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In this month's issue . . .

JUNE is the time of year when the school year starts to stretch into infinity; a month away from Golden Week and another month to go before exams and summer break. If you feel you need to find some ideas to refresh your teaching, then you've come to the right place. In our Feature, **Leigh McDowell** researches the influence of L1 instructions on student performance. In Readers' Forum, **Harumi Kimura** and **Vick Ssali** discuss the benefits of combining narrow listening and reading in class, followed by **Iain Campbell's** interview of **Giovanni Tweak**, owner and founder of *Drive-Through ESL*, an English school based in the virtual world of *Second Life*.

These informative articles are topped off with My Share contributions from **Charlie Canning**, who encourages development of basic research skills with EFL students, and **Luke Fryer**, who discusses one way he solicits feedback from his students. In Book Reviews, **Mayumi Asaba** reviews *Active Skills for Communication Book 1*. These columns are of course followed by all of the other regular columns that comprise TLT.

Next month will be our JALT2009 Pre-Conference TLT, filled to the brim with information about what will be happening in Shizuoka in November this year.

Until then . . . all the best,

Theron Muller
TLT Coeditor

ゴールデンウィークが過ぎ、テストや夏休みまではまだひと月ある6月は、何かと間延びのする時期でもあります。もし授業をリフレッシュさせるアイデアをお探しであれば、TLTこそまさにふさわしい場所です。Feature では Leigh McDowell が、教師のL1使用が学生の課題達成度に与える影響について調査しています。Readers' Forum では、Harumi Kimura と Vick Ssali が特定のトピックに焦点を絞ったリスニングとリーディングの利点について語っています。次に Iain Campbell による、Second Life上のバーチャル英語学校 Drive-Through ESL の創始者であり経営者でもある Giovanni Tweak のインタビューをご覧ください。

さらに My Share では、Charlie Canning による学生の基本的なリサーチスキルアップを奨励するアクティビティーと、Luke Fryer の学生からフィードバックを得る方法が取り上げられています。Book Reviews では、Mayumi Asaba が *Active Skills for Communication Book 1* について述べています。もちろんその他にも、今月号はおなじみの記事でいっぱいです。

来月号は JALT 年次大会準備号となります。今年の11月、静岡で何が起こるか...たっぷりお楽しみいただけることと思います。

それでは、その時まで...



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L1 use in instructions for low-level learners

Keywords

task instructions, L1 use, task performance, low-level proficiency, teenagers, high school, communicative language teaching

This study examined the effects of L1 use in instructions for low-level proficiency, senior high school students. The following three treatments were given to participants in an independent groups study: (a) all English instructions, (b) English before Japanese instructions, and (c) Japanese before English instructions. Task performance and rating of understanding were measured. One-way ANOVA showed a significant difference in both task performance and rating of understanding for groups receiving L1 support compared to those receiving all English instructions. No significant difference was found between the English before Japanese pattern and the Japanese before English pattern. Additionally, the participants were surveyed for their preferences for L1 use in instructions. A clear majority (89.68%) preferred some form of L1 support.

この研究においては、英語熟達度の低い高校生を被験者として言語タスクを行わせる時に、日本語を補助的に使用した場合の効果进行分析した。それぞれ別のグループに対して、3種類の異なるパターンによる指導（a. 英語のみを使用、b. 英語を使用した後、日本語を使用、c. 日本語を使用した後、英語を使用）を行い、その課題達成度と理解度を測定した。一元配置分散分析（one-way ANOVA）によると、指導がすべて英語でなされたa.のグループに比べて、日本語が補助的に使用されたb.、c.のグループに、課題達成度や理解度において顕著な差異が見られた。なお、b.とc.のように日本語使用と英語使用の順序を変えても、その結果に顕著な差異は見られなかった。また、日本語を使用した指導の是非について被験者に調査をした結果、彼らの過半数（89.68%）が、何らかの形で日本語のサポートを好んでいるという結果を得た。

Leigh McDowell

Temple University,
Japan Campus

THE role of students' first language (L1) in the field of English as a foreign language (EFL) remains a contentious issue. Here in Japan it is no exception. Views regarding the use of L1 in EFL classrooms vary as much as the classrooms themselves. All are no doubt shaped by and often unique to the settings in which they belong. While few would disagree with the principle that English (L2) needs to be maximized in EFL classrooms, there is research showing that in monolingual contexts like Japan, students' L1 can be a valuable resource for language learning (Burden, 2000; Cole, 1998; Weschler, 1997).

It has long been known that L1 use can be of particular benefit to teenage learners (Atkinson, 1993) but a lot of the research that has been done here in Japan looking at L1 use has been concerned with students at the university level (Burden, 2000, 2001; Cole, 1998; Critchley, 1999; Stephens, 2006; Weschler, 1997). This study shifts the focus to senior high school, where research is clearly needed on ways to increase the effectiveness of English language teaching for low-level proficiency, teenage learners.

Von Dietze and von Dietze (2007) looked at approaches to L1 use in EFL classrooms and found helping students understand instructions to be one area particularly appropriate for L1 support. Similarly, Critchley (1999) looked at what Japanese university students want from their teachers in terms of L1 support in class and found most wanting support in pedagogical activities such as instructions. The purpose of this study was to further the investigation of the use of students' L1, specifically for oral instructions.

The effects of three patterns of L1 use for instructions were investigated. The three patterns were: (a) all English instructions, (b) English before Japanese instructions, and (c) Japanese before English instructions. Effects of the three patterns were measured in two ways. The first was participants' performance on a task-based test. Results of this test depended to a large extent on understanding the oral instructions. The second was participants' ratings for understanding those instructions. In this study, the statistical model, Analysis of Variance (ANOVA) was used to investigate whether one of the three patterns was more effective than another.

A second aim of the study was to investigate participants' preferences for L1 use in instructions. A survey was conducted asking the participants to choose the pattern of instructions they preferred from the following five patterns: (a) all English instructions, (b) English before Japanese instructions, (c) Japanese before English instructions, (d) all Japanese instructions, and (e) no preference.

To meet the aims of this study the following research questions were investigated:

1. Is there a systematic difference in participants' performance on the task-based test between the three patterns of L1 use?
2. Is there a systematic difference in participants' ratings of understanding instructions between the three patterns of L1 use?
3. Do participants have a preference for a particular pattern of L1 use in oral instructions?

Method

Participants

A total of 223 participants in 12 classes were taken from 381 1st-year senior high school students in one Japanese private senior high school (sampling details given in Procedures). There were 155 males and 68 females. The participants were all 15 to 16 years old, from a middle-class background, were taking the mandatory Oral Communication 1 course (OC1), and could be described as low proficiency learners.

Materials

A task-based test was developed specifically for this study (see Appendix A). The test was made up of four tasks. Each task was taken from the textbook that participants used in their OC1 lessons. The tasks were modified so that they were slightly different to what had been done in class. They were purposefully made more dependent on instruction. All instructions were given orally and not written. The raw scores from this test, on an interval scale, formed one of the two dependent variables in the study (here on referred to as task performance).

Instructions for the task-based test were administered according to a script so that all groups received the same set of instructions, differing only in the pattern of L1 use prescribed in the treatment. The script (Appendix B) was first developed in English and translated, with the help of native speakers, into Japanese. The script and task-based test were piloted with two separate groups before being utilized in the study.

A survey was also developed specifically for this study (Appendix C). The survey consisted of

three items. The first was a distracter. The second asked participants to rate their understanding of the instructions on the task-based test from 0 to 100%. Results from this item, on a ratio scale of 0 to 100, formed the second dependent variable in the study (here on referred to as rating of understanding). The third item asked participants to circle the pattern of L1 use they preferred for instructions in their OC1 classes.

The survey was developed in English, and with the aid of native Japanese speakers, translated into the participants' L1. Only the Japanese version was given to participants. The results of the survey were numerical and did not require any back-translation.

Procedures

An independent groups test was conducted with twelve separate classes. Each class received one of the three treatments for instructions as listed in Table 1. These treatments (T1, T2, and T3), on a three level nominal scale, formed the independent variable in the study.

Table 1. Three treatment groups representing three patterns of L1 use

T1	T2	T3
All English instructions	English followed by Japanese instructions	Japanese followed by English instructions

The 12 classes in this study were intact classes from two different streams within the 1st-year level. Students' placement into these streams at the beginning of the school year is based on academic focus and splits students into two levels of academic proficiency. Treatments were allocated randomly to six groups in the lower stream (groups B1, B2, C1, C2, D1, & D2) and six groups in the higher stream (groups E1, E2, F1, F2, G1, & G2) so that there were an equal number of treatments distributed among the two streams (see Table 2).

The task performance test was administered once to each of the twelve classes. The test fitted into participants' regular OC1 lessons as a review of content previously covered in the course. That is, the participants had already learned the vocabulary and grammatical forms needed to complete the tasks successfully. In this way, it was hoped that reaction to the instructions would be more apparent than reaction to content.

Table 2. Random sampling of the three treatments to the 12 independent groups

T1	T2	T3
C2(19)	B2(17)	B1(20)
D2(18)	D1(18)	C1(17)
E1(20)	F2(19)	E2(18)
F1(19)	G1(18)	G2(20)
(<i>n</i> = 76)	(<i>n</i> = 72)	(<i>n</i> = 75)

Note. Number of participants in groups given in parenthesis

All four tasks on the test were typical OC1 tasks with the exception that there was no interaction and no written instructions. All instructions were administered verbally utilizing the pattern prescribed by the treatment. Interaction was excluded to meet the assumption of independence, a requirement of the statistical model utilized in this study. Typically, OC1 tasks involve students interacting with a spoken component. On this test, the spoken component came only from the teacher's instructions.

The survey was administered immediately following completion of the task-based test. Here participants were asked to rate their understanding of instructions on the test. Then on question three, participants were given the chance to choose the pattern of L1 use that they preferred for instructions in their OC1 classes.

Analysis

The alpha level for the experiment was set at $\alpha < .05$. One-way ANOVAs were performed on each of the two dependent variables: task performance and rating for understanding. The Bonferroni adjust-

ment was applied to account for using two ANOVAs in the one independent groups test. Post hoc Scheffè and LSD tests were used to identify significant differences within the groups. Box's test was applied for the assumption of equal variance.

Results

Results shown in the descriptive statistics (Table 3) indicate that mean task performance scores for English before Japanese instructions (T2) and Japanese before English instructions (T3) were similar to each other but both different to the all English instructions pattern (T1). A similar effect is evident for rating of understanding.

Table 3. Descriptive statistics

	Task performance			Rating of understanding		
	T1	T2	T3	T1	T2	T3
<i>n</i>	76	71	76	76	71	76
<i>M</i>	8.51	14.72	15.26	39.08	51.56	58.80
<i>SD</i>	4.77	5.26	3.79	24.57	28.89	24.29
Min	0	2	4	0	0	0
Max	19	23	23	95	100	100

Table 4 presents results from one-way ANOVA on the dependent variable, task performance. Table 5 shows the one-way ANOVA for the other dependent variable, rating of understanding. These results show that there was indeed a significant difference in means among the treatment groups for both task performance and rating of understanding. Box's test of equality of covariance confirmed the assumption

Table 4. Results of one-way ANOVA for task performance

Source	SS	df	MS	F_{obs}	<i>p</i>	Partial η^2	Power
Between groups							
Task performance	2119.00	2	1059.50	49.36*	0.00	0.31	1.00
Error							
Task performance	4722.09	220	21.46				
Total							
Task performance	43316.00	223					

* $p < .05 \div 2$ for the Bonferroni adjustment

Table 5. Results of one-way ANOVA for rating of understanding

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	F_{obs}	<i>p</i>	Partial η^2	Power
Between groups							
Rating of understanding	15115.76	2	7557.88	11.24*	0.00	0.09	0.99
Error							
Rating of understanding	147971.03	220	672.60				
Total							
Rating of understanding	715598.00	223					

* $p < .05 \div 2$ for the Bonferroni adjustment

of equal variance was met.

Post hoc Scheffè and LSD tests both indicated that T1 was significantly different from T2 and T3 for both task performance and rating of understanding. However, no significant difference was evident between T2 and T3 for either task performance or rating of understanding.

Table 6 presents results from the survey of participants' preferences for L1 use. The English before Japanese instructions pattern was by far the most frequently preferred pattern—double the next nearest preference, the all Japanese instructions pattern. Looking at the results in Table 6 it is clear that a vast majority of participants in this study prefer some form of L1 support for instructions.

Table 6. Participants' preferences for patterns of L1 use in oral instructions

Pattern of L1 use	Tally	%
All English	2	0.9
English before Japanese	95	42.6
Japanese before English	46	20.6
All Japanese	59	26.5
No preference	21	9.4
Total	223	100.0

Discussion

Results from this study show that groups receiving L1 support in instructions performed significantly better than those who received all English instructions. The order in which the L1 instructions were presented had no significant effect on task performance. Similarly, groups receiving L1 support rated their under-

standing significantly better than those who received all English instructions. Again, no significant difference was found for the order in which the L1 instructions were presented. These results suggest that offering L1 support for low-level proficiency high school students might be one way to help them understand and perform better on tasks and brings into question the all English approach for this type of learner. By utilizing students' L1 for instructions, teachers might still be able to address the areas of meaning-focused input and fluency development.

Meaning-focused input or fluency development?

One of the aims of this study was to determine if one pattern of L1 use in oral instructions was more effective than another. That is, if groups receiving treatments T2 and T3 performed or understood better than the other groups. Results indicated that for both task performance and rating of understanding, there was no significant difference between offering L1 instructions before or after the English instructions. This and the results of the survey present an interesting insight.

The pattern most frequently preferred in the survey was by far English before Japanese instructions. Teachers can use this along with the all English pattern to provide students with meaning-focused input. But this is not the only possible pattern. Participants in this study performed no better with this pattern and rated their understanding no better than the Japanese instructions before English pattern. This suggests that this pattern may also be worthy of consideration; particularly, in the area of fluency development for listening. By shifting to the Japanese before English instructions pattern, students already know the meaning before receiving the L2 instructions and so can be pushed to listen to the English instructions at a faster and more fluent

speed without concern for misunderstanding. If teachers in Japanese high schools feel that fluency for listening is not being developed well enough, utilizing the L1 before L2 pattern for instructions might be one way to address the issue.

All English approach?

Results of the survey indicated that a clear majority (89.7%) preferred some form of L1 support for instructions, with only 2 out of a total of 223 participants choosing the all English instructions option. Weschler (1997) pointed out that there was confusion in Japan that modern communicative methods demand an all English approach and that this has led to the misapplication of English-only methods in learning situations where they do not belong. If high school is one of those situations, then results of this study suggest that application of students' L1 for instructions might be a more reasonable approach.

When conducting classes for low-level proficiency learners entirely in English, there is always a danger that in order to be understood, teachers might bend or contort their English to such a level where it is no longer natural. Then the point is somewhat lost. Application of students' L1 for instructions offers a way around this. When teachers are confident that students understand their instructions and know what they are required to do, teachers can then give English instructions which are as close to natural and authentic as possible. After continuous exposure to instructions given in this way, students are more likely to increase their listening comprehension of English.

All Japanese approach?

Worth noting here is that a fourth pattern of L1 use exists, the all Japanese pattern. This pattern, commonly used in Japanese high schools, was investigated in the survey but not in the independent groups test. Obviously, students can be expected to understand and perform well with instructions given all in their native language, but giving instructions only in Japanese takes away one opportunity to boost L2 input. That is not to say that this pattern does not have its place—26.5% of the participants in this study chose the all Japanese instructions preference on the survey—but that place is at the opposite end of the all English extreme. L1 support for instructions might be one way to provide a stepping stone for students to get from the one extreme to the other.

Conclusion

Results from this study suggest that if teachers of low-level proficiency learners in high school English classes

in Japan are looking for ways to increase their students' performance and understanding of tasks, they would do well to consider L1 support for instructions. In spite of good intentions to use all English, the students' L1 is there with them in the classroom and so offers itself as a valuable resource for language learning. The first year senior high school students in this study indicated that they preferred the use of that resource.

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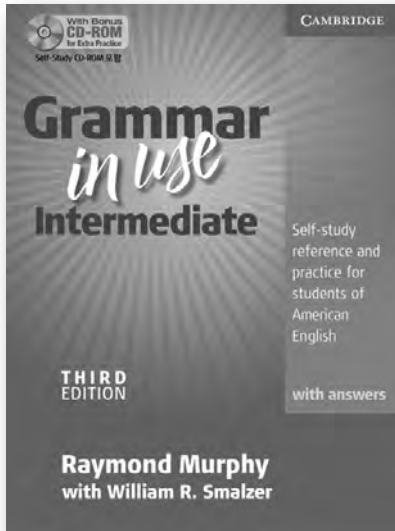
Appendices

The appendices for this article can be downloaded from <jalt-publications.org/tlt/resources/2009/0906a.pdf>.

Leigh McDowell has been teaching and learning in Japan for 9 years. The first 5 he worked in a private language school and was exposed to a wide variety of students. For 4 years he has been teaching senior high school in Nara Prefecture. He is studying in the Master's Program at Temple University, Japan Campus. His current research focus is examining ways of increasing the effectiveness of communicative language teaching in high schools in Japan.

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The case for combining narrow reading and listening

Keywords

narrow reading, narrow listening, comprehensible input, L2 reading, L2 listening, course coordination, peace education

This paper explores the benefits of combining narrow reading and listening in instructional contexts. Topic familiarity has been found to be helpful for vocabulary learning as well as reading and listening comprehension. Reading and listening on a familiar topic make it possible to use specific background knowledge and recycle language learned in context. To demonstrate how purposely enriched contextual knowledge can be advantageous for learners learning to read and listen, we report on a course coordination project based on the idea of narrow input. From this project emerged two recommended pedagogical approaches: presenting information *from specific to general* and *with both spoken and written input together on a single topic*.

本編は、外国語学習の初級・中級の段階で、特定のトピックに関連した教材を集中して学ぶことによって、読解と聴解の訓練を同時進行で、より効率的に・効果的に行う手法を検討する。教材を特定のトピックに限定することの利点を、平和教育をテーマとしたコース連携の実践例を紹介しながら議論する。

As an advocate of input-based language learning, Krashen (1981) proposed narrow reading. Instead of hopping from topic to topic, narrow reading in any single topic area provides rich exposure to related vocabulary and contexts. Topic familiarity and contextual knowledge is developed, decreasing learners' cognitive load and facilitating reading comprehension. Second language readers thus learn to read more quickly and fluently. The conceptual and pedagogical leap between the argument for narrow reading (Krashen, 1981, 2004) and the argument for narrow listening (Krashen, 1996) is not large because familiar contexts are also beneficial in comprehending naturally used language. Since a case for explicitly integrating these two pedagogical practices has not been made, we explore the instructional potential of combining them. In addition, we report on a case study of a successful course coordination project that was conceptually based on the pedagogical significance of narrow input, one that proved helpful in creating a rich environment for language development.

Background

Narrow reading started as the antithesis of the prevalent instructional approach. It is typical that course books move through a range of situations and topics. Educational writers and classroom instructors seem to think that a wide variety of topics in the learning materials are advantageous for the learner. Another common assumption is that language learning should move from general to specific. Students start out by dealing with a range of general situations, genres, authors, styles, and topics. Later, at the advanced stage, they can specialize in areas of interest. However, Krashen (1981, 2004) thought otherwise—that learners can and should specialize earlier rather than later.

Krashen's input hypothesis (1985) claims language is acquired when learners are exposed to a large amount of comprehensible input, at or just beyond their present level of language knowledge and skills. Comprehensible input is easy to provide through narrow reading because common

vocabulary and discourse is often repeated within single topics or similar contexts. Narrow reading also makes multiple exposures to the same language features possible in instructional settings. In other words, it provides for a sort of built-in review (Krashen, 1981). Schmitt and Carter (2000) compared general and narrow reading texts, finding the latter contained more unique high-frequency content words and fewer overall word types (such as proper nouns). This lighter vocabulary learning load helps make narrow reading texts more accessible to learners. It also supports and encourages reading comprehension, enthusiasm, and vocabulary acquisition (Cho, Ahn, & Krashen, 1994). The cumulative effect of narrow reading thus provides a fruitful learning environment for further language development.

The case for narrow listening has been established in a similar manner. Comprehension of aural language input constitutes a basis for learning to listen. Repeated listening to recorded casual speech in an area of students' interest is helpful for developing listening skills and language competence in general, as well as for reducing stress associated with second-language listening (Caspino, 2005; Dupuy, 1999).

Although similar, narrow reading/listening can be differentiated pedagogically from extensive reading/listening in several ways, as Table 1 indicates. In general, the former approach is more teacher-centered and controlled than the latter.

Additionally, there are parallels between content-based instruction (CBI) and narrow reading/listening, primarily in their meaning-focused approaches. CBI is meant to kill two birds with one stone, simultaneously facilitating acquisition of language and academic content in immersive, bilingual educational contexts (Brinton, Snow, & Wesche, 2003). On the other hand, in narrow reading/listening, content is utilized to promote language learning, with the primary aim of acquiring language skills in meaningful contexts. In short, narrow reading/

listening has theoretically discrete underpinnings from other pedagogical approaches despite noticeable common features.

Why combine narrow reading and listening?

Combining narrow reading and listening into one integrated pedagogical approach has the potential to effectively and efficiently enhance language learning in several ways. In narrow reading, a key advantage is the recycling of common words within identical or similar contexts (Schmitt & Carter, 2000). We can infer this also takes place during narrow listening. Memory researchers have suggested our orthographic processing is connected to phonological processing, meaning that it is easier to learn a word if we can pronounce it. According to Baddeley, Gathercole, and Papagno (1998), successful vocabulary learning depends upon the function of a phonological loop, where a phonological image of a word is formed before its permanent memory structure is constructed in our mental lexicon. This mental image is formed via repeated exposure in different contexts before being permanently stored. Thus for acquisition to occur, words need to be met in both spoken and written forms repeatedly over time. Furthermore, thematic clustering facilitates vocabulary learning (Tinkham, 1993), in that words are better learned if they are presented around a theme—something that regularly occurs in narrow reading/listening.

Researchers on L2 reading and listening generally agree that contextual knowledge helps comprehension because higher-level knowledge makes room for activating top-down strategies (Grabe, 2004; Vandergrift, 2007). Non-native speakers especially rely on topic knowledge for comprehension (Tyler, 2001). Since aural-language processing skills are less developed for non-native speakers, processing load consumes the majority of their working memory (WM). However, Tyler (2001) demonstrated that topic knowledge successfully helped reduce

Table 1. Comparison of narrow reading/listening and extensive reading/listening approaches

	Narrow reading/listening	Extensive reading/listening
Topics & content	Chosen by teacher or via consensus with learners	Chosen by learner
Staying on topic	Essential	Optional
Pedagogic priority	Language development	Learner autonomy
Teaching style	Teacher-centered	Learner-centered

the WM requirements of L2 listeners. Chen and Graves (1995) also found that activating specific information through text previewing led to better text comprehension than activating more general background knowledge in reading. More studies are needed to investigate the effects of appropriate background knowledge in L2 comprehension in instructional contexts (Grabe, 2004), a situation we believe can be addressed by researching the combining of narrow reading and listening activities.

Case study

To support the case for implementing a narrow reading/listening approach, a report on a course coordination project between the two authors of this paper will now be discussed. This project was based on a single theme (peace education) and completed with a total of 49 1st-year, low-intermediate students at a Japanese university. The first author, Harumi Kimura, taught listening to her class using *Hotel Rwanda*, a film based on a true story about the conflict between two ethnic groups in this central African nation. In the movie, a hotel manager saves the lives of about 1,200 Rwandan citizens, including his own family. A range of issues in the film were covered, such as the effects of ethnic conflict on ordinary people, damage to the local environment, economy, and the helplessness of international organizations in coping with the crisis. In class, the DVD was first shown without subtitles to provide the students with the gist of the story.

After a variety of activities designed to develop both top-down and bottom-up listening skills were completed, the DVD was shown again with subtitles. An assignment to reconstruct a segment of the story in writing was given as homework. The second author of this paper, Vick Ssali (a Ugandan national) taught the reading portion of this coordination project and used materials consisting of originally written passages about his country and the conflict in neighboring Rwanda, covering global issues such as racial conflict, human rights, and environmental problems.

Both teachers reported to each other regularly during short, informal meetings about what had been done in previous classes. At first, the recycling of vocabulary was accidental rather than elaborately planned beforehand, but eventually both teachers were gradually able to make greater intentional use of the built-in nature of review found within narrow reading and listening, as Figure 1 exemplifies. Notice the word *hatred* appears in both texts.

Another linguistic advantage was that neither instructor had to spend much time teaching specialized words. For example, terms such as *genocide*, *ethnic conflict*, *tribe*, and *in exile* were crucial in this context, but since they were introduced in the reading sections almost immediately, the listening component could simply move on with the assurance that learners could match the pronunciations of those expressions with their orthographic representations. Knowledge of these repeated expres-

Reading passage 1	Listening task
<p>The story of Rwanda is a story of war and <i>genocide</i>. It is a story of man killing man. The story of Hotel Rwanda is also a story of human kindness and love in the middle of hatred.</p>	<p>Directions: Complete the conversation with the words listed below:</p> <p>PAUL: Hundreds. It was too many to (A). DUBE: Why are people so (B)?. PAUL: (C). (D). I don't know.</p> <p>hatred count cruel insanity</p>

Figure 1. Example of language recycling

Reading passage	Comprehension questions
<p>A big <i>ethnic conflict</i> between the two <i>tribes</i> had begun. By the time the country became independent from Belgium, many Tutsis lived <i>in exile</i>. The Hutu became very powerful. The Tutsis who stayed in Rwanda lived in fear for many years.</p>	<p>a. Were the U.N. operations powerful enough to stop the killing? Why? Why not? b. Were the Tutsis in fear of revenge? c. How did Paul stay independent from both tribes?</p>

Figure 2. Recycling of high-frequency words between reading and listening activities

sions helped students focus on other basic, high-frequency words embedded within the texts. The text samples in Figure 2 exemplify how this process took place. *Specialized* and **high-frequency** words were first marked in the reading text and then intentionally recycled during the listening comprehension questions of output-based activities.

Language learned in well-constructed contexts was expected to stay solid in the learners' minds. Feedback from the students indicated they were deeply impressed with the movie and the personal recount of the issues by Vick Ssali. Students also mentioned that the language learned was easier to retain because of their affective involvement. Three out of five students interviewed a year after the program ended unequivocally said, "I still remember it well." One of them added, "It was a learning experience I will never forget." Perhaps one reason for this success was that the spoken and written experiences via the film and first hand accounts provided an enhanced L2 input, helping the learners store the language for future use in both speaking and writing. Combining narrow reading and listening was thus meant to help make the language encountered in class more accessible and rational.

Looking back, the instructors felt other factors contributed to the success of our class coordination project. Clearly the social-emotional impact of the materials contributed to learning and thus deserves mentioning. The movie itself was emotionally very powerful, and having an African teacher enhanced the veracity and emotional impact of its content.

Conclusion and ideas for future research

Comprehension of meaningful language constitutes a basis for successful language learning. Combining narrow reading and listening in a single program promoted language development by helping vocabulary learning and cultivating background knowledge. Words were recycled in familiar contexts, which helped comprehension and acquisition. A rich context for learning induced emotional involvement. Based on our positive experience of course coordination, we suggest teachers implement narrow, specialized reading and listening activities into their teaching repertoires and educational programs.

Naturally, more quantitative and qualitative research needs to be conducted to confirm the effectiveness of narrow reading and listening. One idea is to explore the narrow output (Swain, 1995) students produce as they deeply discuss and write about particular issues in class. Since narrow input enhances comprehensibility, the more compre-

hensible the input students receive, the better the output they are likely to produce. This spoken and written output could then be analyzed to examine learner uptake, or how much language was learned via narrow reading and listening. One idea for a quantitative research experiment is to investigate how well students can recall, in an entirely new context, language learned in a previous experience of narrow reading and listening. Longitudinal studies in this area would enable investigation of retention and long-term learning outcomes. The combination of narrow reading and listening has potential for creating a fruitful feedback loop of theory, research, and practice.

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EFL Press

Putting the SL in ESL: Exploring immersive English education through Second Life

Keywords

virtual reality, language school, Second Life, immersive, online community, e-commerce, esl vs. efl, three dimensional

This month, Iain Campbell dons his avatar alter ego and takes us on a tour of a language school within the virtual world of Second Life and interviews the school's visionary founder, Giovanni Tweak.

今月は、Iain Campbell がアバターを分身として、私達をセカンドライフ上のバーチャル語学学校へと誘い、創始者の Giovanni Tweak にインタビューをします。

MATERIALIZED on the floor of the lobby and looked around while I waited for my hat to appear on my head. It always seems to take a bit longer for my black derby to make the jump from one world to another. I suppose that's what I get for buying a cheap one. The building was a round cylindrical structure made of interlocking glass panels. There were a couple of chrome plated sofas off to one side, some class calendars that I could see updating before my eyes in front of me, and to my left, there was a reception desk beside which a man was standing. He was a tall, thin man in a tight black form fitting outfit. His hair was wildly spiked, like some sort of Japanese anime character.



“Hello,” his warm greeting appeared as text before my eyes. “The class is about to start. Would you like me to teleport you to the room?”

“No thank you,” I respond, “I think I’ll just fly up, if you don’t mind.”

Lifting off the ground, I soared up into the sky. I found the floating classroom after a short vertical ascent, and then landed near a seat where I settled down next to a girl in a pink sweater with a furry little creature on her shoulder. Our teacher, Daisy, sat on a box in the front of the class and informed us in a cool British accent that today we would be practicing reading and pronunciation while improving vocabulary. A beam of light was aimed at me and I was alerted the teacher wished to give me the reading. I accepted it, then in a flash, the reading text was hovering right in front of me. I had to marvel at what was taking place. People from all over the world were all seated together reading

sections of the text aloud and asking the teacher for clarification. This is, of course, a common scene in ESL classrooms around the world, but in this room, the classmate to my right was not a girl *from* France, but a girl *in* France. The man to my left was able to join us without ever leaving his living room in Turkey. The lesson progressed smoothly. All members were able to interact with the teacher and each other, and when time was up, everyone stood up, said their goodbyes, and vanished.

This whole scene may sound like science fiction, but with the proliferation of virtual online worlds, it is now a reality—well, a virtual reality anyway. All of this is taking place in the electronic three dimensional community known as Second Life (SL). It functions much like a video game, where a user interfaces with the program by controlling a character (or *avatar*) that can move about the environment and interact with various objects and people in the world. Most comparisons with a video game end there however, because users don't so much play the game as live in it along with some six million other residents. In this virtual world, they can build houses, host parties, sell goods, run businesses, chat with friends, and most importantly for language teachers, take classes.



Interview

Now that SL's communication technologies have moved beyond the traditional text messaging into voice chat and video clip sharing, teachers have a number of tools at their finger tips to hold immersive language lessons in virtual reality. Recently, I had the pleasure of speaking with Giovanni Tweak, or so he calls his avatar. He is the owner of Drive-Through ESL, the school I visited. We met up in-world and had a chat about running a school in virtual reality.

IC: Hi, Giovanni. Thanks for taking the time to have a chat with me.

GT: Oh, it is my pleasure. You'll find that I like talking about ESL on SL a bit too much, I'm afraid.

IC: Great, then let me ask you a few questions about language learning in SL. When did you start up the school?

GT: I started the school in 2006 when SL was just three years old. In those days, SL only had text chatting for interaction and simply walking around was a processing problem for many computers. But, despite some of those challenges the school has grown, and since 2007 our schedule has increased from five regular classes a week to 15.

IC: Sounds like quite a line up. Can you tell me about some of those classes?

GT: Sure, we have a number of voice classes where students use a microphone and speakers to communicate. Voice classes include Beginning English and Business English for Beginners. There are five different reading classes that cover pronunciation, comprehension, and discussion. There is also a phrasal verbs class and an idiom class. We also offer a number of classes where a student can participate even if they don't have a microphone by using text chat. Our text classes include Story Writing, Verb Tenses, and a general class that we call Drive-Through English.

IC: That is a pretty good variety that shows there are a lot of educational possibilities with SL. How are the students responding?

GT: Some feel very lucky to have this opportunity. We had one student who lived in a very rural area of Malaysia. It was 200 km to the nearest brick and mortar English school.

IC: 200 km! It's amazing that he even had internet service!

GT: I know. That's what I thought too! Perhaps he had a satellite connection, I don't know, but he was very glad to find a school that could help him with reading Wikipedia. Many other students say it is a very unique experience because, in their own countries, their classmates all come from the same background. Here, without any travel expense, they can experience a multi-ethnic classroom.

IC: I have worked with a lot of learning technologies, and I must say this was the first time I felt truly immersed in a computer-based lesson. I found myself forgetting I was sitting in my living room. The memory I have of the lesson is eerily similar to any normal memory I may have from the real world, but I have to wonder if the control scheme might be so complicated that it might turn off potential newcomers.

GT: Well, yes for every person it is different. For you, as a real world teacher, it may take some time to teach the students the basics of how to use SL, but if they know how to use arrow keys and navigate some menus, it shouldn't take them long to master the basics. Drive-Through ESL classes are designed so that once students make it to Second Life, the learning curve is almost flat. In addition, each class features a Class Runner. Class Runners have administrative tasks such as greeting, informing, and testing new students. During classes they can be used by the teacher as icebreakers for practice and can help individual students deal with technical problems without disrupting class.

IC: Having a Class Runner sounds like a good idea for any class, real or virtual. I'm assuming that class runners are student helpers. Do they get some kind of extra credit for helping? How does that work?

GT: Well that is one of the parts of Drive-Through ESL I am proud of. You see, students can pay for a lesson, and many do, but they can also work for a program of ours called Help Team. Students who join Help Team earn free lesson time by answering visitors' questions and helping students who attend a class for the first time. At our school, Class Runners are usually members of Help Team, but theirs is a paid position.

IC: That is a good idea. I'm a firm believer that teaching is learning, but now you just said that students pay and Class Runners get paid. How is money exchanged on SL? Could you tell us a little bit about that? I think some people may not be aware that Second Life has its own currency and economy.

GT: Yes, students can pay the school through *PayPal* or with *Linden*, Second Life's currency. This is one of the hardest parts for incoming students to master. Different countries have different ways of handling money, and many people are still not accustomed to using electronic currencies. I know that in Japan, students can buy something called *NetCash* which can easily be converted to Second Life Lindens.

IC: Oh I have seen that being sold from little ATM machines in convenience stores.

GT: Yes, that is the one. Most of our Japanese students use that.

IC: About how much does a one hour lesson cost a student?

GT: My initial plan for Drive-Through ESL was to have the lessons be the same price as a Big Mac hamburger from McDonalds.

IC: That is a really good deal.

GT: I think so too, but we should remember that the price of a Big Mac can be quite expensive for people in some countries.

IC: Where do your teachers come from?

GT: We have teachers from all over the English speaking world. In fact, SL has allowed us to build a community of teachers with a wide range of backgrounds and qualifications that would be financially unfeasible to coordinate in the real world. Some of them are university teachers or conversation school teachers in real life, but what they all have in common is that they are people who visit the school, like what they see, and decide to bring their skills and experience to more diverse groups of students by teaching in virtual worlds. We all learn a lot from each other, and I can't imagine it happening so effortlessly without this technology.

IC: In a world with such freedom for design, you must have fun thinking up new and interesting learning environments. I mean, if you want to have your students sitting on the tops of jellyfish instead of chairs, you can!

GT: Well, a lot of teachers get carried away designing some extravagant classrooms. We actually have one room that is like a flowering outdoor area, but we rarely use that these days. We have found that in the context of SL, a more traditional, simple look to the classroom is less distracting, and it helps students understand they are attending a real lesson. We do use simulated, real life environments such as restaurants, cafes, airports, hospitals, and banks for a Practical English course that aims at teaching transactional language items. We also visit other fantasy environments during excursion classes.

IC: This is another thing that excited me about learning English with SL. Students can take an hour or so to learn English in a classroom with a teacher, but after it is over, they are free to explore the rest of the people and places on the SL grid. SL students are often EFL learners, studying English in the confines of their home countries, but these classes seem to have the characteristics of an ESL class where things learned in class can be taken directly out into the real world or, in this case, the virtual one, and applied immediately. Are we seeing how online communities may further blur the line between ESL and EFL or wipe it out all together?

GT: I'm not sure, but I did find myself struggling with what to name the school. Now the school is called Drive-Through ESL, but I am very tempted to change the ESL to ELF or English as the Lingua Franca. This term seems more appropriate for what

we are doing with online communities.

IC: That sounds like the beginnings of a philosophical debate that will likely take years to resolve! Giovanni, thank you so much for taking the time to share your experiences and feelings with us. It will be a great help to language learners and language teachers alike.

GT: Glad I could be of some service. Take care. Ciao.

Conclusion

After Giovanni teleported away in a swirl of particles, I was left to ponder how virtual worlds might further change the landscape of education. It still remains to be seen if SL will withstand the test of time. It is the largest online virtual community for the moment, but it is quite possible that it will fade away into the digital abyss. However, even if it does, it will most likely leave behind a whole host of virtual worlds vying for attention. For example, Sony has launched *Home*, a graphically stunning virtual world for the Playstation 3 gaming platform, and others are springing up every year, although none are currently as expansive as SL. There is even a company trying to develop an avatar that could jump between worlds so that a user could walk from SL to World of War Craft to Google Earth, which is slated to eventually be fully integrated with virtual reality. As a result, it seems that interaction with other people through virtual worlds is a reality that is here to stay.

Getting started with SL

You can get in on the action by visiting the SL main page at <www.secondlife.com>. There is also a *Teen*

Second Life geared toward young people that may be more appropriate for some learners. It can be found at <teen.secondlife.com>. When you get to the SL main page, sign up for an avatar account. You will need that to navigate around the world. Then download the free viewer software, install it onto your computer, and log in. SL runs differently on different computers, and will work best on a computer with a decent processor and video card. Since notebook computers generally have simple video cards, you might notice it running a little slow, but the program runs pretty well on most recent desktop computers. Fear not Mac users, there is a version for you, too. If you want to participate in a voice lesson, also make sure you have some speakers and a microphone.

If you need any further assistance, feel free to contact my avatar, Isander Canning in SL. You can find me by using the search function's *People* tab. You can send me a message even if I am offline. You can also get a feel for Giovanni's school without going into Second Life by visiting his home page at <www.drive-through-esl.info>. Hope to see you in-world, and I wish you luck in helping your students explore ESL on SL.

Iain Campbell is the Educational Advisor for Sendai City's Assistant Language Teacher program. His research interests include genre-based writing, extensive reading, blended learning, guided autonomy, and ELT management. He has been a lecturer at Ehime University and Meio University in Okinawa and is currently a graduate student in The University of Birmingham's distance course.



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THIS month's column sees Charlie Canning introducing research skills to the ELT classroom. After that, Luke Fryer shows us a way to get direct feedback from students in addition to institutional surveys and measures.

Basic research skills for EFL students

Charlie Canning

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Quick guide

Keywords: research, Internet, journal, database

Learner English level: Low-intermediate to advanced

Learner maturity: University to adult

Preparation time: 1 hour

Activity time: One 90-minute class period and one 90-minute library tour

Materials: Computers with Internet access

Introduction

Most university students in the developed world today have never used a typewriter and may never have to. Although it may be a stretch to say that they have also never used a library, basic research skills are in short supply. Often what we get when we ask our students to do research is a quotation from Wikipedia cut and pasted on a blank page.



But good research means more than that. The following activity is designed to teach university students some basic research skills, making use of common resources found in most libraries.

Procedure

Step 1: As a class, decide on a research topic. Some examples of topics can be found in the Appendix. Instruct your students to type a keyword into a search engine (such as Google or Yahoo), and click the "search" button.

Step 2: Next, have the students limit the amount of information they receive by adding the abbreviation "EFL" to the keyword or keywords.

Step 3: Have the students print out an interesting article.

Step 4: Have the students look for a book in the library by doing a search on the online catalogue system (OPAC at most libraries). The library computer will provide a list of the materials that are available on the students' subjects and will also note the location of the materials within the library.

Step 5: If the students cannot find what they are looking for in their library, have them look for a book in a neighboring library by using something called the *Union Catalog of Foreign Books* (*Shinshu Yoshu Sougo Mokuroku*). If your library has something called Webcat, and most libraries do, your students will be able to search the collections of hundreds of other libraries throughout Japan. Because Webcat functions just like your library's online catalogue (OPAC), all the students have to do is type in a keyword of the subject or the title or the author's last name, and they will be given a list of books and journals available in libraries from Okinawa to Hokkaido.

Step 6: Have the students go to the reference desk and arrange to borrow a book at a city, prefectural, national, or university library through interlibrary loan (*Sougo Riyou*). For information about this

service and the fees involved, they should consult their librarian.

Step 7: Have the students look for a Japanese translation of a book written in English or another foreign language by consulting the *Shoseki Somokuroku* <www.books.or.jp>.

Step 8: Have the students find a journal or magazine article in English by using the *Reader's Guide to Periodical Literature*. This information used to be published in book form every year. Now, however, it can be accessed online through your library's homepage or the **Reader's Guide link** <www.hwwilson.com/Databases/Readersg.htm>.

To locate journal or magazine articles in Japanese, students can consult the *Zasshi Kiji Sakuin*, which is now available online using a library service called *Nichigai Magazine Plus*. If the students cannot find the journal that they are looking for in their own library, have them use a reference book called the *Gakujutsu Zasshi Sougo Mokuroku* to find out which libraries have the journal they are looking for. (This information may also be available online through the NACSIS link of your library's homepage).

Step 9: Students can arrange to borrow a journal written in English or Japanese from a neighboring library by repeating Step 6.

Step 10: Have the students try using ProQuest and other library databases (see Appendix).

Conclusion

While search engines like Google and online encyclopedias like Wikipedia can save your students a lot of time when doing research, the Internet is still no substitute for the traditional and expanded source materials available in a library. Basic research skills for EFL students include knowing how to use keywords, how to use strategies for limiting information, how to use online catalogues and interlibrary loan systems, how to find journal, magazine, and newspaper articles, and how to use the relevant databases available in their library. Until we teach our students how to do some basic research, we shouldn't expect very much in their papers, presentations, and reports.

Appendix

The appendix offering advice on using ProQuest and other library databases, possible research assignments, and a list of resources mentioned in this article is available online at <jalt-publications.org/tlt/myshare/resources/0906a.pdf>.

Direct student feedback

Luke Fryer

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Quick guide

Keywords: class evaluation, student feedback, instructional development

Learner English level: Any

Learner maturity: High school and above

Preparation time: 5 minutes

Activity time: 15-45 minutes (depending on class size and procedure)

Materials: Paper (roughly 10 cm²) for each student, and pencils

Introduction

Student evaluation of classroom instruction is agreed upon as being fundamental for institutional, departmental, and individual teacher development. Students have consistently been found to be valid evaluators of instruction (Marsh, 1987, 2007). However, both class and institutional evaluation methods at many Japanese tertiary institutions are relatively new and often underdeveloped (Reiko, 2001; Yonezawa, 2002). English conversation classes, due to their comparatively small size (20-40 students), are ideal for more direct mechanisms of feedback. The following is one method several university instructors have found useful in the absence of other standard means of obtaining quality student feedback.

Preparation

Cut up some blank white paper into sheets of roughly 10 square centimeters. Either in the middle of the semester or at the end (or both), explain to your students the necessity of their feedback for the improvement of the class, both for them and future students. Explain that you would like to know what they think of your class.

Procedure

Step 1: Hand out the sheets of paper. Tell the students not to write their names on them. Ask them to first label one side "Bad" and the other "Good." Then

ask them to briefly write the aspects of the class that they like and would like to see more of on one side, and the aspects they dislike on the other side. Depending on the students' English proficiency they may need to be permitted to write in Japanese.

Step 2: Have one or more students collect the sheets of paper and randomize them. Then, depending on your Japanese speaking and reading proficiency, you can: (1) take them home, read them, and respond to the comments during the following class, or (2) read them out loud on-the-spot and comment on the student remarks, or (3) have a student read them out loud to the class and then you comment after each student remark. If you do not intend to read them again later, take notes to ensure you follow up.

Conclusion

Although the immediacy of responding to feedback in class in "one-shot" can be intimidating, students appreciate it when teachers are open to interaction regarding classroom instruction (Entwistle & Ramsden, 1983). The anonymity and open-ended nature of the "good" and "bad" survey provides students with the freedom and opportunity to express many frustrations and concerns that would otherwise go unheard. Besides providing a forum for students' frustrations and concerns, teachers can also ascertain, **directly from students, what aspects of their instruction have really worked and should be included**

more often. Following up on the students' feedback, even in very small ways, is noticed and appreciated by students. Finally, although the activity has been presented here as a means of obtaining feedback about a class in general, it might also be used to evaluate a specific aspect of class, or a class activity.

References

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RESOURCES • BOOK REVIEWS

21

...with Robert Taferner

<reviews@jalt-publications.org>



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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

Active Skills for Communication Book 1

[Chuck Sandy, Curtis Kelly & Neil J. Anderson. Boston: Heinle, Cengage Learning, 2009. pp. 128. ¥2,415. (incl.: CDs, workbook, teacher's book). ISBN: 978-1-4130-2031-1.]

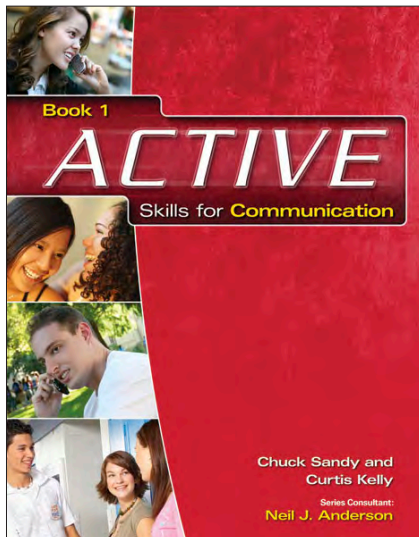
Reviewed by Mayumi Asaba,
Konan University

THIS month's column features Mayumi Asaba's review of *Active Skills for Communication Book 1*, an ESL-EFL textbook focusing on speaking and listening skills for high school and university students.

Active Skills for Communication Book 1 is part of a three-book series with strong emphasis on speaking and listening. The textbook offers a variety of communication tools and conversation skills needed to increase fluency and build the confidence that

some Japanese students lack. Activate Prior Knowledge, Cultivate Language, Think Critically, Increase Fluency, Verify Objectives, and Evaluate Progress (ACTIVE) is an approach developed by Neil Anderson, and is the guiding philosophy of the textbook. The series consists of 12 units with an extra activity for each unit, and there is a project after every three units. The book begins with a self-rated section of what your communication skills are like before and after using this book. This is followed by a short lesson on basic classroom language students may need in order to ask questions or maintain a basic conversation with their instructors or peers. The back of the book has an audio script for each unit and sentence-level explanation on pronunciation. Each unit uses an approach that combines engaging topics with a skills-based focus. Students discuss topics that are relevant and authentic to the lives of high school or university ESL or EFL students. They also practice various speaking activities, such as interviews and role-plays. There is a companion workbook that is a great supplementary resource for each unit.

The structure of the book is easy to follow, and the goal of each unit is clearly displayed at the beginning of each lesson. Students learn less cognitively demanding fluency skills at the early stage, such as exchanging information or asking follow-up questions, and progress to more demanding skills, such as refusing an offer and showing gratitude. In the last unit, students learn to encourage others to speak, a strategy which many Japanese students are unfamiliar with. Each unit starts with a warm-up activity, which enables students to freely engage in the topic. For example, Unit 7 starts with three pictures of people receiving gifts. There is no dialog, but students can easily guess what is happening. These pictures can activate students' schemata, enabling them to bring information, knowledge, emotion, experience, and culture to each picture



(Brown, 1994). The book then guides them through to the targeted skills or language, focusing not just on giving and receiving gifts, but on showing appreciation as well. The last activity is less controlled and more authentic, as it requires students to recycle all the skills and vocabulary they have learned in the unit. For those students who seek more challenges and practice, extra activities are available at the end of each unit (for example, crossword puzzles, gap-fill conversations, and/or communicative speaking activities).

One of the most valuable aspects of this textbook is its focus on creating and raising students' motivation. This is significant, because motivation plays an essential role in promoting and sustaining rather monotonous second-language learning (Guilloteaux & Dörnyei, 2008). Topics serve students from a wide range of interests and backgrounds, such as music, fashion, personal goals, and shopping. Even though not all themes are interesting and relevant to some of the students' lives at the moment, it is essential that students learn to take part in various conversations for the future (Jones, 2007). Exercises and tasks are student-centered and often require a combination of pair and group work. Most of the activities avoid passive learning and promote interactions among peers, instead of simply having students listen and write down information.

Although some students may find it challenging to freely engage in a conversation with their classmates, this book gradually prepares students to collaborate with others. For example, Unit 1 starts with sample dialogues on introductions. Then students have 5 minutes to meet their classmates, introduce themselves, and finally memorize their names. By the end of this unit, students are able to make a class album about their classmates with more detailed information, such as their hobbies and special talents. The projects that are included after every three units are great resources for both instructors and students to reflect upon previously learned knowledge in a fun and relaxed manner.

Even though *Active Skills for Communication Book 1* tends to rely too much on learners' willingness and eagerness to think creatively and interact with each other, it provides interesting topics that students can relate to, and fun activities that enhance cooperative learning. Students learn a variety of practical conversational strategies, practice them with engaging activities, and participate in numerous projects. This process enables students to become independent and active learners who enjoy using English to meaningfully interact with each other.

References

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

What next?

Write it up and submit it to *The Language Teacher* of course!
See the Submissions Page at the back of this issue for more information!

RESOURCES • RECENTLY RECEIVED

23

...with Greg Rouault

<pub-review@jalt-publications.org>

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

RECENTLY RECEIVED ONLINE

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

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

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault

<pub-review@jalt-publications.org>

- * *Activities for Interactive Whiteboards*. Martin, D. Crawley, UK: Helbling Languages, 2008. [Resourceful Teacher series activities handbook incl. CD-ROM].
- ! *Discover Great Britain and Ireland*. Berlin, S., & Nakayama, C. Tokyo: Kinseido, 2008. [Culture coursebook incl. DVD, VHS, translated transcripts, and task instructions and vocabulary in Japanese].
- ! *Get Real*. Hobbs, M., & Keddle, J. S. Crawley, UK:

Helbling Languages, 2008. [3-level coursebook for teens w/split student book and workbook for CEF A1-B2 incl. student's audio CD, CD-ROM, class audio CD, teacher's book, tests and resources book w/audio and *Test Builder* CD-ROM, and extension materials online].

- * *Language Leader*. Cotton, D., Falvey, D., & Kent, S. Harlow, UK: Pearson Education, 2008. [4-level coursebook styled for adults and professionals incl. CD-ROM, audio CD, workbook w/CD, teacher's book w/*Test Master* CD-ROM].
- * *Oxford Picture Dictionary (Second Edition)*. Adelson-Goldstein, J., & Shapiro, N. New York: Oxford University Press, 2008. [Picture dictionary arranged by topic in monolingual and bilingual editions incl. workbooks at 3 levels, vocabulary handbooks, reading library, instructional support w/interleaved lesson plan book w/audio CD, photocopiable classroom activities, OH transparencies, and dictionary CDs].
- * *Stimulating Conversation*. Goodmacher, G. Fukuoka, Japan: Intercom Press, 2008. [Intermediate to advanced level critical thinking and conversation coursebook incl. CD].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Bill Perry

<jj-reviews@jalt-publications.org>

- * *Japanese language teaching: A communicative approach*. Benati, A. G. London: Continuum, 2009.

Visited TLT's website recently?
<tlt.jalt-publications.org/>

...with Paul Daniels & Ted O'Neill

<tlt-wired@jalt-publications.org>



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



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

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

Simple ways to build educational web sites with WordPress

Richard Hawking

J. F. Oberlin University, Machida

<rhawking@obirin.ac.jp>

MANY teachers want to publish online, perhaps to reach out to students, showcase students' work, or build a course site. Those with access to a learning management system, such as Moodle, may find it suits their needs, but it may not offer enough control.



Educational sites often use WordPress because it is powerful, flexible, and relatively easy to use. This column will introduce two WordPress sites, *Courses* and *on Japan*, and offer guidance on how to build similar sites.

WordPress can be installed on a server, through a one-click install process provided by most web hosting companies. Each site needs its own

WordPress installation, but there is no limit to the number of installations running on a single server.

Some terminology

- **WordPress:** An open source web publishing platform. Either hosted by WordPress themselves <wordpress.com>, or installed on your own server <wordpress.org>. The WordPress.com hosting is geared towards blogging, and is not as flexible as the version you install on your own server.
- **Theme:** A set of files that control the design of a site: <wordpress.org/extend/themes>.
- **Sidebar:** The narrow column to the left or right of the content area, which usually contains the navigation menu, important information, and widgets.
- **Category:** Categories are groups of posts with related content. For example: <elpweb.com/on-japan/category/eyes>.
- **Tags:** Keywords that relate to a post. Tags allow visitors to locate relevant content easily. For example: <elpweb.com/onjapan/tags>.
- **Plugin:** Easy to install preprogrammed php functions, that extend the functionality of WordPress: <wordpress.org/extend/plugins/>.
- **Widget:** Blocks of content (like calendars, slideshows, latest post excerpts, or blocks of text) which can be added without any technical skills: <codex.wordpress.org/Plugins/WordPress_Widgets>.

Themes may be customized for sites to make them as visually appealing as possible. However, simply choosing a theme with the look you are after will allow you to build an attractive site. It is possible to build sites that meet your needs without being a php or HTML expert, and a good theme will often have its own support site, with a discussion forum.

Courses: A directory of elective courses

Though our students can already access course syllabi online, using the university's *e-Campus* system, the way information is organized and presented is quite restrictive. Students do not find the information engaging, and often choose a course without reading the syllabus. Teachers must use a rigid template to submit their syllabi, so there is little they can do to improve the situation.

The *Courses* site, developed with WordPress, delivers information about courses in a student-centric format, and provides multiple ways to search

for a suitable course. Students are better able to find a course that suits their needs, and teachers are empowered by being able to promote their courses, targeting students with specific needs or interests. Teachers are free to present informative course descriptions in any format they deem appropriate, including graphics, images, and even audio or video. *Print2flash* software <print2flash.com> converts a wide variety of documents (Word, PDF, Excel, PowerPoint) into Flash SWF format, which then can easily be embedded into a WordPress post with many benefits:

- Teachers generate course descriptions containing images and graphics using their favorite computer software. No web skills are required.
- Scans of sample materials and examples of students' work can be used.
- Converting and uploading documents is simple. Content can easily be updated.
- SWF files can be viewed online, without downloading them.



Figure 1. A typical post displaying course and instructor information with example course content

To build a similar site

Choose a theme with a wide content area. Write a post for each course. Embed course descriptions and examples of work (in Flash SWF format), and multimedia files. Add relevant tags: course name, type of course, level, skills covered, teacher's name, semester, day, and period taught. Use links to these tags to make multiple navigation menus.

The site is password protected, but a screencast video of the site can be seen here: <randomhawk.com/projects/TLT/courses>.

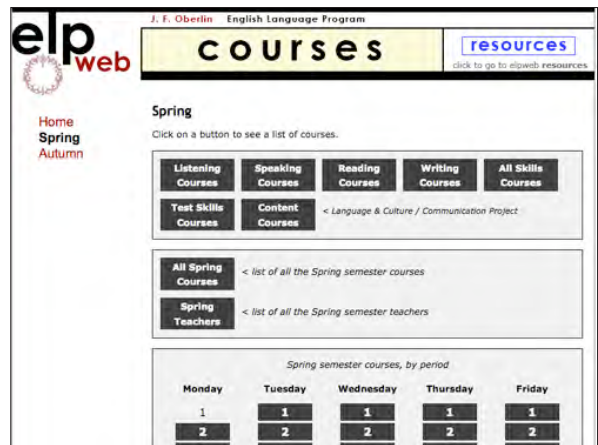


Figure 2. Navigation page organized by skill, term, and period

on Japan: A showcase of student work <elpweb.com/onjapan>

A course focusing on creating online content about Japan in English needed a professional looking, magazine-style site to showcase students' work. Though WordPress is predominantly used for blogging, with an appropriate theme, and a careful choice of plugins and widgets, it was possible to build the desired site. Theme selection is very important, as it needs to be flexible, powerful, and attractive. The *Structure* theme met all of these criteria <themehybrid.com/themes/structure>. Visitors can browse the archive of work in a variety of ways, encouraging deep exploration of the site. Extra categories, or navigational options, can be added at any time, and it will be relatively easy to expand or transform the site, perhaps to incorporate content created in other languages.

To build a similar site

Choose a magazine-style theme with a wide content area. Install necessary plugins (e.g., archive, tag cloud, contact form, video player and random post). Install necessary widgets (e.g., Create Index, About, Category, Archive, and Contact pages). Write a post for each item of student work, and upload any media files. Categorize the post and add relevant tags.

Getting help

Although no real technical knowledge is required to set up a WordPress site, you will inevitably encounter some frustrations, and will need answers to technical and how-to questions. The WordPress support forums <wordpress.org/support> and documentation <codex.wordpress.org/Main_Page>

are good places to start. Google can be a good way to find answers to your questions, but ultimately the best support will come from friends and colleagues already using WordPress. The WordPress in education mailing list <lists.automattic.com/mailman/listinfo/wp-edu> has the advantage that the other members of the group are also educators.

Richard Hawking works in the English Language Program at J. F. Oberlin University. Please contact him at <rhawking@obirin.ac.jp> for help solving any problems you may encounter or completing projects with WordPress.

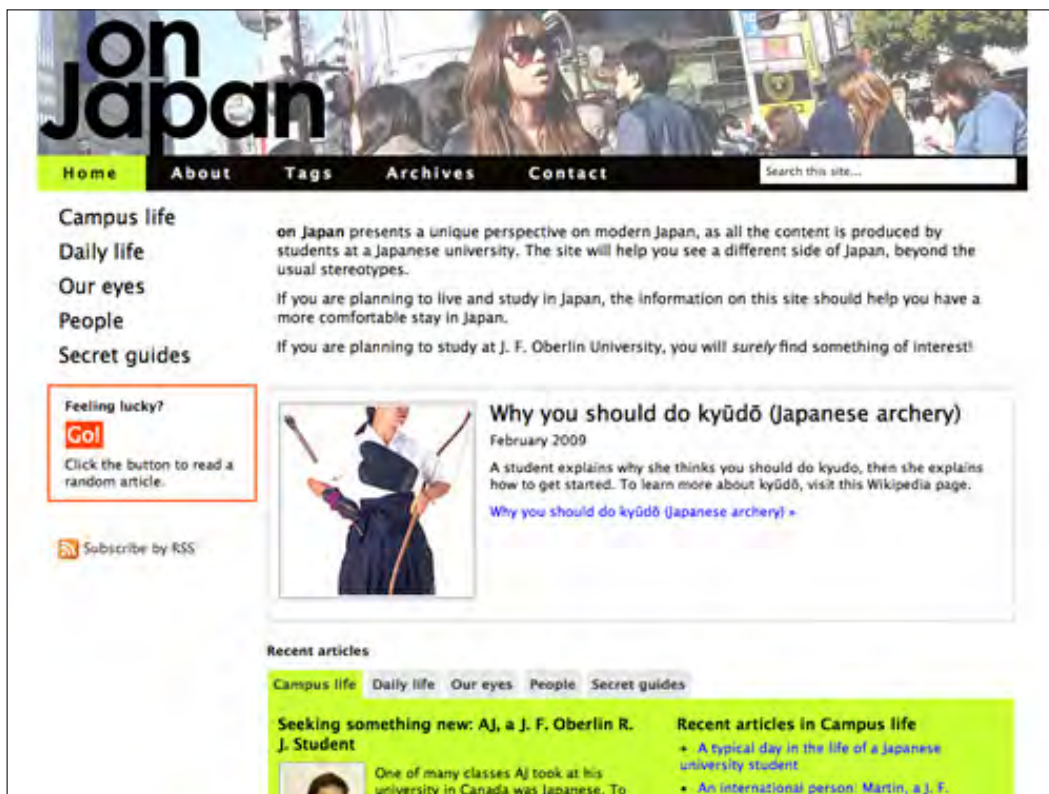


Figure 3. Example of magazine format showcase using WordPress

"Wow, that was such a great lesson, I really want others to try it!"

「素晴らしい授業!、これを他の人にも試してもらいたい!」



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

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

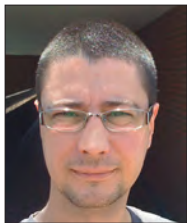
For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>

...with Marcos Benevides

<jalt-focus@jalt-publications.org>



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

JALT FOCUS ONLINE

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

JALT Calendar

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

- ▶ 5 - 7 Jun – JALT CALL Conference 2009, Toyo Gakuen University, Hongo Campus, Tokyo.
- ▶ 27 - 28 Jun – JALT Executive Board Meeting. Venue: Yoyogi, Tokyo.
- ▶ 28 Jun – JALT Ordinary General Meeting from 3:00pm. Venue: Yoyogi, Tokyo.
- ▶ 11 Oct – The 4th JALT Joint Tokyo Conference, Toyo Gakuen University, Hongo Campus.
- ▶ 21 - 23 Nov – JALT2009 "The Teaching Learning Dialogue: An Active Mirror" will be held at Granship Shizuoka. See <jalt.org/conference> for more information.

JALT Focus

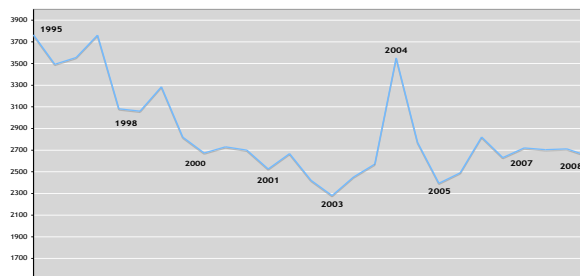
THIS month we feature an update on JALT membership numbers, including an interesting historical perspective from Director of Membership Nathan Furuya. All JALT members should also note the announcement of the June OGM (Ordinary General Meeting) in the announcements section below. The OGM is open to all JALT members in good standing, as mandated by Japanese NPO laws. Thank you to NPO Liaison Masahiko Goshi for preparing this OGM notice.

JALT membership over the years

Thanks to the tremendous assistance of Aleda Krause, I was able to compile a rough overview of JALT membership for the past 13 years. Aleda, our hardworking Director of Records, did an amazing job of collating and reformatting JALT Executive Minutes that went back to the mid-nineties. Using data from this aggregate of minutes (over 600 pages), I would like to take this opportunity to provide a brief historical review of our JALT membership.

The healthy nineties

The earliest membership report included in the minutes was for the year 1995. In a report to the JALT Executive Board, it revealed that JALT had 3,765 members in December of that year. This was the highest number of members on record and may have reflected the state of the language teaching scene at that time. Many longtime JALT members reminisce about the early nineties, when JALT was arguably the only national organization for language teaching in Japan and perhaps the only association that had an established international conference. JALT provided language teachers scattered across the country opportunities to exchange ideas and more importantly to socialize with their peers. Until the end of the nineties, JALT consistently managed to maintain its healthy membership totals above the 3,000 mark



JALT membership numbers, 1995 to 2008]

From around the year 2000, the regular membership base started a steady decline. However, there was one year when things started to look up, in late 2004, when JALT rebounded to nearly 3,600 members thanks to the “free SIG” campaign. However, once that offer was rescinded, the total returned down to former levels in the following years. Overall, from 2000 to the end of 2008, the average total for regular members stood at 2,700.

Note that JALT has had several categories of membership, for example: regular, overseas, joint, and associate members. It was not clear in some of the minutes which categories were included when the total for that period was tallied. The membership totals cited in this article reflect the number of JALT regular members, but there is a possibility that other categories may have been inadvertently included in this total.

The present

Fortunately for JALT, the membership total has been stable of late, albeit stuck in a non-growing mode. For JALT to continue to offer the same level of services and much needed financial support to the chapters, JALT’s financial caretakers argue that we really need to increase our membership base. However, we must do this with the clear realization that the advent of the Internet and the establishment of other active teaching organizations could imply that we may well never see the total numbers we enjoyed in the nineties.

What should JALT do to increase its membership base? There were many ideas put forth over the years. However, many of the schemes to increase membership were very similar throughout the years. Not surprisingly, many suggestions on how to increase JALT membership proposed in the nineties were nearly identical to the ones made recently. Perhaps better execution of the suggestions would be in order.

Besides the need to increase membership, another recurring theme in the minutes was the need for administrative improvements within JALT. While progress has sometimes been slow, as might be expected from a volunteer organization, nonetheless things are getting better. Combined with ongoing efficiency improvements in the JCO and better utilization of the SPLASH database, members can look forward to an increase in JALT’s membership services in the near future. Hopefully this will result in better retention/renewal rates.

On retaining members

JALT is now giving away one FREE year of membership. All you have to do is pay for four years (¥40,000) and the fifth year is free. Actually, JALT

has been offering this discount for the last few years, but participation is still limited. We understand accounting regulations at many institutions prevent some members from taking advantage of this discount but, for many others, the offer is surely too good to pass up. So, the next time you renew, why not go for five!

Announcements

The June 2009 Ordinary General Meeting

• 2009年度6月通常総会

- Date: Sunday 28 June 2009
日程: 2009年6月28日(日)
- Time: 3:00 p.m. – 4:00 p.m. 時間: 午後3:00 – 4:00
- Place: National Olympics Memorial Youth Center, Room: 103 場所: 国立オリンピック記念青少年総合センター 部屋: センター棟103号室

Agenda • 議案

- Item 1. Business Report (2008/04/01 – 2009/03/31) 第一号 平成20年度事業報告
- Item 2. Financial Report (2008/04/01 – 2009/03/31) 第二号 平成20年度決算報告
- Item 3. Audit Report (2008/04/01 – 2009/03/31) 第三号 平成20年度監査報告
- Item 4. Business Plan (2009/04/01 – 2010/03/31) 第四号 平成21年度事業計画
- Item 5. Budget (2009/04/01 – 2010/03/31) 第五号 平成21年度予算
- Item 6. Other important issues 第六号 その他の重要事項

Caroline Lloyd キャロライン・ロイド

JALT National President 全国語学教育学会理事長

TLT Call for Papers: Discourse and Identity Special Issue

The Language Teacher is seeking papers (1,500-2,000 words) for a special issue on discourse and identity in second language contexts, including language learning settings and/or language-in-use beyond the classroom. Papers should be research based and focus on the discursive accomplishment of identity through the application of participant-centred methodologies such as discursive psychology, conversation analysis, or membership categorization analysis. We are looking for articles that document the negotiation of identity in instances of naturally-occurring interaction, particularly studies that feature original collections of interactional practices. Transcripts should conform to Jeffersonian conventions and be limited to 35 characters per line, including spaces. If you are interested in writing a paper for this special issue or have sugges-

tions which might fit with the above themes, please contact Tim Greer at <tim@kobe-u.ac.jp> and Keiko Ikeda at <ikedakeiko@nagoya-u.jp>. The deadline for manuscript submissions is 30 July 2009.

TLT Call for Papers: Lifelong Language Learning

The Language Teacher is seeking papers (1,500-2,000 words) for a special issue focusing on lifelong language learning. Papers should be research or classroom based and related to language education for adult learners (post-graduation) in various contexts. Articles may address topics such as local or national guidelines and facilities for lifelong language learning; reasons that adults study languages; business-related language learning; language classes for the elderly; materials and methodology for adult learners; the challenges faced by lifelong learners and their teachers; the future of lifelong language learning;

and other related topics. In addition, shorter papers for My Share, book reviews, and teacher or learner profiles are welcome. If you are interested in submitting a paper for this special issue, please contact Julia Harper <harper:julia.k@gmail.com>. The deadline for manuscript submissions is 30 September, 2009 and publication is expected in September 2010.

JALT Research Grants 2009

Spring means a new opportunity to be awarded a JALT Research Grant to help fund your research aspirations. This year apply between 1 May and 31 July for one of three 100,000 yen grants. Successful awardees will receive comprehensive support, both from the Research Grants Committee and from experienced advisors and mentors in the Research Grants Teacher-Researcher Network. Full information including application procedures is available on the JALT website at <jalt.org/researchgrants/>.

JALT FOCUS • SHOWCASE 29

...with Jason Peppard

<memprofile@jalt-publications.org>



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

In this month's *Showcase*, Ryan Hagglund outlines the benefits of his school's monthly video training and support sessions.

SHOWCASE

Ryan Hagglund

Regardless of one's experience, we can always learn from observing others teach and by being observed ourselves. Such opportunities are rare however, once teacher training is completed—even though learning and development are lifelong endeavors. For this reason, MY English School in Higashine, Yamagata, runs monthly training sessions for teachers and staff. Most sessions center on discussion of a video of a class taught by one of the teachers during the previous month.

All teachers and staff view each video before the training session. The involvement of staff is important, as they should know what is happening in the classroom and be involved in discussions on good teaching practices to be able to communicate better with current and potential students and parents.

During each session, the teacher whose class was taped, highlights what he or she thought went well, followed by some areas and ideas for improvement. The remaining teachers and staff then make similar comments. An atmosphere of mutual trust and support is essential. There is no trainer/trainee relationship: All who teach are videotaped at some point—including the school manager.



Everyone in these training sessions benefits from constructive criticism. They also benefit from seeing what other teachers are doing well in the classroom, which helps increase the spread of effective teaching practices throughout the school. Lastly, these sessions promote an atmosphere of mutual trust and support. As MY English School expands, this style of teacher training will continue to play a major role in ensuring teaching quality and effectiveness.

Ryan Hagglund is the owner and president of MY English School in Higashine, Yamagata. He can be contacted at <rhagglund@myeigo.com>.

...with Joyce Cunningham and Mariko Miyao

<grassroots@jalt-publications.org>



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



In this issue, Fred Carruth outlines a number of resources available to officers and some suggestions on how to transition and work more effectively in JALT. In the second report, Kip Cates gives us an overview of the TESOL conference held in Denver this past March.

Old and new officers in JALT: Keeping the circle

by Fred Carruth, Chapter
Representative Liaison (CRL)
<fredcarruth@hotmail.com>

Without an array of countervailing forces, knowledge attenuates. This applies to JALT, where rotation is rapid and all the labor volunteered is the remainder of energy and willpower after the demands of work and the commitments of personal lives. In addition to this, JALT's organizational requirements continue to grow, as it is the nature of any large organization to increase in complexity over time. In addition to that, we are still in the midst of the paper-to-digits revolution. We are driven to change, but should always keep one eye to continuity.

JALTers are people with knowledge and ideas. Our human resources are enormous. Some members have 10, 20 and even more years experience as teachers, presenters, authors ... you name it. For me, associating with so many wonderful people is one of the chief joys of JALT membership. Another

main reason many of us are in JALT is to stretch our personal and professional capabilities. We challenge ourselves with new responsibilities, and do things that perhaps we cannot do in our ordinary professional lives. This gives us liberating, even exhilarating opportunities. Taking all this into account, it is clear to me that one of our main duties is to pass on what we know to others who need it. When you are writing an email, unless you are sure your recipient knows it, spell that name out, give the person's title, cite the link, unpack that acronym.

Within JALT, we need to know who is doing what job. Chapter Presidents have an irreplaceable role in the circle, because they both lead their chapters at the local level and represent their chapters at the thrice-annual Executive Board Meetings (EBMs). The Executive Board consists of the seven members of the Board of Directors (BOD), auditor, 35 Chapter Presidents, and 18 Coordinators of SIGs (Special Interest Groups). To the extent that there is such a thing as "National JALT," this diverse group is it, because JALT is essentially managed through the EBMs. (It is a common misconception that the JALT Central Office, or JCO, is the true center of JALT. While we could scarcely continue without it, the JCO should be conceived of as our "front office," where the paper and digits are shuffled. Its job is to provide administrative support for us, the volunteers, who actually run JALT.) To help keep the circle complete, Chapter Presidents should:

- Make sure the list of chapter officers at <jalt.org/main/chapter-officers> is current, and resubmitted after each year's conference;
- Join (and be active on!) the EBM-Net, the Executive Board Members discussion list, (all chapter and SIG officers are eligible);
- Sign up for the Chap-Prez email list by sending an email to the Chapter Representative Liaison (or CRL, but you can call me the Chapter Dude). This list is for Chapter Presidents what the EBM-Net is for the Executive Board. (There are similar lists for SIG Coordinators, as well as for Treasurers and Membership Chairs.)

Each officer needs to know how things work. For primary sources, from the JALT homepage, go to "Log in (Resources)," under "Groups" on the dropdown menu. (To access Officers' Resources, you must first follow the prompts to register as an officer.) Here you will find:

- The *JALT Directory*, a rich source of data including the JALT Constitution and Bylaws, and our version of *Who's Who* but, due to publishing constraints and the time it takes to gather all

the information, the *JALT Directory* is always one year behind. Despite this, that so much of its information remains current year to year is an encouraging indication of continuity.

- JALT Standing Rules, which further define our operating procedures.
- JENLs: the *JALT Executive NewsLetter* sets the agenda for the EBM and is the definitive record of key meetings and decisions. The February 2009 JENL was 51 pages.
- Officers' wikis. The wikis have replaced the paper-based officers' handbooks. One of the main goals for my first year as CRL is to improve the Chapter Presidents' wiki.

Lastly, I cannot overemphasize the importance of passing on to your replacement the information and documents needed to carry on. If you have done all the stuff I have written about, and if you have read all the reading, you may not even know how much you know! Now you can continue the great JALT tradition of doing what we do best: helping each other to achieve common goals.

Conference report: TESOL 2009 in Denver, Colorado

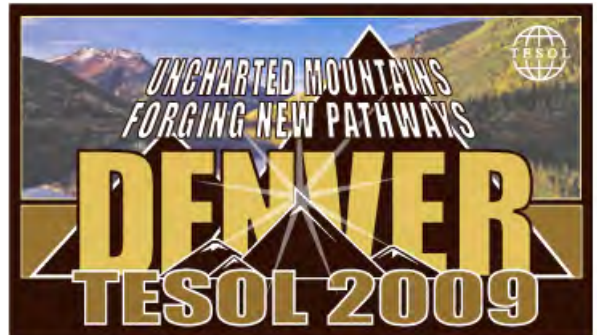
by Kip Cates, JALT GILE SIG Chair

The 43rd Annual International Conference of TESOL was held 26-28 March 2009 in the city of Denver, Colorado, on the theme *Uncharted Mountains, Forging New Pathways*. The conference brought together 6,000 English language educators from more than 100 countries to take part in over 1,000 educational sessions and view displays by over 150 exhibitors.

TESOL (Teachers of English to Speakers of Other Languages) is a global association for English teaching professionals with headquarters in Alexandria, Virginia. It encompasses a network of 59,000 educators worldwide, including 14,000 individual members and 45,000 educators, representing 100 TESOL affiliates worldwide. TESOL's annual convention is a major event for the English teaching profession worldwide. In addition to a rich program of talks and workshops, it gives educators the chance to see the latest teaching publications, meet leading

theorists and writers, and exchange ideas with colleagues from around the world.

The event kicked off with a set of pre-conference workshops on topics such as teaching reading, multicultural education, content-based language teaching, podcasting, literacy, ESL course design and CALL. The 3-day conference itself featured dawn-to-dusk presentations—45 simultaneous sessions each hour—as well as a newcomer orientation, breakfast seminars, business meetings, award ceremonies, a leadership-training program and a Graduate Student Forum. Social events included poetry gatherings, storytelling, and musical performances. The site for the convention, the mile-high city of Denver, made a scenic setting, despite an unusual 2-day snowstorm, which suddenly arrived on the scene.



TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, INC.

The six conference plenaries covered a wide range of topics, including critical pedagogy, digital networking, brain research, sustainability, and educational reform.

Allan Luke, Professor of Education at Queensland University of Technology, gave the opening plenary on "Unpacking the Schooling of Linguistic and Cultural Minorities." In his talk, he discussed the need for teachers to think of themselves as cosmopolitan world citizens, critiqued neo-liberal education policies, gave a sociological analysis of current schooling, and contrasted high quality/high equity school systems (Finland, Canada) with high quality/low equity systems (US, UK). He discussed TESOL tribalism and the social marginalization of ESL learners, and called for an informed professionalism aimed at improving the educational experiences of linguistic and cultural minorities.

The second plenary, by **Glenda Hull** of New York University, was entitled "Beyond Kith and Kind: Expressing Obligations to Others in a Global World." In her talk, she stressed how the increased connections of people, texts, and images brought about by globalization provide exciting opportunities

for language educators to promote international understanding by stimulating youth to explore and express their moral obligations to “strangers” by communicating in multiple modes across languages and cultures.

Other plenaries were given by author and teacher trainer **Jack Richards**, who talked about the changing face of TESOL, by **Janet Zadina**, a cognitive neuroscientist who discussed current brain research on language acquisition, and by TESOL President, **Shelley Wong**, who spoke about sustainability in TESOL, the contributions that indigenous and immigrant learners can make to debates on social issues, and the role language teachers can take in promoting environmental awareness and a sustainable future.

The final plenary, by **Andy Hargreaves** of the Lynch School of Education at Boston College, discussed three historical approaches to educational reform: a First Way of ad-hoc teacher autonomy, a Second Way of standardization and accountability, and a Third Way of political performance targets and educational testing. After criticizing how the tyranny of targets has stifled teacher creativity, he introduced a Fourth Way aimed at combining innovation, inspiration, and sustainability in ESL/EFL program design.

A key destination for many conference-goers was the Exhibition Hall, which featured more than 150 ESL publishers and exhibitors presenting the latest books, instructional materials, and programs in EFL teaching. Other highlights of the conference included:

- The Computer-Assisted Language Learning (CALL) Electronic Village, which featured demonstrations of instructional software and Internet applications for EFL learning
- The Job MarketPlace, which provided conference-goers with opportunities to interview for positions and get information about current marketable skills
- The TESOL display area, which featured display booths run by TESOL affiliates, by TESOL's 20 different Interest Sections and by TESOL Forums such as Black Professionals and TESOLers for Social Responsibility.

Further information about TESOL and its 2009 Denver conference can be found at the TESOL website: <www.tesol.org>. JALT members are invited to attend TESOL's 2010 conference to be held 24-27 March in Boston, Massachusetts, on the theme *Re-imagining TESOL*. The deadline for presentation proposals is 2 June 2009.

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JALT FOCUS • OUTREACH

...with David McMurray

<outreach@jalt-publications.org>



Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning

in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.

Scott Johnston is a writing coach and this essay shares his expertise and experiences in developing writing centers. He takes the reader into a writing center and to a colloquium on developing writing centers in Japan and Asia. Writing centers at universities are places where students can seek help from tutors and graduate

student teaching assistants to improve their essays. ESL writing centers were developed in the United States during the 1990s and have become a model for writing education and collaborative learning in Japan since 2004. The colloquium provided colleagues with an opportunity to discuss the early stages of the development of these new writing centers. Differences in language, culture, and institutional context require that the writing center model be adapted creatively to meet local needs.



Writing centers in Japan and Asia

A nervous student walks into the room, hesitantly heads toward the table, and says, "I am working on my essay on climate change. Could you help me with the introduction?" The person behind the table asks her to read the paragraph out loud and as she nears the end of the paragraph the student says, "Oh, the thesis statement is not very clear is it? I need to fix it."

This conversation is one that took place at the writing center at Osaka Jogakuin College where students come for help to improve their writing. Similar conversations are occurring at many writing centers in Japan and Asia. Altogether, there are at least 11 writing centers in Japan, with three of them focusing on improving Japanese writing. In addition there are six known writing centers in Asia, including South Korea, Taiwan, Hong Kong, and India. Administrators at these writing centers and others interested in writing centers formed an online group in 2007 that continues to exchange information on such topics as how to run centers, how to carry out tutoring sessions, and how to encourage students to use the centers.

On 17 Feb 2009, the first Colloquium on Writing Centers in Japan was held at the University of Tokyo (Komaba Campus) with coordinators from six writing centers presenting and over 30 participants. It was the first time for so many Japanese writing

center administrators and people interested in writing centers in Japan to gather. The writing centers are located at Hokusei Gakuen University Junior College, Osaka Jogakuin College, Sophia University, University of Tokyo (Komaba Campus), Tsuda College, and Waseda University. The colloquium also included a panel of tutors from Waseda, University of Tokyo, Sophia, and Teachers College Columbia University, Tokyo.

Through the presentations, it became apparent that each writing center has developed according to the needs of the schools and their students. Some writing centers support only writing while others help with writing, speaking, and grammar. Some help only with Japanese, some only with English, and some with both. Some help international students. For example, Waseda University helped 113 Chinese students and 71 Korean students with their writing during the fall of 2008.

As the number of universities with programs taught through English increases, the benefits for students of writing and learning centers will become more evident. Thus, the role of writing centers in Japan will increase.

For more information about writing centers in Japan and in Asia, please contact Scott Johnston <johnston@wilmina.ac.jp> at Osaka Jogakuin College.

COLUMN • SIG NEWS

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...with James Hobbs

<sig-news@jalt-publications.org>



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

Bilingualism

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

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

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

Computer Assisted Language Learning

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

The JALT CALL SIG officers and members are very much looking forward to seeing you at our annual

SIGs at a glance

Key: [🗣️ = keywords] [📖 = publications] [🗣️ = other activities] [📧 = email list] [🗣️ = online forum]

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

conference at Toyo Gakuen University in Tokyo on 5-7 Jun! Anyone interested in the various methods of technology that educators and likeminded individuals use to help language learners improve their proficiency should not miss this conference. For more information, please check our website <jaltcall.org>.

College and University Educators

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

The CUE SIG invites submissions for its annual conference, **ESP/EAP: English for Global Living, Working and Studying**, at Tezukayama U., Nara Prefecture, cosponsored by JALT Nara Chapter. The deadline is 15 Jun 09 (for 17-18 Oct 09). Submissions for presentations or workshops, in English or Japanese, are invited on materials development, pedagogy, ESP/EAP programs, curriculum/syllabus design, or other relevant topics. All abstracts will be vetted and acceptance notifications sent out in mid-July. Contact <jalt.cue.conference2009@gmail.com> or see <jaltcue-sig.org>.

Extensive Reading (forming)

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

Framework & Language Portfolio (forming)

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

We aim to discuss the CEFR and ELP, and other similar frameworks and their relevance for Japan. We emphasize developing materials to support educators who would like to use these pedagogic tools; Language Portfolio for Japanese University is now available. The SIG will hold a summer seminar at Tokyo University of Foreign Studies on Sat 27 Jun 2009, 10:00 to 17:00. See <forums.jalt.org/index.php/topic,456.0.html> or contact <flpsig@gmail.com> for more information.

Gender Awareness in Language Education

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

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

Global Issues in Language Education

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

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

Japanese as a Second Language

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

JALT日本語教育論集第10巻1号を発行しました。ジャーナルを日本語教育研究部会員に送ります。

JALT Journal of Japanese Language Education, Volume 10, No. 1, was published in Feb 2009. The journal is sent to all JSL SIG members.

Junior and Senior High School

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

The JSH SIG is operating at a time of considerable change in secondary EFL education. Therefore, we

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

Learner Development

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

The Learner Development SIG is for anyone interested in making connections between learning and teaching. Look out for us at the Nakasendo Conference on Sun 28 Jun at Tokyo Kasei University! Presenters include **Andy Barfield** on the relationship between learner autonomy and teacher autonomy, **Robert Moreau** and **Allen Lindskoog** on constructing a classroom presence, and **Fergus O'Dwyer** and **Ellen Head** on portfolios as a tool for raising motivation. More info at <actj.org/nakasendo2009>.

Lifelong Language Learning

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

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

生涯語学学習研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン< jalt.org/lifelong>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方は

もちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

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

Other Language Educators

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

Pragmatics

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

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

Professionalism, Administration, and Leadership in Education

The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal

or newsletter. To read current and past issues of our journal, visit <www.debito.org/PALE>. Also, anyone may join our listserv <groups.yahoo.com/group/PALE_Group>. For information on events, visit <www.jalt.org/groups/PALE>.

Study Abroad (forming)

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

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

Teacher Education

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

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

Teachers Helping Teachers (forming)

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

Teaching Children

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

The TC SIG is pleased to announce its support for the *2009 Kagoshima Teaching Children Conference—Shogako Eigo Now!*, to be held Sun 21 Jun at Inamori Kaikan, Kagoshima University Campus from 9:00. In addition to four plenary speaker presentations, there will be a panel discussion from 15:30 to 17:00 entitled *Bridging the gap from Primary to Junior High School: Is it possible?*, in Japanese with English visual aids. For more information, visit <www.tcsig.jalt.org>.

Testing & Evaluation

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

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

...with Ben Lehtinen

<chap-events@jalt-publications.org>



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

Wow, half of the year has already passed as summer approaches; always a busy time of year with what seems a limitless number of options for weekend entertainment, providing that good weather prevails. Even on the days when it pours a never-ending rain, there are options. What better way to get through the drizzle of a weekend, work, or life than by attending a local chapter event with folks of a sunnier mind? If your chapter is not listed below, make sure to keep an eye on the chapter events website <jalt.org/events/2009-06> as events may appear at any time.

Gunma—Extensive reading in secondary schools and higher education by **Kunihide Sakai**. Nowadays *tadoku*, or extensive reading, has become established in many secondary schools and institutions of higher education, and very popular at some of them. Sakai will describe how and why Oxford Reading Tree, a reading program for younger learners, got it all started. *Sun 21 Jun 14:00-16:30; University of Electro-Communications, Kyoai Gakuen College; Free!*

Hamamatsu—The 30-second ad in the classroom: Using TV commercials to liven things up by **Philip McCasland** of Fukushima University. TV commercials provide a host of pedagogical possibilities for any language class. One 30-second ad brings authentic linguistic and cultural content that can be integrated into various communicative activities. McCasland will discuss the benefits, a selection framework, and the technology necessary for using commercials, while demonstrating several activities. Please check <www.hamajalt.org> for full details and venue map. *Sun 14 Jun 9:30-12:00; Zaza City Palette, 5F, Hamamatsu; Non-members ¥1000.*

Himeji—Examining Eigo Note and its potential for success by **Harry F. Carley**. Since April 2009, Imabari-City, Ehime, has been utilizing Eigo Note. Some areas of Japan have already started to deviate from its stated goal. Carley will provide background information on the book and discuss its purpose, problems, and potential. Lessons will be analyzed for linkages from lesson to lesson, usefulness to learners, and teaching feasibility for instructors. *Sun 14 Jun 14:00-16:00; University of Hyogo Shinzaike Campus, Bldg. F, 2nd Floor Conference Room; Non-members ¥1000.*

Hokkaido—Good practices that help students learn and teachers grow by **Wilma Luth**. The first half of this presentation will focus on small changes that teachers can make in the classroom that aid student learning either directly or indirectly. In the second half we will look at ways teachers can sustain their energy and enthusiasm for teaching by engaging in professional development outside of the classroom. For more information check out <www.jalthokkaido.net>. *Sun 21 Jun 14:00-16:00; Hokkai Gakuen; Non-members ¥500.*

Kitakyushu—Learn through ENIE (English Newspapers in Education) by **Toshihiro Yamanishi**. Yamanishi will speak about teaching English through the use of English newspapers. He will present the

merits of ENIE as well as many different types of activities teachers can use. *Sat 13 Jun 18:00-20:00; 3rd floor of the Kitakyushu International Conference Center, map available at <jalt.org/chapters/kq>; Non-members ¥1000.*

Matsuyama—The structure of words by **Kiyoshi Shioiri**. Native speakers of English have competence in how words are structured. Shioiri will discuss how morphemes are assembled to make words. Word components such as stem, prefix, and suffix will be explained, and we will see how crucial it is to have knowledge of word structure as part of an overall competence to speak. *Sun 14 Jun 14:15-16:20; Shinonome High School Kinenkan, 4F; Non-members ¥1000.*

Nagoya—Obaachan's Garden by **Linda Ohama**. Linda Ohama, the director, will present her award-winning film, "Obaachan's Garden," the story of her grandmother, the last living picture bride in Canada when she passed away at nearly 105 years old. Linda will discuss her work as a filmmaker and educator, and the importance of preserving personal stories to understand the impact of history, politics, family, and culture on our lives. For more information, please go to <www.nic-nagoya.or.jp/en/aboutus/access.htm>. *Sun 21 Jun 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; One-day members ¥1000.*

Okayama—Native checkmate by **Ian Willey** and **Kimie Tanimoto**, followed by **TASK based learning in the CLT classroom** by **Peter Lutes**. The first presenters will describe a study that explored nursing researchers' experiences and attitudes towards native-speaker checks, focusing on Japanese journals which require native-speaker checks for English abstracts. In the second presentation, Lutes will discuss task-based learning in CLT programs he has developed and offer suggestions for developing TBL programs that take into account learners' needs and abilities, teacher experience and training, and program constraints. *Sat 13 Jun 15:00-17:00; Sankaku Okayama in the ARC Square Building, 2F, Omotecho 3-chome; Non-members ¥500.*

Shinshu—English activities in primary school classes by **Hideki Sakai, Hiroshi Nishizawa, Taya Pitt** and others. Cosponsored by Shinshu JALT and Matsumoto Study Group of International Understanding, this event includes workshops, demonstration classes, and other activities to help primary teachers prepare to include English in the curricu-

lum. Sun 14 Jun 9:00-16:30; Yamabe Kyoiku-Bunka-Centre, Matsumoto-shi, Nagano; Free!

Yamagata—President Obama's speeches in a university English class by **Steve Ryan**. President Obama's inaugural speech and victory speech in Chicago provide excellent EFL class material, as listeners have been moved to tears with the words "Yes, we can!" Contact *Fumio Sugawara 0238-85-2468*. Sat 6 Jun 13:30-15:30; Yamagata-shi, Seibukominkan; tel. 0236-45-1223; Non-members ¥800.

Yokohama—Eureka! Finding a direction forward with research planning by **Andy Boon** of Toyo Gakuen University. In this workshop, Boon will provide an overview of Freeman's (1998) chapter on forming and developing lines of inquiry when researching one's own teaching context. Participants will be encouraged to formulate or bring along research questions to work on. Workshop members will go away with a much clearer and more solid understanding of their individual research plans and how they would like to proceed with them. Sat 27 Jun 13:30-16:30; Kanagawa Labor Plaza (link can be found at <www.yojalt.org> or at <www.eltcalendar.com>); Non-members ¥1000.

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COLUMN • CHAPTER REPORTS

...with Troy Miller

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

Akita: March—Recasting emotions in SLA: Insights from learning as a social transaction by **Yasuhiro Imai**. After asking the question, "What is the connection between emotions and SLA?" Imai gave a PowerPoint presentation that outlined his current research on the topic. He explained the theories and methodologies used in his qualitative case-study research that employed small groups of university students. Focusing on the emotional output of his student-subjects, he was able to discover different levels of emotional involvement, intelligence, and learning. Imai introduced his idea of "intersubjectivity," which challenged us to look beyond the individual and realize that educators must take into account the complex, dynamic and social aspects of emotion. We ended the session with open discussion about how his study could influence materials development, rapport within the classroom, understanding student behavior, and classroom dynamics.

Reported by Wayne Malcolm

East Shikoku: February—Beyond motivation: Exploring group dynamics, investment and resistance in Japanese EFL students by **Keiko Sakui** and **Neil Cowie**. In this 2-hour workshop, Sakui and Cowie first shared personal experiences of teaching less motivated or more resistant classes, and then asked participants to recollect language classes that did not work for them. They then gave an overview of previous L2 motivation research and highlighted the importance of case studies and ethnography as a means of understanding the background of students, which they linked to the concept of "investment." In the second part of the workshop, Sakui and Cowie suggested the study of group dynamics and group formation as a way forward in linking motivational theory and pedagogical practice, noting that good classes are ones that function effectively as groups. By acknowledging that motivation is a complex construct involving individual differences, sociological background, and psycholinguistic factors that cut across both groups and individuals, the speakers reassured teacher-participants that resistant behaviour in students is the fault neither of the teacher nor the students. As a way of improving learning opportunities, they suggested that teachers focus on creating positive group dynamics and that they be aware of the four stages of group formation.

Reported by Takahiro Ioroi

Gunma: January—Trust matters by **Daniel Da Silva**. As teachers, we automatically receive a certain degree of trust from students. Likewise, we trust students, students trust each other, and themselves. Da Silva opened by showing participants a picture and asking the question, "Would you trust this person?" to stimulate our ideas about the topic.

He related the reasons we gave for our “yes,” “no,” or “maybe” answers to various definitions of trust, one being that trust is a three-part relation whereby one person trusts another person with something or to do something, in addition to various researchers’ perspectives on trust, such as the notion of high and low trusting societies, and trust as being ubiquitous. Much of the session was spent on self-reflection and discussion of how trust is an important factor for successful learning and the ways in which we gain trust and exercise trust in our classrooms. Doing what we say we will do, showing that we are really there to help students reach their academic goals, and believing that students want to and can learn are just a few ways teachers become trustworthy. Moreover, the self-reflection itself provided the additional bonus of helping us gauge our own performances with our students.

Reported by Lori Ann Desrosiers

Hamamatsu: March—An overview of employment conditions for language teachers in Japan by **Robert Aspinall**. Aspinall, an author of numerous articles on Japanese education and language policy, shared some “eye opening” information about both past and present work conditions for language teachers in Japan. He started off by explaining in depth about three different employment categories of foreign language teachers in Japan, which were: (1) ALTs and JET teachers, who were either directly employed or “outsourced;” (2) Eikaiwa teachers including self-employed; and (3) university, college, and some private high school language teachers in a variety of contracts. In the second part of his talk, he shared some professional advice for those of us who might be seeking a long-term career in Japan as language teachers. This advice included joining a group such as PALE (Professionalism, Administration, and Leadership in Education), SCOEP (Standing Committee on Employment Practices), a union, or JALT. He also stressed that there is great value in not only learning the Japanese language but also networking and establishing reliable contacts and professional relationships among Japanese staff and coworkers. Considering today’s economic climate, Aspinall’s contribution was a timely, useful, and thoroughly researched presentation that was relevant to the wide variety of English teachers who attended our meeting.

Reported by David Stephens

Hokkaido: March—Incorporating art into language education by **Miori Shimada**. Shimada was drawn to incorporate art in a class of students who had failed previous classes at her university, mostly from lack of motivation as evidenced by poor attendance. Based on research into student motivation and art therapy, Shimada’s goals were to see if art could motivate these students to learn; create a cooperative atmosphere and improve self-esteem; and lead to improved English ability. Shimada presented a number of examples of the ways she uses art in her classes. For one third of her classes, her students colored pictures connected with English stories they were reading. For another third, her students made collages connected with magazine and newspaper articles. A third session involved students making self-introduction PowerPoint presentations. Judging by the improvement in attendance and comments from her students, the addition of art into her lessons certainly did improve her students’ motivation to study English. After a break, we were invited to participate in trying the coloring and collage activities. Finally we shared various ideas and experiences we have had using art activities and PowerPoint presentations in our classes.

Reported by Michael Mielke

Kitakyushu: March—Japanese culture presentations by **Dave Pite**. Pite explained that making 5-minute videos about Japanese culture is a project that puts students in the expert’s chair and gives them practice in explaining their own culture that comes in handy during later homestay experiences or intercultural interactions. Tenth-grade students in groups of 4-5 choose a topic—not necessarily related to traditional culture—and take on the roles of manager, director, designer, and writer(s) in order to plan a video in which all of them will have speaking parts and which will be judged on the basis of originality, communicativeness, and fluency. Pite shoots and edits the videos at the end of a 7-week term and the best ones become a 45-minute Culture Video Festival shown during a grade-wide assembly. Showing copious clips from his 11 years of working on this project, he pointed out possible pitfalls and explained how he deals with them. The walls of the meeting room were decorated with posters and other student-produced visuals, and we received handouts of the planning and evaluation forms he uses. Despite the technical headaches involved, Pite feels that these culture videos are a useful learning experience, which he hopes to use as a basis for Skype-based discussions between his students and those in a New Zealand school.

Reported by Margaret Orleans

Nagoya: March—*English through drama* by **Miho Moody**. Moody demonstrated through this presentation that drama can be a useful tool in the communicative language classroom. As an icebreaking activity, she began with some simple nonverbal and verbal activities and then had the participants go through a brief conversation, but varied the tempo and volume to show dramatic effect. Next, **she stressed that an important factor in an improvisation is conflict, which helps students by giving them a direction and goal for their conversation.** This was demonstrated by having participants perform a short play in small groups. As another example of improvisation, participants in small groups pretended to be interviewing Cinderella's mother. The final drama was "How can you tell your parents about your international marriage?" Moody had participants consider the situation from many sides and put themselves in the shoes of the people involved. She had them discuss the child's and partner's situations (working or not working, future plans, etc.) and the parents' situation (social life, occupations, etc.)

Lastly, she quoted from Flemming, saying that when the outcome of the drama is known in advance, students are more at liberty to focus on the way meaning is created.

Reported by Kayoko Kato

Nara: March—*Everything you need to know about teaching English at elementary schools* by **Lena Okada**. With abundant energy, ideas, and experience, Okada led us through 3 hours of learning needs, classroom activities, and situational considerations. She began with a look at the pros and cons of teaching English in elementary school at various ages. One concern she expressed was that the "rich Japanese culture" may be dying. In addition to talking about pronunciation and related activities, she discussed the role of ALTs in the classroom, the importance of visual aids, the need for TPR-oriented activities, the use of songs, and the role of games. Okada then demonstrated a number of games, which reflected the priorities of her curriculum: numbers, colors, shapes, then fruits and vegetables. She stressed that purple should be the first color taught because it is the most difficult to pronounce. Right from the beginning, students should work on their pronunciation, so they can train their muscles and ears for sounds that are not part of Japanese. The relatively fast-paced session was peppered with interesting ideas and useful activities. In addition, Okada has written a book that she suggests could form the basis of an elementary school EFL education curriculum.

Reported by Rodney Dunham

Omiya: February—*Let's delve into the minds of "bad" students: Alternative TESOL* by **Jun Harada**. In this presentation, Harada, who has taught students of various ages and levels of ESL and EFL proficiency, discussed how to deal with students who hate English. He first explained how he got "stuck" in a conventional classroom setting where the students had problems with motivation, self-esteem, learning strategies, attention, and low grammatical sensitivity. Interviewing and teaching unmotivated students helped him find his weak students' unique characteristics and change his teaching styles accordingly. Harada then shared teaching methods and materials he developed to help weak students "shine." He mentioned that the most important thing for Japanese students is to use English without being afraid of making errors, which enables them to learn grammar more effectively. **He introduced some successful activities, such as summarizing textbooks and creating punch lines.** When making lessons, he stresses that students should: (1) freely express their feelings, (2) be creative, (3) be willing to communicate, and (4) be humorous. **Throughout the session, participants enjoyed Harada's anecdotes about struggles as well as successes and the hands-on activities that he presented.**

Reported by Masa Tsuneyasu

Sendai: March—*Starting the new school year.* Seven presenters shared ideas and activities for getting the year started off on the right foot and in the right direction. (1) **Soichi Ota** began with a community-building activity in which student groups brainstorm on English questions to ask the instructor—ANY question. (2) **Kenichiro Tachibana** followed with one activity employing mobile phones in number listening drills, and another in which listening supports and activities are imported into music videos as subtitles. Both show new college students that a course can focus on simple English, but be very different than what they have done before. (3) **Maggie Foster** showed how she "sells" Spanish to new students, eases them into learning, and helps them build helpful learning strategies. (4) **Dominic Jones** outlined how he incorporates simple English into a variety of classroom activities to help students get off to a stimulating, confident start. (5) **Steven Hatfield** explained an activity designed to help students consider issues from an instructor's point of view. (6) **Margaret Chang** presented her student data sheets, which provide helpful information on students, as well as numerous teaching opportunities. Finally (7) **Kumiko Ota** took us through a series of activities combin-

ing movement, performance and communication, which could all contribute to an engaging start to any course.

Reported by Ken Schmidt

Shinshu: February—Legitimate participation in academic publishing—from the periphery to the core by **Theron Muller**. In order to provide encouragement to those interested in joining the academic publishing community, Muller first focused on exploring the various roles participants play in journal communities and the processes papers go through on the path to publication in academic journals including *The Language Teacher*, the *JALT Conference Proceedings* and the *Asian ESP Journal*. “Legitimate peripheral members” include JALT members and audience as well as other ELT professionals who are actually potential core members. Muller described “community of practice” models which would facilitate a move from the periphery to the core of academic publishing. In his second focus, Muller explained the nuts and bolts of the academic writing and publishing process, providing advice to potential authors concerning the need to

fill gaps in the research field, provide clear context for the research, and fit the scope of the journal. Upon finishing their studies, many potential participants lose the support system of their universities. By offering a clearer picture of the participants and processes involved in this community of practice, Muller addressed this “disconnect” and provided hope to those who are daunted by the look of highly-polished, published papers.

Reported by Mary Aruga

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COLUMN • JOB INFORMATION CENTER

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...with James McCrostie

<job-info@jalt-publications.org>



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

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

Job Information Center Online

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

CVs, lies, and videotape: Making a sample teaching video

A PPLYING for teaching jobs sometimes requires sending a short videotape or DVD of the candidate teaching a class. When submitting a sample teaching video, many job hunters are at a loss as to what schools are looking for.

The demo video serves a number of purposes. It allows schools to view the candidates' teaching skills in areas such as material selection, classroom presence, time organization, and giving instructions in a setting more natural than a demo given during an interview. The effort it takes to make a video also reduces the number of applicants: not an unimportant consideration given that attractive positions might attract over 100 applications.

While schools should have set criteria to evaluate the videos, in reality most don't. Without criteria, different people watch the same 10-minute clip and

come away with conflicting opinions. That makes it impossible to give specific advice about what must be included in a teaching demo video; everyone watching your video is probably looking for something different.

It also makes it difficult for hiring committees to compare videos. Candidates send in videos of large classes, small classes, advanced classes, low-level classes, and everything in between. Therefore, think about introducing your teaching situation at the beginning of the video by briefly describing your class, proficiency level, and the teaching activity's goals.

In the video itself, it's a good idea to show yourself: giving instructions, interacting with students, monitoring students doing pair or group work, doing a transition between tasks, and asking students questions. Of course nothing says you can't rehearse an activity with students before doing it again with the camera rolling. When deciding which class to record, choose the class that best matches the job description or the students you have the best relationship with.

There are a few technical considerations to remember. The hiring committee will listen to your voice carefully. They will probably pay special attention to your accent and decide whether they and the school's students will be able to understand you. Be sure to speak clearly and at a suitable speed. Your voice might become impossible to hear if you get too far from the camera while moving around the classroom. Similarly, students seated far away might be difficult to hear. Also remember that you're not recording a *Blair Witch Project* remake; use a tripod to keep the camera steady and avoid nausea-inducing shots that zoom in and out or pan back and forth.

A final point to think about is how to get your students' permission to record them. If asking students you have a good rapport with, this shouldn't be a problem. However, if some feel uncomfortable, they could be moved to one side of the room. Furthermore, for privacy reasons, some schools don't want teachers recording students and/or sending videos to outside parties. When informing your supervisors, decide for yourself whether it's better to ask for permission or beg for forgiveness.

Job Openings

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

Location: Nagano, Komagane

School: Interac Japan

Position: Short-term intensive language programme instructors

Start Date: Four times a year

Deadline: Ongoing

Location: Kanagawa, Sagami-hara

School: Aoyama Gakuin University, School of International Politics, Economics, and Communication

Position: Part-time instructors

Start Date: April 2010

Deadline: 30 September 2009

...with David Stephan

<conferences@jalt-publications.org>



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

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Upcoming Conferences

5-7 Jun 09—JALTCALL 2009, at Toyo Gakuen U., Tokyo. Annual conference of the JALT CALL SIG. The keynote speaker will be Mark Warschauer. **Contact:** <jaltcall.org/news/index.php>

11-13 Jun 09—International Society for Language Studies Conference: *Critical Language Studies: Focusing on Power*, in Orlando, FL. **Contact:** <www.isls-inc.org/conference.htm>

17-21 Jun 09—21st International ISHS Humor Conference, hosted at Long Beach by California State U. **Contact:** <www.ishs2009.com>

18-20 Jun 09—LPLL 2009: Language Policy and Language Learning: *New Paradigms and New*

Challenges, hosted in Limerick by the Irish Association for Applied Linguistics. **Contact:** <www.ul.ie/~lcs/lpl12009>

30 Jun-2 Jul 09—Fifth Biennial Conference of the European Association for the Teaching of Academic Writing: *The Roles of Writing Development in Higher Education and Beyond*, at Coventry U. **Contact:** <www.coventry.ac.uk/eataw2009>

12-17 Jul 09—11th International Pragmatics Conference: *Diversity, Context, and Structure*, in Melbourne. **Contact:** <ipra.ua.ac.be>

20-23 Jul 09—Fifth Corpus Linguistics Conference, at U. of Liverpool. **Contact:** <www.liv.ac.uk/english/CL2009>

3-5 Sep 09—BAAL 42nd Annual Conference: *Language, Learning and Context*, in Newcastle. **Contact:** <www.ncl.ac.uk/ecls/news/conferences/BAAL2009>

13-16 Sep 09—Third Biennial International Conference on Task-Based Language Teaching: *Tasks: Context, Purpose and Use*, in Lancaster, UK. **Contact:** <www.lancs.ac.uk/fass/events/tblt2009/index.htm>

18-19 Sep 09—Good Practice Forum: Collaborative Language Teaching in North East Asia through ICT, at U. of Shimane. Keynote speaker will be David Nunan. Participants are invited to attend one or both days to discuss collaborative language teaching through ICT. **Contact:** <lms.u-shimane.ac.jp/~eguchi/conference09.html>

18-20 Sep 09—15th IAICS International Conference on Cross-Cultural Communication: *Intercultural Communication and Collaboration Within and Across Sociolinguistic Environments*, at Kumamoto Gakuen U. **Contact:** <www.uri.edu/iaics> <iaics2009@kumagaku.ac.jp>

11-13 Oct 09—Language Learning in Computer Mediated Communities (LLCMC) Conference, at U. of Hawaii, Manoa. **Contact:** <nflrc.hawaii.edu/llcmc>

16-17 Oct 09—First International Conference on Foreign Language Learning and Teaching, at Thammasat U., Bangkok. Keynote speakers: Anne Burns, Macquarie U.; Gita Martohardjono, CUNY Graduate Center; Shelly Wong, President, TESOL. **Contact:** <fl12009.org>

17-18 Oct 09—Third Annual Japan Writers Conference, at Doshisha Women's College, Kyoto. Presentations on all aspects of the writing craft for those living and working in Japan. **Contact:** <japan-writersconference.org>

5-7 Nov 09—Symposium on Second Language Writing: *The Future of Second Language Writing*,

at Arizona State U. Plenary speakers include: Carole Edelsky, Mark James, Ann M. Johns, Mark Warschauer, Gail Shuck. **Contact:** <sslw.asu.edu/2009>

21-23 Nov 09—JALT2009: 35th Annual International Conference on Language Teaching and Learning: *The Teaching-Learning Dialogue: An Active Mirror*, in Shizuoka. Mirrors allow us to look at a single object from many different angles. In a good teaching-learning situation, there is always another way of looking at any issue: We proceed successfully only when reflection and a variety of perspectives are involved. **Contact:** <jalt.org/conference>

JALT2009



THE TEACHING LEARNING
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<JALT.ORG/CONFERENCE>

Calls for Papers or Posters

Deadline: 14 Jun 09 (for 26-27 Sep 09)—International Conference on Applied Linguistics: *Developments, Challenges, and Promises*, Teheran, Iran. Keynote speakers include: David Block, Guy Cook, Hossein Farhady, Barbara Seidlhofer, Henry Widdowson. **Contact:** <appliedlinguistics.ir>

Deadline: 15 Jun 09 (for 17-18 Oct 09)—Annual Conference of the JALT College and University Educators (CUE) SIG: *ESP/EAP: English for Global Living, Working and Studying*, at Tezukayama U., Nara. Cosponsored by JALT Nara Chapter. Proposals are invited for presentations or workshops, in English or Japanese, on any relevant topics, including: materials development, pedagogy, ESP/EAP programs, and curriculum/syllabus design. **Contact:** <jaltcue-sig.org> <jalt.cue.conference2009@gmail.com>

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

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jaltjournal

全国語学教育学会

JALT Journal

is a refereed research journal of the Japan Association for Language Teaching (全国語学教育学会).

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

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

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

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

Feature Articles

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

- be up to 3,000 words (not including appendices)
- have pages numbered, paragraphs separated by double carriage returns (not tabbed), and subheadings (boldfaced or italic) used throughout for the convenience of readers
- have the article's title, the author's name, affiliation, contact details, and word count at the top of the first page
- be accompanied by an English abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical background
- include a list of up to 8 keywords for indexing
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独自性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(大文字かイタリック体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the co-editors.

読者フォーラム: 日本ででの言語教育、及び言語学習に関する思想的なエッセイを募集しています。日本での語学教師に関連している、6,000語以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

Interviews. If you are interested in interviewing a well-known professional in the field of language teaching in and around Japan, please consult the editors first. Lengths range from 1,500-2,500 words. Send as an email attachment to the co-editors.

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

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

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、4,000語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

Departments

My Share. Submissions should be original teaching

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

- be up to 700 words
- have the article title, the author name, affiliation, email address, and word count at the top of the first page
- include a *Quick Guide* to the lesson plan or teaching technique
- follow My Share formatting
- have tables, figures, appendices, etc. attached as separate files
- include copyright warnings, if appropriate.

Send as an email attachment to the My Share editor.

マイシェア: 学習活動に関する実践的なアイデアについて、テクニックや教案を読者が再利用できるように紹介するものです。1,000字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気を付け下さい。My Share担当編集者に電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

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

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

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The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

- Testing and evaluation
- Materials development

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

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

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

Membership Categories 会員と会費

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

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

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

JALT Central Office

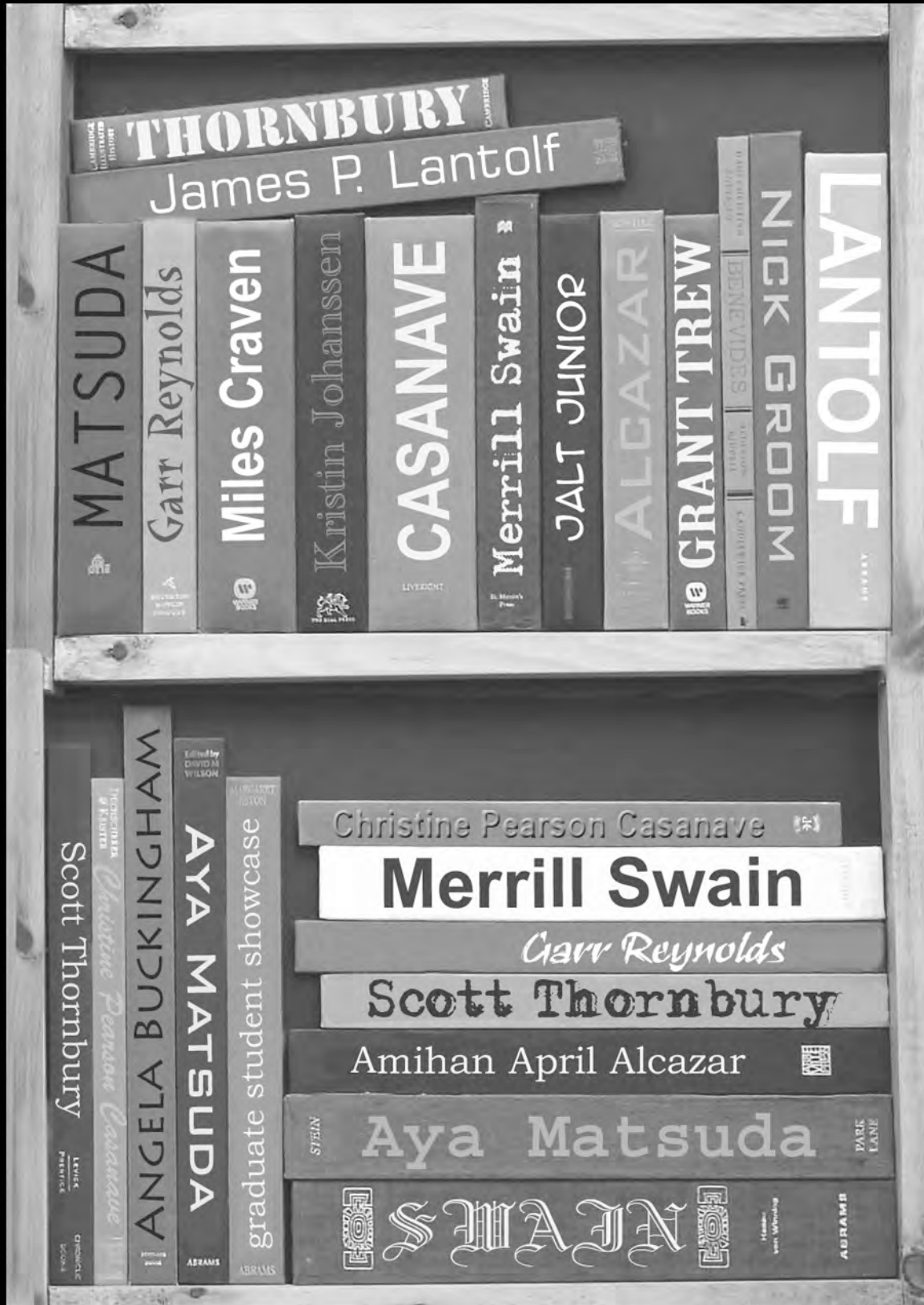
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Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation,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

REQUIRED READING*



*Do not cheat by simply attending JALT 2009 in Shizuoka!

L1 use in instructions for low-level learners

Leigh McDowell, Temple University, Japan Campus

Appendix A

Task-based test


I

1 _____


2 _____

3 _____


(a)



(b)



(c)



A _____


B _____

C _____


II

	Wednesday	Thursday
First Period 8:40—9:30		
Second Period 9:40—10:30	English	Japanese language
Third Period 10:40—11:30		
Fourth Period 11:40—12:30		


(a) math (数学)




(b) biology (生物)




(c) geography (地理)



(d) P.E. (体育)



(e) music (音楽)



III

Aki: What time do you usually get up in the morning?

Tom: I get up at (a) . After I jog, I take a shower. I have breakfast about (b) .

Aki: School starts at (c) . What time do you leave home?

Tom: About eight. I get to school around (d) .

(a) _____

(b) _____

(c) _____

(d) _____




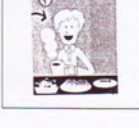
IV

First

Second

Third

Fourth

Based on Kobayashi, House, & Mitsui (2006)

Appendix B

Scripts for instructions used in task-based test

Treatment 1 - All English Instructions

I'll say the instructions only once so please listen carefully.

Question I, 1, 2 and 3 are dictation questions.

- I will say 3 questions. Please listen and write the questions.
- Now (a) (b) and (c), match with questions 1, 2 and 3 above. Write the number above the appropriate picture.
- Okay, next capital A, B and C, in English sentences write the answers to the above questions (a), (b) and (c). Write your answers in words, not numbers

Question II

- This is one class' schedule for Wednesday and Thursday. Here are 5 subjects. Please listen and write the names of the subjects, not the letters but the actual words, in the appropriate periods.
- Please turn over the page.

Question III

- Now you are going to hear a conversation between Tom and Aki. Listen and fill in the times. Write the answers in numbers, not words on the lines below the conversation.
- You will hear the conversation two times.

Last question IV.

- You will hear Tom's schedule. Draw a line and match the activities in the pictures with the order in which you hear them.

Treatment 2 - English Instructions before Japanese

I'll say the instructions only once so please listen carefully. 今からテストの方法を1回だけ説明します。静かに聞いてください。

Question I, 1, 2 and 3 are dictation questions. 質問Iの1から3までは、聞き取りです。

- I will say 3 questions. Please listen and write the questions. 今から、質問を3問出します。質問を聞いて書いてください。
- Now (a) (b) and (c), match with questions 1, 2 and 3 above. Write the number above the appropriate picture. aからcまでの絵を見て、1から3までの質問に合うものを下線部に番号を書き

なさい。

- Okay, next capital A, B and C, in English sentences write the answers to the above questions (a), (b) and (c). Please write your answers in words, not numbers. 次に大文字のAからBまでの問題を行います。上の小さいaからbまでの質問に対する答えを英語でこたえなさい。答えは、数字ではなく、単語で書きなさい。

Question II

- This is one class' schedule for Wednesday and Thursday. Here are 5 subjects. Please listen and write the names of the subjects, not the letters but the actual words, in the appropriate periods. 質問IIです。あるクラスの水と木曜日のスケジュールの一部です。2時間目に水曜日は、英語、木曜日は、日本語が入っています。その他のあいている所に、今から話すことを聞いて、右の欄から適切な科目をえらび、科目名を入れなさい(記号ではありません)。
- Please turn over the page. 裏側に続き

Question III

- Now you are going to hear a conversation between Tom and Aki. Listen and fill in the times. Write the answers in numbers, not words on the lines below the conversation. You will hear the conversation two times. 質問IIIです。次にトムとアキの会話についての問題です。会話を聞いて、aからdまでの下線部に時間を入れなさい。答えは、単語ではなく、数字で書きなさい。

Last question IV.

- You will hear Tom's schedule. Draw a line and match the activities in the pictures with the order in which you hear them. 最後の質問IVです。次の問題は、トムのスケジュールについてです。聞こえた順番に線で結びなさい。

Treatment 3 - Japanese Instructions before English

As for Treatment 2 but in reverse, with Japanese instructions before English.

Appendix C

Survey

Rating of Understanding and Preference for L1 Use
Survey in English and Japanese

Survey

1. How well do you think you understood the questions on test? Example: 73%
 - 0% = Didn't understand them at all.
 - 100% = Understood them completely.
2. How well did you understand the teacher's spoken instructions for this test?
 - 0% = Didn't understand the instructions at all.
 - 100% = Understood the instructions completely.
3. For spoken instructions in O.C.1, which language pattern do you prefer? Choose from below by circling the one you prefer.

アンケート

1. 今回のテストの出来は、どうでしたか?例: 73%
 - 0% = 全くできなかった。
 - 100% = 大変よく出来た。
2. このテストは、質問の説明が口頭でなされましたが、どれぐらい理解できました?
 - 0% = 全く理解できなかった。
 - 100% = 完全に理解できた。
3. O.C.1のLL教室の授業では、どの言葉での指示が分かりやすいと思いますか?下から、一つ選んでください。

どちらでもよい=日本語、英語の順英語、日本語の順全て英語

Basic research skills for EFL students

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Appendix

ProQuest

ProQuest is an electronic database of thousands of journals, magazines, and newspapers that is easy to use. All the students have to do is type in a keyword or words and click on the "search" button. Depending on what databases they've selected (the standard package for university libraries comes with the Academic Research Library, ProQuest Medical Library, ProQuest Newspapers [The New York Times and USA Today] and U.S. National Newspaper Abstracts databases), the database will do a search through its archives and provide a list of source materials. If students want, they can even pre-select for things like the date of issue, citations that include only the full text of documents (rather than abstracts), and only scholarly journals.

Other library databases

As ProQuest is a database of American and Canadian sources, it may not have all of the information that your students are looking for. If a student is writing a paper on a topic like "Japanese food in Australia," for example, they might want to use a database called FirstSearch. This database includes North American, European, and Australian sources.

Japanese databases

Even if your students are writing a paper in English, they may want to do some research in Japanese. In that case, they should familiarize themselves with the databases that are widely available in Japan like GeNii, CiNii, and JapanKnowledge.

Exercise for using ProQuest

To see how ProQuest works, let's take an example. Last year, a student wrote a very good paper about Yoshihiro Hattori and gun control. (Hattori, you'll recall, was the Japanese foreign exchange student who was tragically killed in Baton Rouge, Louisiana, while on his way to a Halloween party). The student began by typing in the name "Yoshihiro Hattori" and came up with a list of 44 documents. This list included full-text articles, abstracts, and citations of articles about or by Yoshihiro Hattori. To narrow the list further, she typed in the words, "Yoshihiro

Hattori and gun control." This time, she was given a list of just five documents. Finally, she tried the same search again ("Yoshihiro Hattori and gun control") but this time checked the box for "Full text documents only." This last search provided her with three newspaper articles and one journal article, two of which she used to write her thesis.

Go to your school library or a public library that subscribes to ProQuest and do a search using the following sets of key words:

- Fast food and slow food
- Influences on teen smoking
- September 11th and terrorism
- English as a global language

Note: You may have to experiment with the key words and try several different possibilities including some of the topics that ProQuest will suggest.

Next, fill in the missing information with the answers from your search using ProQuest.

The keywords _____ gave me a list of _____ documents for all databases. When I narrowed the list by checking the box for "Full text documents only," I was given a list of _____ documents.

Then select two of the articles to read later.

After looking at the list of documents, I decided to read the journal article called, "_____" and the newspaper article called, "_____."

Research assignment

Choose a topic to research. If you've already decided on the topic for your research paper, you can use that. Otherwise, any topic will be fine. Narrow the topic down to something specific so that you will not have too much material. Example: "Japanese Culture" is too general. "The Doll Festival" (Hina Matsuri) would be better because with this topic there will not be too much information for you to sort through and read. Then search for a book, journal, magazine, or newspaper article, or an Internet site related to your topic.

List of resources mentioned in the article

- Union Catalog of Foreign Books (Shinshu Yoshō Sougo Mokuroku).

To locate books in English available at other university and research libraries in Japan, use the NACSIS link on your library's homepage.

- Shoseki Somokuroku (Search Engine for Japanese Books) <www.books.or.jp/>
- *Reader's Guide to Periodical Literature*. New York: H. W. Wilson, 1900-. <www.hwwilson.com/Databases/Readersg.htm> (subscription required).
- Zasshi Kiji Sakuin is now available online using a library service called Nichigai MagazinePlus <web.nichigai.co.jp/nga/welcome.do> (subscription may be required).
- Gakujutsu Zasshi Sougo Mokuroku

To locate journals available at other university and research libraries in Japan, use the N 2ACIS link on your library's homepage.

Library databases (subscription may be required)

- ProQuest <proquest.com>
- FirstSearch. This database includes North American, European, and Australian sources. <firstsearch.oclc.org/>

Library databases in Japanese (subscription may be required)

- GeNii (Scholarly and Academic Information Portal) <ge.nii.ac.jp/genii/jsp/index-e.jsp>
- CiNii (Scholarly and Academic Information Navigator) <ci.nii.ac.jp/cinii/servlet/CiNiiTop>
- JapanKnowledge <www.japanknowledge.com/>

Helpful links

- See the Nagoya University Library links page, "How to find information about printed publications" for many helpful links to resources available on the web. <www.gsid.nagoya-u.ac.jp/service/library/e-guide/e-pub.html>

For more complete information about traditional reference materials used before the popularization of the Internet, please see the following two guides:

- Makino Y. & Saito M. (1994). *A student guide to Japanese sources in the humanities*. Ann Arbor, MI.: University of Michigan.
- Webb, H. (1963). *Research in Japanese sources: A guide*. Ann Arbor, MI.: University of Michigan.