedly collected ¥2,300,000 to purchase sorely needed supplies, such as fruits &

vegetables, and unreservedly dispersed hugs to the people in and around Ishinomaki.

- Official Tohoku FB page: <facebook.com/IntrepidModelAdventures>
- Also of interest may be the blog account from a regular participant, Noemi: <noeminonihon.canalblog.com/archives/2011/05/30/21263163.html>.
- If you wish to contribute to Dean's efficient network, please see: <intrepidmodeladventures.com/?p=2579>.
- Or, if you wish to join one of our upcoming trips, please contact us through AFJ at: <ishinomaki@afj-japon.org>.
- Send your name, address (if possible in Japanese), cell phone, and email address.
- Cost:
 - ¥7,000 for employed adults
 - ¥5,000 for students (**sponsorship negotiable)
 - + ¥1,400 for insurance, valid 1 year. (AFJ will handle that.)

Much remains to be done. But together, we can make... magic, and experience the magic that heart-power can bring.

Thank you, Rohini

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JALT FOCUS

OUTREACH

Taiwanese graduate students create need for English in Japan

"But they don't look like students" quipped freshman Yasumasa Koiwai when he first observed a delegation of 31 Master of Business Administration (MBA) students from Taiwan

set foot on his university campus in Japan. The students were visiting companies and universities in Kyushu as part of their required studies in the Department of International Business at Kaohsiung University of Applied Sciences. They hoped to meet a few of the 18,057 international students who are currently studying at universities in Kyushu.

Smartly dressed in suits, the visitors looked more like NBA players to their Japanese hosts who had invited them to join in an English debate in the library facilities of the Institute of Regional Research at the International University



"They don't look like students"

of Kagoshima. While student volunteers toured the campus with their guests, the visiting Departmental Dean, Song-Zan Chiou Wei, the Director of Continuing Education, Yungchih Wang, and six other professors met with their Japanese counterparts to discuss possibilities for future activities such as joint degrees programs and short-term teacher and graduate student exchanges.

Rising number of international graduate students in Japan

According to the Japan Student Services Organization (JASSO, 2011), Japan, Canada, and New Zealand are perceived as evolving destinations for international students. They share roughly 13% of the international student market, hosting approximately 327,000 of the 2.7 million students who travel abroad for the purposes of higher education. As of May 1, 2010 Japan reached a new high of 141,774 international students, 5,297 of whom came from Taiwan.

The number of international students at graduate schools in Japan reached 39,097 as of May 1, 2010, a 10% increase from the previous year.

This trend seems set to continue. To attract more students, graduate schools in Japan are trying to expand the use of the English language on campus by offering more courses in English and lowering the Japanese language entrance examination requirements. Many of the students are coming because they hope to land jobs in Japan, meaning they have to learn Japanese before graduating, or find companies that want to hire Chinese or English-speaking employees. According to a survey carried out in 2009 by JASSO to 7,000 privately-funded international students throughout Japan, 56.9% of international students hope to find employment in Japan after they graduate (JASSO, 2011).

Short-term English study program in Japan

MBA's from Kaohsiung University of Applied Sciences are invited to the International University of Kagoshima each summer to spend a few days, or sometimes a few weeks listening to lectures, taking company tours, and joining in debates. English is used for many of the activi-



Listening to English



...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.

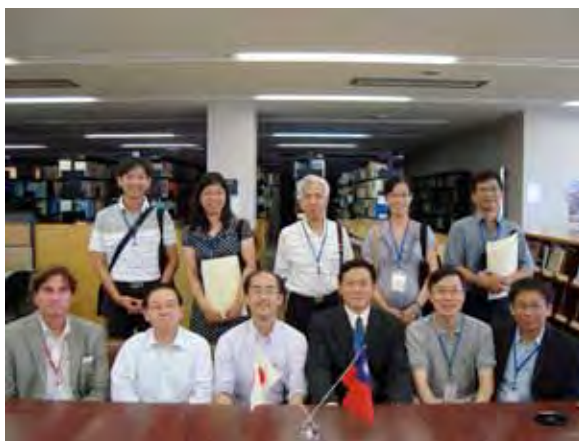
ties. Students tour companies where foreigners are hired and English is used.

Graduate students at the host university include international students from Canada, Taiwan, and China who volunteer to participate in the events. The exchange is one of the rare opportunities for the students in Kagoshima to use English, as most courses are conducted in the Japanese language and entrance examination requirements in the Japanese language set a difficult bar. Only the Taiwanese students receive academic credit for successful completion of the overseas study tour toward their degrees.

Although communicating in Japanese is difficult, actively using the English language does not seem to be a major challenge for the Taiwanese students who study some of their business courses in English and are accustomed to having visiting professors teach classes using the English language.

Yungchih Wang (2011) uses specialized vocabulary from the field of finance when he lectures in English. His sessions inspire students and teachers to build their own technical vocabulary in the business management and economics fields. He has become adept at teaching specialized vocabulary essential for those with specific professional goals in mind. For example, he began a lecture on corporate social responsibility by introducing the keywords: business ethics, stakeholders, corporate social responsibility, firm performance, and socially responsible investment. He explained that the concept of corporate social responsibility originated from the idea of business ethics, also named corporate ethics, which first developed from the idea of personal ethics and morality and was applied to business situations. "In other words," Wang suggested, "business ethics concentrates on analyzing the problems in business activities from the perspective of morality and ethics." More specifically, he suggested that a firm could serve as a good corporate citizen, while in the meantime pursuing the growth of stockholder's wealth (Porter and Kramer, 2006). He closed his lecture by conveying sympathies to the people in Tohoku who lost loved ones, homes, and livelihoods.

One of Wang's students, Wan-Mei Wang studies while she is working full-time in a company. She says she is particularly keen to listen to



Negotiating more English courses

her professor lecture in English and to actively use her English language skills in discussions and debate with other students. During discussions between students it was pointed out that Taiwanese people had so far raised the most amount of money in donations for the reconstruction of Japan following the March 11 earthquake, probably the largest gift made in Taiwan's foreign aid history. This investment in the future of Japan was interpreted to be not only a kind gesture, but a social responsibility of a neighboring country.

Yasumasa Koiwai summed up the day's event with students from Taiwan by noting they "were really listening closely to the Japanese professors when they spoke in English. It was really impressive to appreciate the feel of real English being used. It is the role of the university to provide a place where opinions from around the world can be heard. The university is a hub for circulating opinions."

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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>.

2012 PanSIG

Next year's Pan-SIG conference *Literacy: SIGns of emergence* will be held Jun 16-17 at Hiroshima University. Mark your calendars!

New Arrivals!

JALT and TLT are pleased to announce the addition of two new SIGs to the organization: Vocabulary and Speech, Drama & Debate. We would like to extend a warm welcome to both groups by listing them at the top of the column. TLT wishes them success as they develop and grow. For more information on how to join one of the new SIGs, please see the information below.

Speech, Drama & Debate (Forming)

We are proud to announce the new Speech, Drama, and Debate (SD&D) Forming SIG. The mission of the SD&D Forming SIG is to provide a forum for teachers and academics to discuss, research, and implement oral interpretation, speech, debate, and drama in language education. The main activities are the creation of a newsletter and sponsoring a national speech, drama, and debate contest. Future activities

may include the sponsoring of workshops and conferences, and supporting local and regional speech, drama, and debate contests or festivals. If you are interested in these activities, please join the Forming SIG, as we need to have over 35 members by the middle of 2012 to qualify as a SIG Affiliate. If you are very interested, please consider taking on one of the following roles: Membership Chair, Publications Chair, or Treasurer. Interested members can contact the Coordinator, David Kluge, at <sdd@jalt.org>.

Vocabulary

The JALT Vocabulary SIG was formed for the specific purpose of providing a forum for theoretical and practical issues directly related to vocabulary acquisition. SIG members will have access to our forming peer-reviewed online journal and community discussions, as well as a discount on specific SIG events. Parties interested in joining should sign up through the main JALT website when renewing their annual membership.

The SIG will be holding the first annual Vocabulary Symposium on March 3, 2012 at Kyushu Sangyo University in Fukuoka. This full day of presentations will include panel discussions from a variety of vocabulary acquisition researchers in Japan. Panelists will be Masamichi Mochizuki and Shigenori Tanaka, with presentations by Yoshiaki Sato, Tatsuo Iso, Aaron Batty, Rie Koizumi, Dale Brown, and others. There will also be poster sessions for any and all vocabulary related researchers. For more information, please



...with Jennie Roloff-Rothman

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JALT currently has 23 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>

see the SIG website at <jaltvocab.weebly.com/index.html>. Further questions can be addressed to the SIG at <jaltvocab@gmail.com>.

Bilingualism

[🗣️] bilingualism, biculturalism, 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 is at <bsig.org>.

Business English

The JALT Business English SIG is intended to develop the discipline of teaching English conducive 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]

CUE and TED will co-sponsor several events featuring Keith Johnson at JALT 2011. These events include Johnson's Featured Speaker Workshop (*The good teacher: Studying expertise in teaching*); a scheduled informal discussion session on teacher expertise; and a joint SIG forum event (*Refreshing expertise in the university classroom*). For more information, consult the JALT conference program; see the CUE website at <jaltcue-sig.org>; follow <@jaltcue> on Twitter; or join JALT-CUE

on Facebook or Yahoo Groups <bit.ly/9NZBTC>. All CUE members receive the refereed publication *OnCUE Journal* (ISSN: 1882-0220).

Computer Assisted Language Learning

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

The CALL SIG serves the interests of language teaching professionals who are interested in bringing together knowledge and skills of technology and language learning. CALL practitioners work in a variety of educational settings: private language schools, elementary and secondary schools as well as colleges and universities. CALL SIG publishes a quarterly international refereed journal, which is distributed to all members of the SIG. The Journal encompasses and builds upon the SIG newsletter, *C@lling Japan*, and is committed to excellence in research in all areas within the field of computer assisted language learning, while at the same time offering teaching ideas and suggestions from teachers' personal experiences. If you want to know more about our SIG or want to get involved, please come to the JALT CALL SIG Annual General Meeting at JALT National. It has been tentatively scheduled for Saturday, Nov 19, 2011 at 6:45 to 7:45 p.m. in Room 504.

The CALL SIG also proudly announces that the JALTCALL 2012 Conference will be held at the Konan CUBE of the Hirao School of Management, Konan University from Jun 1-3, 2012. This annual conference is the highlight of the year for the CALL SIG as it allows the members and others interested in CALL to get together, share information, and network in order to discuss matters related to computer assisted language learning. The Konan CUBE is located in Nishinomiya City, only a 3-minute walk from Nishinomiya-Kitaguchi Station on the Hankyu Line <konan-cube.com>.

Critical Thinking

Critical thinking in language education involves the creation and assessment of ideas, opinions, or beliefs among language learners. Just as important as the teaching of what language to use and how to use it, the teaching of critical thinking reinforces how to think and how to produce

such thoughts in a second language. The Critical Thinking SIG was established for the purpose of providing a clear but ever-reforming definition of critical thinking; a forum for the discussion of critical thinking and praxis; research opportunities to language educators interested in promoting critical thinking; and an area where language teachers can enjoy friendly, professional, and engaging examination of the rationale, validity, and furthermore, the critical importance of its instruction in various environments. For more information on the SIG and JALT National activities, visit <jaltct.wordpress.com/>.

Extensive Reading

[🔍 extensive reading, extensive listening] [📖 ERJ—3x year] [🗓 Annual ER Seminar]

The ER Colloquium at JALT2011 will be held on Saturday, Nov 19 from 12:10 to 13:40 in Room 309. Featured speakers: John Bankier, Mark Brierley, Emilia Fujigaki, Sandra Healy, Peter Hourdequin, Richard Lemmer, Scott Miles, Greg Rouault, Rob Waring, Matthew White, and the Great Book Giveaway. Featured topics: Dealing with mixed abilities, mixed motivations, and mixed goals; Listening to students' voices: Making ER effective in EFL learning; The reading preferences and habits of Japanese university students; Does reading in volume correlate to increased reading speed? Moodle Reader quizzes: How do the students respond? Teasing publications out of reading circle research and teaching; Making graded readers: Issues for authors and users; Nurturing academic integrity in extensive listening and reading.

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 annually at JALT National and 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] [💬]

This SIG wants to discuss the CEFR and ELP, and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools. The SIG holds periodical seminars focusing on classroom use of the CEFR, among other things. Please refer to <sites.google.com/site/flpsig/home> and <flpsig@gmail.com> for more information, including information about the *Can do statements language education in Japan and beyond* publication and to download the bilingual *Language Portfolio for Japanese University*.

Gender Awareness in Language Education

[🔍 gender awareness, gender roles, interaction/discourse analysis, critical thought, gender related/biased teaching aims] [📖 newsletter/online journal] [🗓 Gender conference, workshops] [📅] [💬]

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other groups to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Kyoto JALT and GALE SIG held a joint event *Teaching language and teaching gender in the EFL classroom* on Sunday 30 Oct, 2011 at the Campus Plaza Kyoto. This event was a successful opportunity for teachers to share their research as well as exchange ideas on gender and non-gender related classroom activities. There is an ongoing call for papers for the academic journal. Visit our website at <gale-sig.org> or contact us for more details. Please contact Folake Abass at <folakeabass@yahoo.com> for any GALE related inquiries.

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] [📅] [💬]

Our Global Issues SIG has prepared an exciting set of sessions for JALT 2011 in Tokyo. This

includes a GILE SIG Forum featuring innovative teaching activities on global issue themes, a GILE Colloquium on *Teaching English in disaster situations*, a SIG business meeting plus a dynamic GILE display table. 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 and peace education. Contact us for a sample newsletter, or for more information about the SIG's work in teaching for a better world. Our website is <gilesig.org>. For further information, contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

[💡 Japanese as a second language] [📖 日本語教育ニューズレター *Japanese as a Second Language Newsletter*—4x year] [🗣️ AGM at the JALT conference] [📧]

The JSL forum entitled, *Teaching & learning JFL in the world*, has been scheduled from 17:00 to 18:30 on Saturday, Nov 19, 2011, at the annual conference of JALT held in Yoyogi, Tokyo. We look forward to meeting you all at the forum. Please contact Megumi Kawate-Mierzejewska at <megumik@temple.edu> for details.

日本語教育研究部会では、11月に東京の代々木で開催されるJALT年次大会において、『Teaching & Learning JFL in the World』と題してのフォーラムを開催します。日程は11月19日(土)の17時から18時30分です。会員の皆様のご参加をお待ちしております。詳細は川手<megumik@temple.edu>まで。

Junior and Senior High School

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

The School House, the JALT Junior and Senior High School SIG Newsletter, is currently accepting submissions for its pre-JALT National conference edition. We are looking for research articles related to EFL theory or pedagogy, technology articles, lesson ideas, conference reviews, and anything else that pertains to teaching English in Japanese junior and senior high schools. If interested, please send any requests to Robert Morel at <rcmorel@gmail.com>.

Our goal is to function as an instigator, focal point, and clearing house for research into sec-

ondary 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] [📧]

The LD SIG is a group of about 150 members around the world who share an interest in developing and researching practices that may support autonomous learning and teaching. We share a commitment to exploring connections between our experiences as learners and our practices as teachers, and the learner's experiences inside and outside the classroom. Find out more by coming to meet us at JALT2011 at our table, AGM, or forum, which this year will be led by plenary Phil Benson <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] [📧]

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 provides resources and information online at <jalt.org/lifelong>. We held our 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 was *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 at 11:30 a.m. Presenters will speak about the effect that the 3/11 earthquake/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.

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 OLE SIG, through the newsletter and events, gathers and disseminates information on all aspects of the teaching and learning of languages and cultures beyond English and Japanese on Saturday and Sunday in room 108 at JALT2011. We try to help teachers and learners by developing a network of friendship and mutual support. We aim to arouse interest in the field and to provide information and material for optimizing the organizational conditions for study, work, and research. OLE has published its OLE NL 60 containing important updates on the schedule for all OLE events at JALT 2011, and the individual abstracts of all presentations in the various OLE events in English and/or the respective language. The official JALT 2011 flyer in the six languages of Chinese, Korean, French, Spanish, and German, and Japanese is interleaved for information and distribution to colleagues. For a free copy or for more information on the group, contact 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 *Pragmatics*. Check out our website <pragsig.org>, or drop by our booth at the conference to learn more.

The JALT Pragmatics SIG's newest volume is currently available. Entitled *Observing Talk: Conversations Analytic Studies of Second Language Interaction*, this book contains eight chapters that use CA to look at how people accomplish a variety of social actions in their second language. Orders can be placed online at <pragsig.org/publications.html>. Price: ¥2000 plus postage. The SIG is currently calling for submissions to the third volume in its Pragmatics Resources series. Titled, *Bringing Pragmatics into the Classroom*, this book will be a practical collection of lesson plans that incorporate pragmatics concepts into classroom activities. See the SIG website for further details.

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>.

Join PALE at our Annual General Meeting on Saturday, Nov 19, 2011 from 5:35 to 6:35 p.m. in Room 415 at JALT2011. The PALE Annual General Meeting (AGM) will discuss employment and professional issues that relate to language teachers, whatever the institution for which they work. PALE also works to combat discrimination of all kinds in the workplace and beyond. Everyone who would like to find out more is welcome to attend.

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, *Ryugaku*, and we are looking for new officers to join the team. 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、また支援できる場を提供しています。当部会のニュースレター“*Ryugaku*”への皆様からの投稿をお待ちしております。新役員の募集をしております。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。

Task-Based Learning

[🔍 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 SIG will be holding a forum at JALT2011 from 3:50 p.m. on Saturday, Nov 19, so come along for ideas, inspiration and the chance to meet other professionals working with TBL in Japan and beyond.

The JALT Task-Based Learning (TBL) SIG was created for teachers and other professionals who currently use, or are interested in using, task-based approaches in the classroom and focuses in particular on issues related to task-based language teaching and learning in the Asian EFL

context. We hope that the SIG will serve as a useful forum for the exchange of practical teaching ideas, theoretical discussion, and academic studies of TBLT issues. Our journal *OnTask* focuses on both research and theory in the form of feature articles as well as more practical TBLT-informed lesson plans. Potential contributors to *OnTask* are invited to contact our publications officer, Julian Pigott, at <julianpigott@gmail.com>.

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 Teacher Education and Development 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. At JALT National, TED and CUE will co-sponsor several events featuring Keith Johnson. These events include Johnson's Featured Speaker Workshop (*The good teacher: Studying expertise in teaching*); a scheduled informal discussion session on teacher expertise; and a joint SIG forum event (*Refreshing expertise in the university classroom*). Our comprehensive newsletter, *Explorations in Teacher Education*, welcomes stimulating articles! Find out more at <jalt.org/ted>. You can also stay in touch with TED online by becoming a friend of our mascot, Ted Sig, on Facebook, or following him <@tedsig> on Twitter.

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] [📧]

Teachers Helping Teachers (THT) is a grassroots organization founded by members of the Himeji City Chapter of JALT in 2004. THT is dedicated to the aid and assistance of fellow educators and students in and around Asia. We fulfill this mission by providing teacher training workshops that exhibit practical, student and teacher-friendly approaches to language educa-

tion that are informed by current research in the field. Seminars have been held in Bangladesh, Vietnam, Laos, the Philippines, and most recently, Kyrgyzstan. For more information, visit <tht-japan.org>.

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] [📧] [💬]

For 2011, we have planned an extra special JALT Junior to coincide with the introduction of English at elementary schools this year. The plenary speaker for 2011 is Emiko Yukawa, a well-known and respected teacher/researcher in the field of elementary education in Japan. Dr. Yukawa will talk about her experience and research related to the relationship between English taught in elementary schools and junior high schools. Also look forward to a forum with experts from across the field of children's language education, lots of workshops and presentations, and a special *Design for Change* event with Chuck Sandy.

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] [📧] [💬]

The Testing and Evaluation SIG is concerned with all aspects of testing and evaluating language performance and language programs, and welcomes both experienced teachers and those who are new to this area and wish to learn more about it. Our interests encompass both quantitative and qualitative approaches to language assessment, and include alternatives to traditional testing, such as peer and self assessment, portfolios, and project evaluation. *Shiken*, our refereed newsletter, contains a variety of assessment-related articles, including research reports, interviews with prominent authors, book reviews, and instructional columns on statistical analysis, Rasch measurement, and assessment literacy.

At the upcoming national conference, the Testing and Evaluation SIG will feature a presentation by the SIG founder, Dr. James D. Brown, *Is Mixed Methods Research the Answer?* We also welcome all current members and other interested parties to attend our Annual General Meeting, Saturday, Nov 19, from 6:45 to 7:45 p.m.



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

CHAPTER EVENTS

As this is my last issue as Chapter Events Column Editor, I would like to thank readers for their support, cooperation, and enthusiasm throughout the years. If you haven't yet attended a local chapter event this year – all of these events, with topics ranging from professional development to lesson ideas for the classroom – are planned and organized for our members – you!

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.

HIROSHIMA—*JALT bonenkai*. The Hiroshima Chapter is holding its annual year-end party. Bring the family and join the fun! The location details will be announced on the Hiroshima JALT home page <hiroshima-jalt.org>. RSVP Simon Capper at <capper@jrchn.ac.jp> by Dec 8 (the sooner the better). If you have any dietary restrictions, please let us know. *Fri 9 Dec 19:30-21:30; Location TBA; Fee for one-day members TBA.*

HOKKAIDO—*Year-End potluck dinner*. JALT members, families, and friends are all invited to share in this informal occasion. Everyone is asked to bring a dish to share. Turkey and soft drinks will be provided. *Sun 11 Dec 16:00-19:00; Hokkaido International School <his.ac.jp/about_his.html#directions>; See <jalthokkaido.org> for further information.*

IBARAKI—*Teaching reading and research method* by **Suzanne Bonn** (Nanzan U.), **Atsuko Ueda** (Ibaraki U.), and **Takayuki Nakanishi** (Tokiwa U.). We have three speakers lined up to present some innovative ideas about language teaching. Bonn will illustrate how the presenter took the concept of *Oxford Reading Circles* to a new level through the innovation of *Culture Circles*. Ueda will present tasks and projects for extensive reading classes. Finally, Nakanishi will demonstrate some statistical research methods for academic research. Afterwards join us for the annual year-end party. Please check our website for details. *Sun 11 Dec 13:00-17:30; Ibaraki University; <ibarakijalt.blogspot.com>.*

KITAKYUSHU—*Using effective search strategies to access available English language resources for research in Japan* by **James Hicks**. Whether using open access online materials or subscription databases, locating the most relevant books, journals, and articles for your research topic can be a challenge. A few simple online search strategies and the effective use of existing physical collections can reveal a wealth of English language materials available to scholars and researchers in Japan. *Sat 12 Nov 18:30-20:00; International Conference Center, 3F; Kokura; <jalt.org/chapters/kq>; One-day members ¥1,000.*

KITAKYUSHU—*End of year social event*. Come join us for our end of year social. Check the chapter website for further details closer to the



...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>.



date. Sat 10 Dec; Time, Place, Price TBA; <jalt.org/chapters/kq>.

MATSUYAMA—*Let's teach reading* by **Barbara Hoskins Sakamoto** (co-author, *Let's Go*, Oxford University Press; Program Director, International Teacher Development Institute). How can we help our students move from learning to identify individual words to reading sentences and stories? In this workshop, we'll answer that question by looking at what we can learn from reading instruction history and research, and use the best of both to create an eclectic reading program ideally suited to your students' unique needs. Sun 11 Dec 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members free.

OITA—*Listening activities for the 21st century*. Presenters will introduce useful tools and techniques for teaching listening. The topics covered will include: 1) shadowing activities on the Moodle LMS, 2) transcription activities using in-class group conversations, 3) adapting classroom content to an online CALL format with a focus on listening, and 4) preparing instructional materials for the TOEIC Listening test. Attendees will receive a list of online resources and will also receive free technical assistance by email for the presented tools – lifetime guarantee. Sat 12 Nov 14:00-16:00; Beppu International House, Beppu; One-day members ¥500.

OKAYAMA—*Expert teachers: What are they like and what do they do?* by **Keith Johnson** (Lancaster U.). What characteristics do expert language teachers have? What do they do in the classroom that distinguishes them from novices? This presentation will invite participants to think about such questions. We will briefly consider expertise in general, and then concentrate on language teaching expertise. It will be suggested that looking at the behaviour of expert teachers will help us train teachers better, and even to become better teachers ourselves. Sat 12 Nov 15:00-17:00; Okayama University, General Education Building, Room C32; <okayama-u.ac.jp/tp/access/soumu-access_tsushima_e.html>; One-day members ¥500.

OKAYAMA—*Discourse frames and materials development-What's the connection?* by **Mike Guest** (U. of Miyazaki). From teaching basic self-introductions to professional interactions within specialized domains, setting up frames for discourse enables better learner comprehension, deeper internalization, and greater transferability of both language form and skills. This presentation/workshop is designed to help teachers use discourse frames to become more conscious of locating the language they want students to learn. Participants will have the opportunity to design discourse frames suited to their own teaching situations. Sat 10 Dec 15:00-17:00; Okayama University; One-day members ¥500.

SENDAI—*More learning with less teaching* by **Charles Adamson**. What is a teacher's most effective role in the classroom? Although the answer is complicated and multi-faceted, this presentation will address the question by describing various classes in which the teacher did not *teach* in the traditional sense, and then evaluate outcomes as compared to control classes. The commonalities in these classes will be analyzed and used to develop principles and suggestions for improving language learning by non-teaching. In addition, some frequent objections to non-teaching will be discussed. Sun 27 Nov 14:00-17:00; Sendai Shimin Katsudo Support Center, 4F, Rm 5; <sites.google.com/site/jaltsendaiinfo/home/upcoming-events>; One-day members ¥1,000.

SENDAI—*Reports from JALT 2011 conference and bonenkai*. Local members going to the JALT National Conference in November will share highlights from the best sessions they attended. Join us for a good time of ideas and discussion followed by drinks, fellowship, food, and fun at our annual bonenkai (location TBA). Check out our website for more details <sites.google.com/site/jaltsendaiinfo/home/upcoming-events>. Sat 17 Dec 14:00-17:00; One-day members ¥1,000.

SHINSHU—*An afternoon with Curtis Kelly & Cengage*. Curtis Kelly (EdD) is a specialist on students with low confidence, ability, and motivation. Part 1) *The plastic brain: Emotion,*

cognition and movement in learning. We learn because the brain is plastic. Discoveries in regard to dopamine, the reward system, and learning might change most of what we do in the classroom. Part 2) *The brain, the self, and the successful learner.* The presenter will relate his theories to projects and activities from *Active Skills for Communication*. Sun 11 Dec; Nagano City; see the Events Calendar for venue and further details.

YAMAGATA—*Australia in terms of its history, culture, education, and language* by **Caroline Bellinger**. Sat 3 Dec 13:30-15:30; Seibu-kominkan, 1-2-23 Kagota, Yamagata-shi; One-day members ¥1,000.

YOKOHAMA—*My share and end of year party.*

My Share is an event where members present ideas, techniques, games, and activities that have worked well. Each presentation should be around 15-30 minutes long, focusing on practical explanation, demonstration, or getting the audience to actually do the technique. If you would like to present, just come along on the day with 25 copies of any materials you want to share. The *My Share* will be followed by an end of year party. Sun 18 Dec; Kannai Hall; Time TBA; Details will be posted on <yojalt.org> and ELT Calendar.



TLT COLUMN

CHAPTER REPORTS

AKITA: July—*Building a course in extensive reading for non-English majors* by **Ken Schmidt**. Schmidt (Tohoku Fukushi University, Sendai) described a university-level, elective EFL course that focuses on extensive reading with graded readers. This is the only English course many of these non-English majors take in a given year. It involves speaking, listening, and writing as well as reading. In-class emphasis is on interactive exercises, vocabulary-related activities, and reading speed. The key components of the course, 1) an independent reading program, 2) an initial class reader, and 3) in-class activities, were all presented in detail. Schmidt also showed how to integrate video into the course. Questions were answered throughout the informative presentation, and a good time was had by all.

Reported by Stephen Shucart

GIFU: June—*An introduction to the Montessori method* by **Karen Ricks**. Gifu JALT was given an insight into the Montessori teaching method in an absorbing presentation by Ricks (a *Best of JALT* winner in 2009). What makes you learn? Ricks suggested teachers should share their enthusiasm for teaching with young learners. The presenter outlined a brief history of Montessori. Dr. Montessori worked in slum areas in Italy where she saw individuals in need of stimulation, and developed several materials and methods that awakened the senses and focused on maximizing student potential. Ricks outlined the four aspects of good teaching: practical life, maths, language, and sensory materials. The presenter demonstrated several teaching methods, and the audience was given the opportunity to examine a diverse range of material that could be used in the classroom.

Reported by Brent Simmonds



...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.

GIFU: July—*On the drawing board: thoughts on ELT materials development* by **Marcos Benevides**. Benevides wrote a book because he hated textbooks, and stated that teachers are all material developers in the classroom. He then described textbooks as a tool and the job of teachers as one of making materials come alive. The presenter outlined several projects that he was working on, including graded readers and game books. Benevides is a strong advocate of task-based learning although he emphasized that many methods can help in the classroom. The presenter outlined the problems with reading in Japan and questioned whether students have the experience of reading in Japanese. He suggested that one of the jobs of a teacher is to spark the student's interest in reading. Benevides gave a brief but informative overview of his textbook publications, *Widgets* and *Whodunit*. He gave some good advice to prospective writers, which was to not be too conservative and remember that publishers are led by market research, and therefore, feedback from students and peers is essential.

Reported by Brent Simmonds

GUNMA: September—*Using conflict resolution techniques for language learning* by **Chris Stillwell**. Listening to Chris Stillwell, one gets the impression that he is an excellent moderator. With a calm demeanor and an easy smile, he is someone you can trust. Perhaps it isn't surprising then that Stillwell's presentation generated candid contributions from even the quietest of our attending members. In order to demonstrate the intersections between conflict resolution and language learning and teaching, Stillwell guided Gunma JALT members through three activities. The first activity required members to identify different parts of speech which could trigger conflict - some examples include the modal verbs *had better* and *must*. A double role-play activity had partners act out an argument using some of these trigger words, and then role-playing the same argument without them. Last, partners practiced active listening while avoiding *yes/no* and *why* questions. In a little under three hours, Stillwell showed attendees that conflict resolution techniques make excellent content for language classes while at the same time helping teachers and students deftly diffuse conflict in the classroom.

Reported by John Larson

KITAKYUSHU: July—*First annual brain day* by **various**. In a day so packed with presentations and discussions that attendees had to take notes while eating (but were fueled with Turkish coffee and cookies), about fifty people explored the implications of brain research for the EFL classroom. **Robert S. Murphy** began by comparing neurons to the reproductive system, in that excitation has to happen for transfer (of information) to take place. Students' emotions have to be engaged, as in the scene from *Dirty Harry*, and curiosity has to be satisfied. **Curtis Kelly** followed up with an explanation of how to create a rewarding dopamine rush for students. **Christopher Stillwell** led an activity that simulated a cocktail party to help students realize how successful their listening can be even when they don't understand 100% of the material. **Marc Helgesen** recapped the elements of happiness, which has more to do with people's attitudes toward life than with the number of happy events in their lives, and showed how it enhances learning. **Tim Murphey** introduced the notion of mirror neurons, which are responsible for altruistic behavior, and screened a very moving appeal by his students to the Ministry of Education to improve the teaching of English. **Hayato Mine** and **Suguru Goto** explained a picture-based system of communication that is helpful for disabled children and those on the autism spectrum. Group discussions led by the presenters helped attendees consolidate what they had learned and think about applying it to their own teaching situations.

Reported by Dave Pite

KITAKYUSHU: September—*The significance of the implicit vs. the explicit distinction for language pedagogy* by **Rod Ellis** and *A fluency first approach through extensive writing in the EFL context* by **Steven Herder**. Ellis reminded us that the main goal of second language instruction is to develop implicit knowledge, because without it, communication is difficult. Implicit language learning occurs without intentionality and without awareness. This is how children learn their first language, and their caregivers are providing all the input they need. Ellis encouraged us to consider the extent it is possible to facilitate the (essential) implicit understanding of

a second or foreign language and its relationship with explicit instruction. He feels that confidence in communicating comes from building up implicit knowledge, and that the lack of access to it must be offset by appropriate exposure, with students discovering implicit rules for themselves. With a combination of presentation and discussion, Ellis guided us from awareness-raising through brainstorming to ways to facilitate this, which ran late and spilled over into a nearby café. Herder described his epiphany after many years of classroom teaching when he took an MA course having dutifully followed the Presentation, Practice, Production (PPP) module for years. He realized that his students were simply “doing anything to get out of the classroom” and wanted to change that. Herder points out that “input can be controlled but output cannot be put in a can.” He proposes that successful language learning first focuses on fluency, then accuracy and complexity. The first activity in his classes (duplicated in this presentation) is ten minutes of free writing, with no dictionary, eraser, stopping, or talking, with follow-up activities such as counting adjectives, words in the past tense, or words using time and then putting them together in a scale. Results included some classes doubling their average word count over one year well above the expectations of their curriculum organisers. Herder then went on to describe a variety of innovative exercises which made a good personal introduction to his inspiring website <stevenherder.org>.

Reported by Dave Pite

KYOTO: July—Project based learning and teaching by various. 1) *Classroom projects: Changing students' worldview* by **Oana Cusen**. This presentation highlighted the learner, rather than the teacher, as the navigator of the learning experience. The colorful posters that were displayed during the presentation were impressive and showed how much the students were engaged in the project. 2) *The 24/7 classroom* by **Oliver Kinghorn**. The presenter described two content-based courses and discussed how his students consolidated their out-of-class research on global topics in blog-like, digital portfolios. The blog content was also presented by the student-authors during class in small groups. 3) *Introducing the project-based English*

program in the College of Sports and Health Science of Ritsumeikan University by **Shuhei Kimura**. The presenter introduced a two-year, four-project curriculum in which students do themed projects on topics ranging from basic interests to more academic fare. Each project consisted of research and group discussion, a presentation, a debate, and a panel discussion, culminating with a final academic paper. 4) *Position! Place! Shape! story project* by **Heidi S. Durning**. A component of a class of mixed-level design students, this project teamed short English stories with original artwork. Learners exercise their creativity and inspire each other while becoming comfortable working in English.

Reported by Gretchen Clark, Julia Harper, & Michi Saki

NAGOYA: July—Thoughts on ELT materials development by **Marcos Benevides**. Benevides discussed how to publish course books using his textbook, *Widgets*. His approaches and methods are based on his own English-learning experiences when at the age of eleven, he emigrated from Brazil to Canada. The extensive reading programs at his school increased his vocabulary. Also, reading adventure stories and scientific fiction stimulated his passion for reading. Character sheets helped him understand the details of a story and develop his philosophy. *Widgets* features role-plays, such as a simulation of working for a company, developing a new invention, making market research, and advertising a new product after making the decision on the best invention as the management team, which motivates students in a particular way. Benevides believes textbooks should be authentic and theme-based, feature predictable grammar points, and act as a bridge for extensive and intensive readings. Introducing various situations using video helps students understand the pragmatics of conversation. As for publishing, publishers are concerned about market research. There are four choices for publishing: a large international publisher, a foreign-owned local publisher, a Japanese ELT publisher, or self-publishing. There is also a final option, a print-on-demand service called *Lu-lu* which can assist in publishing your book and selling it online at a reasonable price.

Reported by Kayoko Kato



TLT COLUMN

JOB INFORMATION

Preparing for employment success

Mike Parrish & Richard Miller

Sometime after the cicadas stop whirring and before the leaves turn, the traditional Japanese academic hiring season begins. This is also traditionally when many of us start thinking about updating and improving our CVs. However, as job openings can be posted at any time—like during your vacation—it is well-advised to heed the Boy Scouts' motto, "Be prepared!" by having necessary application documents ready at a moment's notice.

Getting a job in education involves more than writing and mailing a good CV. Most university applications require support documents to create a complete application package. It can be time-consuming to find or create some of the items, so it is important to prepare, copy, and organize them in one easily accessible place, in order to take rapid advantage of sudden job opportunities. Here are some of the basic documents you need for a typical academic package:

- **Up-to-date academic CV, résumé, publication list, and list of references:** While it might seem obvious, the first step is to ensure that your basic documents are all up to date; every six months is a good rule of thumb.
- **Credentials and support documents:** Other items that should be copied (and/or scanned electronically) are academic degrees and transcripts, letters of recommendation, copies or off-prints of publications, and summaries of your publications. Some less common documents include copies of your alien registration card, passport, or the report of your annual physical (health check).

- **Teaching philosophy and history:** Items that are not always required, but paint a clearer picture of you as an instructor include a classroom video, syllabi and lesson plans, and student evaluations.

The beginning of the semester is a good time to organize your application materials, because while classes are in full swing, you have easier access and less pressure. Collecting these items now, and keeping them in a safe, accessible place, will save you time while you are trying to meet a last-minute application deadline.

In addition to the previous list, other documents must be written specifically for each application: The cover letter and the personal essay. These pieces are a great opportunity to explain your teaching philosophy, experience, research interests, and professional goals, and how your personality, abilities, and experience can match with the position for which you are applying.

...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>.

Although you will need to customize the length and content of your letter and essay for each application, having a general template and set of points to emphasize will help you develop a powerful and persuasive essay and cover letter.

Finally, having gone to the trouble of organizing all of this data—some of it personal—it is important to keep your materials safe and accessible. Wherever you store it—an old metal briefcase, a file cabinet, or a fire-proof safe are all good choices—it does no good to collect the information if you can't find it when you need it. Most Japanese application packages are required in hard copy, so keeping paper duplicates is crucial. Nevertheless, it is also a good idea to keep as much of this data as possible in electronic form. Keep it on your computer and

a backup drive, but also somewhere accessible by Internet, like a web-based email program or online storage site like *Dropbox*, to accommodate submission of your materials even if you are not at home.

Job postings

Hokusei Gakuen University in Sapporo is accepting applications for a full-time, tenured position to be filled beginning April 1, 2012. Japanese skills adequate for clerical work are required, and the application deadline is October 31. For more information, see <www.hokusei.ac.jp>.

For a complete list of job postings please see the job information website.



TLT COLUMN

CONFERENCE CALENDAR

Upcoming Conferences

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>

18-20 NOV 11—10th International AsiaCALL Conference, Bangkok. 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. Plenary speakers will be Phil Benson, Laurel Kamada, Jack C. Richards, Ken Wilson, and Emiko Yukawa. Contact: <jalt.org/conference>

30 NOV 2-DEC 11—Applied Linguistics Associations of Australia (ALAA) and NZ (ALANZ) Second Combined Conference: *Applied*



...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 November is the deadline for a February 2012 conference in Japan or a March 2012 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

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>

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

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>

27-28 JAN 12—32nd Annual Thailand TESOL International Conference: *Teacher Collaboration - Shaping the Classroom of the Future*, Bangkok. **Contact:** <thaitesol.org>

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>

25-26 FEB 12—8th Annual CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia. **Contact:** <camtesol.org>

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. **Contact:** <english.cityu.edu.hk/aplspca>

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>

28-31 MAR 12—46th Annual TESOL Convention & Exhibit: *A Declaration of Excellence*, Philadelphia, USA. Keynote speakers will be Alberto M. Carvalho, William Labov, Kurt Kohn, Christine Coombe, Heidi Byrnes, and Jun Liu. **Contact:** <tesol.org/s_tesol/convention2012/index.html>

1-5 JUN 12—The Annual JALTCALL Conference, Konan CUBE, Hirao School of Mgmt., Konan U., Nishinomiya. **Contact:** <jaltcall.org/events>

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: 30 NOV 11 (FOR 25-27 MAY 12)—15th International CALL Research Conference, Taichung, Taiwan. Keynote speakers will include Rick Kern (UC Berkeley) and Hsien-Chin Liou (Nat'l Tsing Hua U., Taiwan). **Contact:** <cs.pu.edu.tw/~2012call>

DEADLINE: 30 NOV 11 (FOR 9-10 JUN 12)—Applied Linguistics and L2 Materials Development, U. of Limerick, Ireland. Invited speakers will be Kathleen Bailey, Anne Burns, Andrew Cohen, David Hill, Annie Hughes, Chris Kennedy, Ben Fenton-Smith, Irma Ghosn, Alan Maley, Hitomi Masuhara, Freda Mishan, Jaya Mukundan, Ivor Timmis, and Brian Tomlinson. **Contact:** <matsda.org.uk/conferences/annual_conf/limerick_2012.htm>

DEADLINE: 17 FEB 12 (FOR 26 MAY 12)—4th Annual NEAR Language Education Conference, Niigata. **Contact:** <iuj.ac.jp/language/conference/near>

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>

DEADLINE: APR 12 (FOR 4-7 OCT 12)—13th National Conference for Community Languages and ESOL, sponsored by TESOLANZ and CLANZ, Palmerston North, NZ. **Contact:** <clesol.org.nz>

DEADLINE: 1 JUN 12 (FOR 9-10 SEP 12)—The 2012 Science and Art of Language Teaching (SALT) International Conference SALT International Conference, Arau, Perlis, Malaysia. **Contact:** <icon.saltofworld.org/index.php/SALT/2012SALT>

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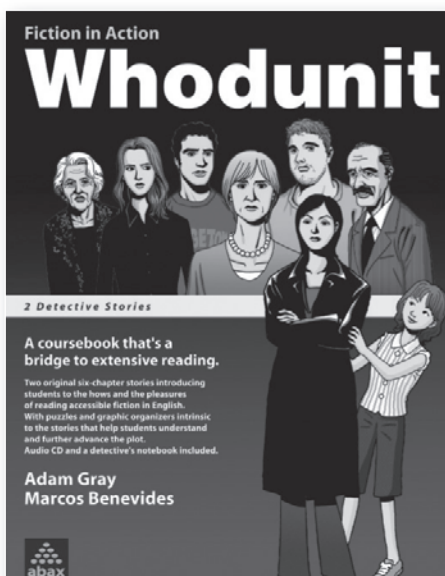
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TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

Reason art that thine does Romeo?

I'm addicted to two websites. (Oh no, you say, here it comes: The Confession.) I visit these sites night and day, at home and work. I can't stop myself. I'm sure there are other sites like them (maybe some of you can clue me in on a few good ones), but I've latched onto these two in what some people may call an unhealthy way.

One is "Excite Translation." It turns Japanese text into English, Chinese, Korean, and a handful of European languages. Don't get me wrong: I almost always carry my bilingual dictionary with me, and I still occasionally practice writing kanji characters on café napkins. But in a pinch, with an email from school admin sitting in front of me and a looming deadline written at the bottom of it, I often give in to the temptation to stop reading and just fire up Excite, put my data in, and get some instant gratification. (I'll stop the suggestive analogies here.)

Excite is far from perfect. A good 30% of the time the English translation leaves me no clearer on the meaning than the original Japanese. Idioms get tortured and literalized in incomprehensible ways. Unusual or difficult-equivalency words are sometimes left to rot in romanized Japanese form. I see a lot of *ni* and *kara*, and I doubt the generator is referring to trendy K-pop girl groups.

A while ago I performed an experiment with the website, something I had learned from an essay by the Italian academic, Umberto Eco. (Thankfully his essay was written in English, without help from any free websites.) Eco was demonstrating the frailty of meaning between languages by repeatedly inputting selected

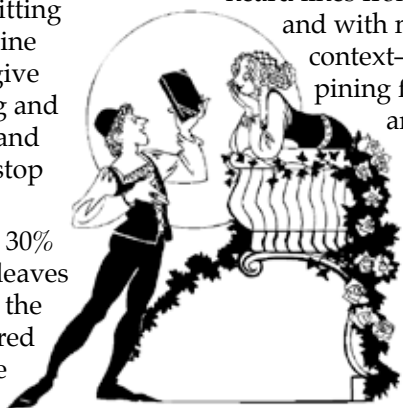
phrases into translation software—for example from English to Japanese and back—to show how far from the original the numerous translations and retranslations could go. For my own experiment, I used—well, take a look at the column title above and guess which famous phrase I used.

The reason I was interested in this particular phrase (written by a guy whose name translates to Japanese literally as *yari wo furu*, then back to English as *a spear is shaken*) is that several years ago I was sitting in a colleague's graduate English class, and he was referencing *Romeo and Juliet* to make a point about literature. He pulled out a Japanese copy of the play, pointed to a line in the balcony scene and asked a student to translate what Juliet said. The student read the Japanese passage, then looked up at the teacher and said, "Why are you Romeo?" For some reason most of the class snickered.

It sounded funny to me, too. As a kid I had heard lines from that scene dozens of times, and with my limited knowledge of the context—a girl alone on a balcony, pining for a man she has barely met—and my even more limited knowledge of archaic English words like *wherefore*, no one could blame me for thinking that Juliet was looking out the window and asking "Where are you, Romeo?" As far as I can remember I never tested this hypothesis by asking my parents "Wherefore art the car keys?" (My dad would probably

have mockingly pointed to them on the desk and said, "Therefore!") The graduate student's plain English translation gave Juliet's soliloquy new clarity for me. But of course a 21st century Juliet wouldn't waste time talking to herself; she'd just text him on her cell phone: *y r u Romeo?* To which a confused Romeo might reply...how do you say WTF in Early Modern English?

The other website I like is the Weather Channel.



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.

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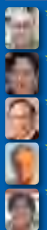
Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing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

JALT2011



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PLENARY SPEAKERS



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* Laurel Kamada
* Jack C. Richards
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* Emiko Yukawa
(JALT Junior)

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* Kip A. Cates
* Philip Chappell
* Fiona Copland
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* Chris Kennedy
* Tom Kenny
* Theron Muller
* Gregory Sholdt

AND MUCH MORE

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Preregistration deadline: 26 October, 2011

For further information: <http://jalt.org/conference>



JALT2011 has received Koen-Meigi endorsements from the Ministry of Education, Culture, Sports, Science and Technology -- Japan (文部科学省), The Japan Foundation (国際交流基金), The Science Council of Japan (日本科学会議), and Shibuya-Ku (渋谷区).

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第37回 全国語学教育学会
年次国際大会・教材展示会

2011年11月18～21日

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基調講演



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* 湯川 笑子
(JALTジュニア)

招待講演

* アンディ・ブーン
* キップ・A・ケイツ
* フィリップ・チャッペル
* フィオナ・コップランド
* キース・ジョンソン
* キャシー・カンパ
* クリス・ケネディ
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* セロン・マラー
* グレゴリー・ショルト

その他にも

* JALTジュニア (児童英語教育に関する学会)
* 通信機器を活用したワークショップ
* 数多くの研究発表、実践的なワークショップとデモンストラーション
* 大学院生による発表の場
* Best of JALT celebration
* ポスターセッション
* 交流会

事前登録の期限は10月26日(水) (消印有効、オンライン申込の場合は送信日)です。

詳しくは: <http://jalt.org/conference>



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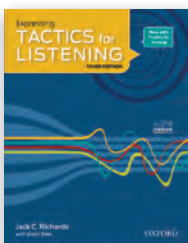
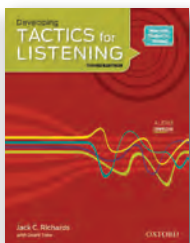
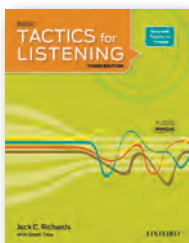
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