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In this month's issue . . .

FEBRUARY MAY be cold and bleak for most of us, but we hope this issue of *The Language Teacher* will give you some new ideas to think about if you are indoors avoiding the icy wind or snow. Turn up the heater, get a warm mug of tea, or sit under the *kotatsu* as you see what we have to offer this month.

In our feature, **Richard Barber** turns our attention to conversation schools. His experience creating a placement test for conversation students is a useful example and guide for others to follow. In particular, better placement tests may address the frustrations of adult learners in mixed ability classes.

The Readers' Forum pieces this month reflect two very different views from university instructors. **Toru Hanaki** meditates on how his experiences as a university instructor in the US led him to a more dialogic approach in the classroom. **John Nevara** recounts some of the effects of the JABEE accreditation process on language instructors in university engineering programs.

In My Share, **Harumi Kimura** and **Mari Ohtake** describe how to use graded readers and jigsaw listening tasks to help students get the most out of watching films in English. **Cameron Romney** taps into students' artistic talents for an engaging way to review passages from textbooks.

Ted O'Neill
TLT Co-editor

2月号のTLTは、お家の中でぬくぬくしている皆さんに新しいアイデアをお届けいたします。さあ温かいコタツにもぐりこんで、今月号をゆっくりとお読みください。

今月号の特集記事は、会話学校で行われているレベル判定テストの作成に注目したRichard Barberの論文です。Readers' ForumではToru Hanakiが自身の省察を基に教室での対話の重要性を述べ、John Nevaraが理系の大学で用いられているJABEEについての報告をしてくれます。

My ShareではHarumi KimuraとMari Ohtakeがジグソー・リスニングを紹介します。Cameron Romneyは、生徒の創造性を活用したテキストの復習方法について教えてください。



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A practical model for creating efficient in-house placement tests

Keywords

placement testing, conversation schools, adult learners

Conversation schools usually separate their classes according to ability levels so that a learner's potential for learning matches the instructional demand and complexity of content of the class. Accurate and efficient placement testing helps to facilitate this process. However, off-the-shelf placement tests rarely match the syllabus of a particular conversation school. This article provides a practical model for constructing a valid and reliable criterion-referenced placement test that matches the syllabus of a particular conversation school and which can be administered by both English-speaking and non-English speaking staff or instructors. The method of constructing the placement test follows the process the author actually underwent and is intended to provide a practical model for other conversation schools.

通常、英会話学校では、受講生の英語力に合わせてクラス分けを行っているが、これは、受講生の学習能力を、授業内容の難易度に合わせるためのものである。正確で効率のよいクラス分けは、このプロセスを促進させることができる。しかし、現在あるクラス分けテストが、個々の英会話学校のシラバスに適合することはほとんどない。そこで本論では、英会話学校のシラバスに合致し、妥当性・信頼性が高い目標基準準拠テスト作成のモデルを示す。このテストは、英語母語話者だけでなく非英語母語話者の講師やスタッフでも実施することができる。クラス分けテストの作成方法は、著者が実際に経験したプロセスに基づき、その作成方法の記述により、他の英会話学校に実践的なモデルを提供する。

Richard Barber
Dubai Women's College

EFL SCHOOLS generally divide their classes according to ability level so that instructional demand and complexity of content can match the learners' potential for learning at that particular time. Accurate, efficient, and reliable placement testing is generally accepted as necessary to facilitate this process. Britto (2005) has questioned norm-referenced placement testing and Westrick (2005) and Ingram (2005) have shown that commercially available tests are questionable in their ability to adequately separate learners in a way that relates their ability level to the syllabus of a particular institution. Despite theoretical descriptions such as Murray (2002), there is a lack of research outlining how the process of creating criterion-referenced in-house placement tests can be practically addressed. This paper describes placement test construction for a small EFL school and the author hopes to provide a practical model that others can use.

At *Speak English* (SE) (pseudonym), adult learners are placed by instructors into one of five classes according to their level. Firstly, this paper critiques the initial placement testing procedure used. It then outlines the process undertaken in designing a new placement test (NPT) to both rectify the deficiencies identified in the established procedure, and accommodate institutional constraints on NPT construction. Finally, it provides a step-by-step model for other institutions to follow in designing their own placement tests.

The placement test

Placement tests typically provide information that helps place students at the level of the teaching programme most appropriate to their abilities. At the beginning of this study, SE provided no guidelines or materials for placement testing; the instructors were simply asked to chat for five minutes with the client and complete a level check sheet (Appendix A-Part A). As such, the

placement testing was direct in that it was asking “candidates to perform the communicative skill which is being tested” (Harmer, 2003, p. 322). As will be shown, however, it was unguided, lacking objectivity and intra and interrater reliability.

The level check sheet had rating scales from 1 to 10 for vocabulary, grammar, pronunciation, listening, fluency, and responsiveness (Appendix A–Part A). The rating scales, however, had no “analytic scale” (Harmer, 2003, p. 330) for describing each separate criterion and the meanings of the numbered scale. For both conducting the interview and completing the level check there appeared to be a presumption that (often unqualified) instructors were automatically highly competent interviewers who somehow shared a common set of descriptors for the analytic criteria by virtue of their native-speaker status.

Four problems with the placement test’s validity and intra- and interrater reliability

Problem 1: A lack of training in how to conduct interviews and how to use materials to assist the process

Firstly, although the sole placement-testing tool was a short interview, there was no training in oral assessment or using materials for assistance. “The accurate measurement of oral ability is not easy. It takes considerable time and effort, including training, to obtain valid and reliable results” (Hughes, 2004, p. 134). As the interview formed the basis for completing the analytic profile, training in interview technique and using materials would appear to be necessary. “If scorers are allowed to watch and discuss videoed oral tests, they can be trained to ‘rate the samples of spoken English accurately and consistently in terms of the pre-defined descriptions of performance’” (Saville & Hargreaves, 1999, p. 49 in Harmer, 2003, p. 329). This lack of training contributed to intra- and interrater unreliability.

Problem 2: A lack of analytic criteria for the analytic profile

Using an analytic profile (Appendix A–Part A) was an attempt to increase the reliability and validity of the interview by combining global and analytic assessment (Harmer, 2003, p. 323; Hughes, 2004, p. 130). Although interviewing is a global assessment technique (Harmer, 2003, p. 322), the use of an analytic profile can provide greater detail of the learner’s performance. The

lack of analytic criteria for the profile—to describe exactly what, for example, a 3 in Grammar actually meant—contributed to intra and interrater unreliability as “a test is unreliable if the result depends to any large extent on who is marking it” (Harmer, 2003, p. 322).

Problem 3: The content of the placement test failing to match the syllabus

SE’s syllabus follows the coursebooks *New Interchange* (Richards, 2003) and *Passages* (Richards, 2004). Unlike proficiency tests, which do not relate to any course of study in particular, placement tests “are usually based on syllabuses and materials the students will follow and use once their level has been decided on” (Harmer, 2003, p. 321). The placement test needs to reflect the particularly important features of the different levels and content of the syllabus (Hughes, 2004, p. 7; Wesche, Paribakht, & Ready, 1996, p. 199, 208). At SE, the brief chat was the only test.

Problem 4: A narrow range of testing techniques failing to test in sufficient breadth or depth

A final problem was the extremely narrow range of testing techniques. Using a 5-minute chat to assess a learner’s level is a global assessment task and, although time-efficient, does not achieve high reliability (Harmer, 2003, p. 330). To accurately assess the learner’s ability in sufficient breadth and depth a more valid test needs discrete point, indirect testing for assessing the key features of the different levels within the syllabus (Harmer, p. 322). The use of indirect items aimed at specific grammatical features, are easy to mark and result in higher reliability (Harmer, p. 322).

Institutional constraints affecting the NPT construction

Five factors influenced the construction of the NPT. Firstly, the NPT needed to discriminate between 5 levels. As the coursebooks are commonly used only as vehicles for listening and speaking (the school markets itself as a conversation school) testing reading ability was largely omitted.

Secondly, low student numbers means that learners can be placed in another class with relative ease. Placement tests are low-stakes tests where performance does not have particularly far-reaching consequences. Wesche et al. (1996, p. 200), however, reminds us that this lost instructional time during re-placement is frustrating for

learners and instructors alike. For these reasons, the NPT needed to accurately place learners within a particular class, but making *extremely* fine discriminations in ability was unnecessary.

Thirdly, Japanese learners are familiar with objective testing, in the sense that one correct answer is expected and no subjective judgement on the part of the assessor is required. Cloze passages generally have high face validity (Williamson, 1998, pp. 26-27). As the NPT relies largely on familiar cloze techniques, it has higher face-validity than the previous test—a 5-minute chat.

Fourthly, the school owner wanted the test to be constructed in such a way that non-English-speaking Japanese secretaries could, if no English instructors were available, administer the test themselves.

Finally, for efficiency, the test also needed to incorporate optional cut-offs.

The optional cut-off is a way of shortening the test and saving everybody's time. It can be used in situations where it is not essential that all learners are seen to be taking exactly the same test, and only with techniques where items or tasks can be graded in order of increasing difficulty.... For high-level learners, the test will go on too much harder items; for low-level learners, it will be over quickly. (Underhill, 2003, p. 40)

Specific solutions to the four problems in the old placement testing procedure

The first problem was the lack of training in assessing oral ability. Unfortunately, it was impossible to address this thoroughly due to instructors' extremely busy schedules. Therefore, a quick list of points for interviewing, resembling those from the Foreign Service Institute Oral Interview (Lowe, 1982, in Shohamy, Reves, & Bejarano, 1986, p. 215), on warming up, level checking, probing, and winding-down, were written onto the first page of the interview sheet for instructors' reference (Appendix B).

Secondly, the old analytic profile (Appendix A—Part A) had numerical ratings, but no analytic criteria. To correct this, the instructors received analytic criteria from Adams and Frith (in Hughes, 2004, pp. 131-133) (Appendix C). The reliability and validity of proficiency band descriptors has been seriously questioned by Fulcher (1987, p. 290). However, in a low-stakes test—such as a placement test—the benefits of their inclusion, namely, a shared set of descriptors, outweighs

their questionable construct validity. Also, a new sheet was designed (Appendix A—Part B) that enabled a comparison of which test components (conversational cloze/interview, mini-cloze grammar test, listening test) indicated which particular level (Book Introductory/ Book 1/ Book 2/ Book 3/ Book 4) was appropriate, using a weighted multiplication procedure to reflect the emphasis on grammar in the coursebooks (Appendix C).

Thirdly, the testing procedure and content failed to match the syllabus. As "[a]n in-house placement test based upon an existing curriculum...[makes] the assignment of students to specific classes more logical and defensible" (Westrick, 2005, p. 90), the content for the NPT was taken from the coursebooks. Generally, the conversations in the conversational cloze (Appendix D) worksheets come from the second conversations appearing in the 7th and 14th units of each 16-unit book. Similarly, the mini-cloze grammar test items (Appendix E) come from the grammar focus sections in every chapter. The listening passages (Appendix F) come from the 7th and 14th unit of each book. There is no listening section from the final book—high-scoring learners on the penultimate book fall into the highest category, Book 5, by default.

Finally, chatting did not achieve high reliability (Harmer, 2003, p. 330). To address this, the test was designed to incorporate a variety of elicitation devices assessing both globally (conversational cloze, interview, listening comprehension) and in a discrete-point manner (mini-cloze grammar test)—all giving the learner fresh starts throughout the test.

Description and explanation of the test components

There are two versions of the first test section available. The first is for non-English-speaking staff to administer if an instructor is not available to conduct the interview.

Conversational cloze – Administered in lieu of an instructor's interview

This section of the NPT is a modified conversational cloze (Thornbury, 2002, p. 133) (Appendix D). It is a global assessment task, enabling assessment of the *breadth* of a learner's ability (the *depth* comes in the next section, *Mini-Cloze*, below). Although Bowker (1984) suggests using cloze passages as information gaps in placement testing, the NPT conversational cloze was not designed like this for two reasons. Firstly, it was made to be adminis-

tered by non-English speaking Japanese secretaries rather than as a vehicle for communicative interaction. Secondly, the particular passages were chosen from the textbooks to represent the learner's language ability in relation to the particular syllabus in place, rather than using a passage to represent communicative ability.

The conversational cloze relates to the syllabus in two ways. Firstly, the content is from the coursebooks. Secondly, conversational cloze passages "turn out to be a reasonable predictor of the oral ability of...students.... It suggests that we should base cloze tests on passages that reflect the kind of language that is relevant for the overall ability we are interested in" (Hughes, 2004, p. 193, see also Brown, 1983, p. 159). So, in the absence of an instructor as interlocutor, the conversational cloze appears to be a worthy substitute.

Each conversational cloze sheet has a marking sheet. This provides instructions about the optional cut-offs. In this paper the instructions appear in English; in the actual marking key the instructions are in Japanese. It is designed to be self-regulating, in the sense that the staff need simply to follow the written instructions after checking the learner's answers. The percentage of mistakes tolerated for the conversational cloze was set at 20%. This was converted into a raw score. When the learner exceeds 20% worth of mistakes, the optional-cut off directs the tester to proceed to the mini-cloze grammar test, at an appropriate level as written into the instructions.

Interviewer's questions

The second version of the first test section is for instructors to use and consists of a bank of questions for the interview part of the placement test (Appendix G). To accurately represent the syllabus this bank was made by copying the questions that appeared in the unit summaries of each book. Instructors are therefore able to ask questions taken from the coursebooks and directly match the learner's ability to respond to them with the syllabus.

After the first section, there are two more sections to the test that are administered by staff or instructors: mini-cloze (grammar) and listening.

Mini-cloze

Discrete-point tests such as mini-clozes are used to test the learners' grasp of particular grammatical features which are essential components of different levels in the syllabus.

In this way, we can cover just the structures and vocabulary that we want to, and include whatever features of spoken language are relevant for our purpose. If...we want to base the content of the test on the content of the textbooks used in language schools, including a representative sample of this is relatively straightforward. (Hughes, 2004, p. 194)

The mini-cloze test incorporates optional cut-offs, too. They become effective at 15%. The passages come from each section of the textbook's units which focus on that particular grammatical feature. In this way they thoroughly represent the syllabus and enable a depth of probing of the learner's ability. When the cut-off operates, it directs the staff or instructor to administer the listening test.

Listening

At SE it was observed that making clients feel at ease meant not drawing attention to the times when they did not understand aural input. To address this, listening worksheets, CDs and a marking key which incorporates optional cut-offs were made. The passages were mostly chosen from the listening sections in the 7th and 14th units of the 16-unit textbooks. The percentage of mistakes for the optional cut-off was, subjectively, set at 10%.

Conclusion

During the year at a small branch school of SE when I constructed this test, at least five learners quit, citing frustrations with mixed-ability classes as the reason. For effective learning, instructional demand and difficulty of content need to be matched with a learner's ability. Accurate placement testing is essential in this process. In this paper I have revealed several areas of deficiency in the placement testing procedure at Speak English and have addressed these deficiencies by constructing an efficient NPT, accommodating cultural and institutional factors. This NPT is now used and reflects the breadth and depth of the syllabus through direct and indirect tasks. Important points for conducting interviews have been included on the instructor's interview sheet and analytic criteria with a weighted score conversion table have been made to increase the reliability of the profile. In conclusion, the following steps were followed and might assist other institutions in constructing reliable and valid criterion-referenced in-house placement tests:

- 1) Write brief instructions that time-pressured instructors can review just before they conduct a placement test.

- 2) Use a shared set of analytic criteria if using an analytic profile.
- 3) Make a bank of interview questions taken directly from the coursebooks.
- 4) Use conversations from about 33% and 66% of the way through each book for modified clozes. These can be administered by staff in the absence of an English instructor.
- 5) Calculate 20% of the total blanked out words and use this as the raw score for the optional cut-off. (If a learner makes that amount of mistakes, that is the learner's level for that part of the test. The mini-cloze grammar test now begins.)
- 6) Use grammar points from each book for mini-cloze passages from as many chapters as possible.
- 7) Calculate 15% of the total blanked out words and use this as the raw score for the optional cut-off. (If a learner makes that amount of mistakes, that is the learner's level for this part of the test. Now, the listening test begins.)
- 8) Use listening exercises from about 33% and 66% of the way through each book.
- 9) Calculate 10% of the total answers and use this as the raw score for the optional cut-off. (If a learner makes that amount of mistakes, that is the learner's level for that part of the test.)
- 10) Trial all parts of the test on native and non-native speakers and collect the acceptable answers for each cloze. Write these into the marking key.
- 11) Translate all necessary instructions into Japanese.

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Appendices

The appendices can be viewed at <jalt-publications.org/tlt/resources/2007/0702aResource.pdf>.

Richard Barber currently works for Dubai Women's College and has taught ESL and EFL in Australia, Japan, and the United Arab Emirates. He holds a Master of Professional Education and Training (TESOL) degree from Deakin University, Australia, and is especially interested in teaching methodology and sociocultural theory.

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Realizing dialogic EFL classrooms: A reflection on teaching experiences in the US

Keywords

reflection, interpersonal relationships, communication, dialogue, Bakhtin

This reflective essay explores the author's experiences teaching communication courses as a Japanese graduate student at a state university in the US Midwest. Through reflection, the author attempts to identify the factors that contribute to successful learning experiences within EFL and other classrooms. First, the reflection reveals interpersonal relationships between the author and his American undergraduate students characterized by multiple tensions between the forces of unity and the forces of difference. These tensions did not impede the relationships from growing but rather functioned as driving forces that enlivened the relationships. Then, the essay introduces Bakhtin's concept of novelistic discourse as one of the key factors that facilitated engaged dialogues among the diverse voices within the classroom. The author argues that the enactment of novelistic discourse is possible and meaningful in EFL classrooms.

本論では、日本人大学院生として、アメリカ中西部の州立大学でコミュニケーション関連科目を教えた著者の経験を振り返り、その省察を基にして、EFLのクラスなどでの学習経験を成功させる要因について考察する。著者とアメリカの学部生との関係は、一体化しようとする力と距離を置こうとする力が同時に働く緊張関係であった。こうした関係は、著者と学生との関係構築を妨げるものではなく、むしろ活性化させるものであった。これに関連して、教室における言語活動を活発にする要因の一つとして、Bakhtinのnovelistic discourseという概念を紹介する。これは教室内の様々な声による対話を生み出す要因となる。著者は、EFLのクラスにおいて、novelistic discourseを生み出すことは可能であり、かつ意味があると論じる。

Toru Hanaki
Nanzan University

BEFORE TEACHING English as a Foreign Language at a Japanese university, I taught undergraduate courses in public speaking, interpersonal relationships, and intercultural communication at a state university in the Midwestern United States. I was a doctoral student and graduate teaching associate in the School of Communication Studies, teaching undergraduate courses while studying and conducting research on communication. Graduate teaching associates at the university typically held full responsibility for teaching assigned courses. Accordingly, I created syllabi, offered lectures, led class discussions, and evaluated the students' performances. I faced these challenges not in my first language, Japanese, but in my second language, English. Teaching academic subjects to young American students in English provided a great deal of tension and difficulty, but excitement and enjoyment as well. The experiences enabled me to reflect deeply on the nature of communication, culture, and language. It is safe to say that I learned more from my teaching experiences than from my academic study.

In this essay, I attempt to reconstruct my lived experiences in the US university classroom and reflect on what made some class discussions lively and others deadly. My reflection begins with the help of Leslie Baxter and Barbara Montgomery's (1996) relational dialectics, a theoretical framework in the field of communication studies that strives to capture the complex nature of human relationships through multiple sets of opposing yet unified forces (i.e., dialectics). The dialectical reflection leads me to communication scholars' original source of intellectual inspiration, dialogism of the Russian literary critic Mikhail Bakhtin (see Bakhtin, 1981; Holquist, 2002). Employing the ideas of Bakhtin, my reflection tangentially suggests possibilities for making EFL classes in Japan exciting, lively, and engaging.

From the fall of 2003 to the fall of 2005, I taught one or two sections of public speaking, interpersonal relationships, or intercultural communication courses per term. Approximately 25 students were enrolled in each course, a number typical or slightly smaller than that of EFL classes in Japanese universities. As communication courses, they were designed and conducted to maximize dialogue among the students, and between the students and the instructor. This fact should sound quite appealing to language instructors in Japan, where communicative approaches and small classes have become increasingly popular.

To begin the process of reflection, I looked back at the student lists of all the courses that I taught, reread the students' comments on teaching evaluations and writing assignments, and collected my thoughts. The process brought back a multitude of faces and memorable interactions with my students. Looking back, I realize that these interactions were largely characterized by multiple sets of contradictory forces: the forces to get relationally closer to the students on the one hand, and the forces to keep a necessary relational distance from them on the other. Borrowing the words from Bakhtin (1981), Baxter and Montgomery (1996, p. 25) described the former as the "centripetal" (i.e., the force of unity) and the latter as the "centrifugal" (i.e., the force of difference).

The centripetal – getting closer

As I introduced myself to my students at the beginning of each term, I strived to emphasize the similarities between my students and myself, rather than the differences. I stressed the fact that I was a young member of the US academic community just as my students were and that I was also a student outside the classroom. I sometimes talked about the discussions in my graduate courses and the ideas for my thesis and dissertation. I tried to diminish my authoritative power as an instructor within the classroom and approached the class as a place for co-learning, where both the students and I were learning from each other through engaged dialogues. That was the teaching and learning style that I had been exposed to in American university classrooms, and I wanted to follow my understanding of an American belief in democratic education and pragmatism (Dewey, 1966). In addition, I attempted to stimulate the students' critical thinking, as often encouraged in the contemporary US education system (Freire, 1970; hooks, 2003; Shor, 1992). From Goffman's (1959) dramaturgical view that perceives human beings as actors playing

multiple social roles according to the communicative contexts, I enacted my Americanized face in front of the American students.

Although my attempts to enhance the students' sense of familiarity with me by emphasizing our similarities eventually enjoyed increasing success, in the first few terms, I had difficulty relating to the students' thoughts and feelings. For the most part, the difficulty was attributed to my unfamiliarity with the US undergraduate student culture and my lack of teaching experience as a whole. In an attempt to better relate to the students, I explored the students' reactions to my teaching by occasionally asking questions in class and by asking them to write short reflections about their class experiences. As I kept accumulating these experiences, I became better able to capture the subtle expressions on their faces revealing their inner thoughts and feelings. Although the students appeared uninterested and bored, I knew that some of them were listening attentively and thinking critically. I began to understand where the students came from – the students' cultural backgrounds and past experiences – through which they made sense of their interactions with me. This heightened understanding of their cultural backgrounds helped me to better interpret the students' remarks and writings, and provide feedback that was more pointed to their individual lives. Through these gradual processes, I became relationally closer to the students. These experiences demonstrate the centripetal force, or the force of unity, of our educational relationships.

The centrifugal – keeping distance

Although it was critical for me to establish rapport with my students by emphasizing our similarities, an excessive sense of closeness might have had the potential of preventing students from maximizing their learning capabilities. In one of the two courses that I taught in the spring of 2005, the students were engaged in a group activity to develop ideas for an upcoming informative speech. After small group discussions, each group was required to present their ideas to the class. On that occasion, a group of male students lightheartedly shared their plan for an instructional speech about the procedure for performing human sexual intercourse. Although that topic could have been presented in a professional manner appropriate to the academic environment, in my view, their mocking attitude lacked the necessary tone of seriousness and had the potential of spoiling the positive atmosphere of the class.

I asked the class about their reactions to the male students' presentation of their ideas. As I remember, a female student said in a somewhat flippant tone that the presentation should be acceptable because they were all adults. I acknowledged the comment but I did not agree with her. I explained to the class that it was not the topic but rather the way the male students approached the topic that was inappropriate for the university classroom. A mocking presentation of a sexual topic was unacceptable in *my classroom*. As I stated my opinion, the students listened in silence. Perhaps, the students might have felt just too relaxed in their relationships with me to take the course seriously. However, I felt the need to distance myself to some extent from the students to restore the necessary sense of seriousness. Therefore, I used my authoritative voice as an instructor to set the rule in the classroom, establishing the line that could not be crossed if students wished to succeed in the course. By doing that, I asserted that I was not their buddy, but their instructor, who wielded the power to evaluate them and assign a grade for their coursework. In short, I kept distance from my students. This episode represents the centrifugal force, or the force of difference, in my relationships with the students.

Balancing heteroglossia

As illustrated, my interactions with the students were characterized by the tensions between the forces that urged me to get relationally closer to the students (i.e., the centripetal) and those that urged me to keep the necessary distance from them (i.e., the centrifugal). The tensions between the centripetal and centrifugal forces do not prohibit interpersonal relationships from growing, but rather these multiple tensions between the opposing yet unified forces energize interpersonal relationships and keep human interactions alive. In Baxter and Montgomery's (1996) view, dialogic tensions among diverse voices function as the driving forces of human interactions.

One of my liveliest classes was a public speaking course in the fall of 2004. The class met every Monday and Wednesday evening in an old, stuffy classroom on the edge of campus. The meeting time was not ideal for the students, falling after their morning and afternoon classes, but before more entertaining evening events. The decrepit heating system and the permanently locked windows made for an intolerably hot atmosphere, so we occasionally had to turn on the noisy air conditioners despite chilly outside temperatures. Regardless of these adverse circumstances, we

managed to create an engaged learning community. The students were motivated, willing to share their stories, and eager to learn from each other. On the last day of class, several students walked up to me, shook my hand, and said *Thank you for the great class*. But what made the class so successful?

The key was the fact that the students and I had succeeded in co-creating a "novelistic discourse" (Bakhtin, 1981, p. 41) in the class. In his essay *Epic and Novel*, Bakhtin (1981) glorified the power of the novel as a new literary genre that could enliven other traditional forms of literary discourses, such as the epic:

What are the salient features of this novelization of other genres suggested by us [...]? They become more free and flexible, their language renews itself by incorporating extraliterary heteroglossia and the "novelistic" layers of literary language, they become dialogized, permeated with laughter, irony, humor, elements of self-parody and finally – this is the most important thing – the novel inserts into these other genres an indeterminacy, a certain semantic openness, a living contact with unfinished, still-evolving contemporary reality (the openended present) (Bakhtin, 1981, p. 7).

In our case, Bakhtin's conception of the frozen one-voiced epic corresponds to the discourse within a traditional classroom in which an instructor dominates the discursive practices within the social context. Although the instructor may occasionally ask students to share their ideas, the authoritative voice of the instructor dictates the educational discourse. The epic discourse is unidirectional, monotonous, and serious. In contrast, the novelistic discourse represents the lively, open-ended, spontaneous dialogues among diverse voices (i.e., heteroglossia), which emerge from the lived experiences of the students and the instructor (see Table 1).

The fall of 2004, the semester of the aforementioned successful class, was also the season for the US Presidential election. Incumbent Republican President George W. Bush and prominent Democratic candidate John Kerry appeared in the media every day. When Democratic Vice Presidential candidate John Edwards visited the campus to deliver a speech in support of Kerry, a number of students, faculty, staff, and community members gathered at the central campus green while the Republican student group protested loudly. This was a vital time when my students were surrounded by real live political speeches

Table 1. Epic and Novel

Epic (traditional class)	Novel (dialogic class)
one voice	multiple voices
unidirectional	multidirectional
monotonous	lively and enjoyable
serious	humorous
controlled	spontaneous
closed	open-ended

all around campus. Back in class, I attempted to draw strong connections between the public speaking course content and the ongoing political discourse. I urged my students to share their thoughts about the presidential race and the public discourse surrounding the major political events. The students shared their liberal, conservative, or alternative views of US politics with each other, and reflected on the influences of the public discourse on their personal lives. By doing this, the students and I *novelized* the academic discourse within our classroom, and realized that the discussions and students' speeches inside the classroom were not at all independent from the social realities outside the classroom, but rather a part of the larger social discourse. Our learning experiences and classroom culture were enriched by the lived experiences of the students and the evolving public discourse beyond the classroom and the local university community.

Enacting novelistic discourse in EFL classrooms

This essay began with the illustrations of some of my teaching experiences in the US organized around the theoretical framework of Baxter and Montgomery's (1996) relational dialectics. Relational dialectics stimulate us to capture the messiness of human relationships as it is through multiple sets of opposing yet unified forces (i.e., dialectics). Accordingly, my educational relationships with the students exhibited the dialectical tensions between the forces of unity (i.e., the centripetal) and the forces of difference (i.e., the

centrifugal). The dialogues among those dialectical forces energized our relationships and kept them alive.

The reflection naturally led me to the intellectual source of Baxter and Montgomery's relational dialectics, Bakhtin's dialogism. In analyzing the factors that enlivened my class discussions, I posited Bakhtin's idea of novelistic discourse as key, stimulating dialogue among diverse voices and opinions in the class. To achieve engaged class discussions, both students and instructors should be encouraged to bring their own lived experiences into the classroom. Our life stories continue to evolve across multiple social contexts from the past through the present to the future, and the classroom represents one such social context. The successful classroom is a dynamic discursive space in which evolving stories of the instructor and the students interact with each other and energize each other.

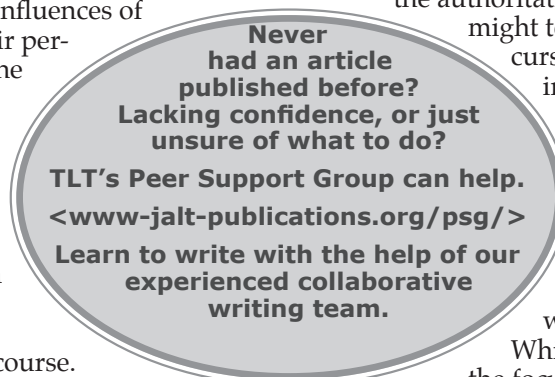
Much more often in an EFL classroom in Japan than in a communication classroom in the US, the authoritative voice of the instructor might tend to dominate the discursive space because of the

instructor's superior knowledge of the subject or his culturally defined role in the Japanese educational hierarchy. Nevertheless, I believe that instructors can and should enact novelistic discourse, even within EFL classrooms.

While modeling and practicing the focus of a lesson, instructors

can invite students to get involved by expressing their own thoughts and feelings, thus making full novelistic use of their language skills.

For instance, instructors should incorporate short speeches from students into their regular classroom activities. Students should describe their academic classes, club activities, part-time jobs, families and friends, as well as their responses to books, movies, and current social issues. After these speeches, classmates can share their reactions to the speeches and contribute their own versions of similar experiences. As an alternative to speech presentations, writing activities or visual presentations are worthy methods of producing novelization. Whatever the activity, the key is to bring diverse stories of students' immediate experiences into the classroom. By doing this, each student becomes an agent of his or her own learning endeavor. At the same time, instruc-



tors should get involved by sharing their life experiences. This reciprocal process contributes to further dialogizing class discussions and establishing a cooperative learning community.

Note

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JABEE and English education: Perspectives from a language teacher

Keywords

JABEE, accreditation, engineering programs, English education

The Japan Accreditation Board for Engineering Education, or JABEE, is a nongovernmental organization whose main role is to evaluate and accredit engineering education programs. Since English education is one of the pillars of a modern engineering education, JABEE has had an impact on English education in engineering departments. This article briefly examines the role JABEE plays, and questions the organization's effectiveness in improving English education.

日本技術者教育認定機構 (JABEE) は技術者教育プログラムの審査と認定を行う非政府団体である。現代の技術者教育には、英語教育が不可欠であるため、JABEEの認定制度は、技術系の大学教育における英語教育にも影響を与えている。本論では、簡潔にJABEEの役割について述べ、英語教育におけるその効果を論議する。

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The history and purpose of JABEE

JABEE is another of the many acronyms that university English teachers should know. Pronunciation for this acronym is a simple "jab-ee," and it stands for the Japan Accreditation Board for Engineering Education.

According to the group's homepage, JABEE was established in 1999 as "a nongovernmental organization that examines and accredits programs in engineering education in close cooperation with engineering associations and societies" (JABEE Home). Therefore, the group's duties are comparable to that of the United States' long-standing Accreditation Board for Engineering and Technology (ABET). While JABEE's role is expanding, their main activity is still the evaluation and accreditation of undergraduate-level engineering programs.

JABEE's creation was encouraged by the government and large corporations. In fact, many of the original supporting members came from the industrial sector, and the Japanese government gave modest but crucial financial support to the group's activities. The Federation of Economic Organizations, an influential private group composed of major corporations, was particularly vocal in its support. Bureaucrats and company presidents gave their support in response to growing concerns about the quality of Japan's engineering education in a borderless age (Craft, 2004).

JABEE, while established in 1999, did not begin accrediting engineering programs until 2001, when it gave its seal of approval to three undergraduate-level programs: Nagoya University, Tokyo University of Agriculture, and Kogakuin University.

Universities must apply to be evaluated, so the accreditation process is voluntary. Nonetheless, of the roughly 1000 engineering programs in Japan, JABEE expects to have accredited about half of them by the year 2010 (Ohashi, 2004, p. 6).

JABEE, in the evaluation, examines six major criteria: 1) the establishment and disclosure of learning and educational objectives, 2) quantitative curriculum requirements, 3) educational methods, 4) the educational environment, 5) evaluation of the students' level of achievement against the learning and educational objectives, and 6) educational improvement (JABEE, Educational Accreditation System).

The evaluation process itself has many stages. Officially, from application to approval, the schedule takes 15 months. Schools need to prepare for and announce the evaluation to students, staff, and external organizations, so it may take three years or more to complete the process. Even after accreditation, to maintain approval from JABEE, there are follow-up examinations, so the process does not end, but merely becomes less intense.

The engineering programs, to be evaluated, must first arrive at "specific and clearly defined learning and educational objectives" (JABEE, Educational Accreditation System, p. 1). JABEE gives guidelines, such as the education of ethical, communicative engineers who have a global perspective. Reviewers are permitted to examine all items in the accreditation criteria, with a view to documented and objective markers.

Once a program has gained accreditation, it can begin to graduate students who have passed the JABEE-approved requirements for students. These requirements, differing program-to-program, are usually stricter than typical graduation requirements, so it is possible that a student might graduate from the program without personally achieving JABEE certification.

JABEE and English

While the majority of courses in an engineering program are of course engineering-related, the introduction of JABEE has also had an effect on English education in engineering departments.

Many of the criteria that JABEE lists for a good engineering program have ties to English classes. For example, the group urges students to have a global perspective. Also, communicative skills are encouraged, so the acquisition of good Japanese and foreign language skills is emphasized. Furthermore, knowledge of foreign cultures is

advised. Thus, foreign-language education, which in practical terms usually indicates English education, can be considered one of the pillars of a good engineering education (JABEE, Educational Accreditation System, p. 7).

In attempting to improve engineering education, and consistent with the nature of its mission, JABEE has tinkered with English education. For example, JABEE stresses objective, measurable criteria. Therefore, several university engineering departments, in order to please JABEE, have increased their use of standardized tests such as TOEIC because a numerical score (in other words, an objective standard) is obtained. JABEE does not specifically recommend the use of TOEIC or any other standardized test per se, but because of the stress on objective standards, several schools have opted to adopt TOEIC as a marker (Keizai Sangyo Sho, 2005).

JABEE has also influenced English education through an increase in engineering-based technical and scientific English courses. JABEE, in one document, states "graduates of the program should, after a certain amount of additional training, at least be able to communicate about engineering contents [in English]" (JABEE, Educational Accreditation System, p. 7). In a report listing the individual accomplishments of 175 of the programs certified by JABEE, many of the programs did indeed advertise the addition of technical English courses as an accomplishment (Keizai Sangyo Sho, 2005). Programs, therefore, do seem to oblige by adding technical English courses. JABEE as an organization provides only guidelines, not directives, but by requiring graduating students to be proficient in technical English, the organization is indirectly encouraging university programs to increase the number of technical and scientific English courses.

There are other ways, too, that English education at accredited schools has been changed, although these changes are sometimes not specific to English classes but instead affect all classes. For example, JABEE stresses the use of a syllabus. JABEE inspectors will check if a syllabus is prepared for each subject, whether the syllabus is displayed to faculty members and students, and if the educational activities are implemented in accordance with the syllabus (JABEE, Educational Accreditation System, p. 9). JABEE's English website provides the following criteria:

Educational activities must be implemented in accordance with the syllabus. The syllabus for each subject must clearly indicate how each subject is positioned within the curriculum,

and must also indicate the educational content and methods, the goals to be achieved, as well as the methods and criteria for evaluating students' performance (Criteria for Accrediting, p. 3).

Therefore, teachers must strive to follow their syllabus, or risk being accused of diverting from the established curriculum.

Also, student evaluation of teachers and teacher self-evaluation are major components of the documentation necessary for JABEE accreditation, so programs seeking accreditation impose mandatory evaluations. The introduction of evaluations is not a novel concept, but increasingly engineering departments have used JABEE accreditation as an excuse for implementing these evaluations.

Related to the evaluations are a score of other documents that are necessary for JABEE approval. These documents, and their specific style, differ slightly from school to school, but essentially a teacher can be expected to maintain detailed grading sheets, copies of exams and reports, and records of student office visits, among other things.

Interestingly, while JABEE requires teachers to save copies of students' exams and reports, the organization also advises teachers to return all exams and reports to students after grading. Therefore, teachers must either make copies of the students' exams or temporarily return the exams and then collect them again for safekeeping. JABEE inspectors can then freely examine the tests and reports, especially those that received low and high grades, to see if students have actually achieved the learning objectives.

Form over substance?

The popularity of JABEE cannot be stemmed. The organization has too many influential supporters. Who could criticize the organization when it is backed by Monakasho (MEXT), Keidanren (the Federation of Economic Organizations), major corporations, various engineering societies, and universities themselves?

There are admittedly many good points about JABEE. Looked at from an engineer's standpoint, it probably has constructively changed engineering education. Foremost, it has brought a sense of accountability to engineering programs. Thus, few engineers have mustered complaints against JABEE as an organization. One of the few complaints directed against the organization is the fear that the presence of JABEE is leading to the production of uniform engineering programs

(Mukaidono & Wakayama). This complaint is actually an admission by engineers that JABEE's role has been positive, but that perhaps at the same time a certain amount of creativity and freedom has been lost in the educational process.

Nonetheless, just examining the effect of JABEE on English education in engineering programs, it is more difficult to say that the influence has been positive. The ideals of the organization are certainly noble, but sometimes the results get mired in form over substance.

The increasing importance of standardized tests is one example of how the presence of JABEE has altered English education. While goals are certainly important, the emphasis on objective criteria has led to more concern with students' test scores than with their true communicative ability. In this case, TOEIC and other testing services seem to be the real winners.

Furthermore, the importance of technical English for engineering students cannot be denied, but the curriculum often does not match its ideals, for several reasons. One, there are not so many English teachers qualified to teach technical English. Two, materials in this field are scarce, or too difficult for students. Three, students' basic English skills are often ignored at the expense of adding technical English to the curriculum. Thus, again, a supposedly positive action by JABEE can be said to have an equal and opposite negative counteraction.

Even the relatively noncontroversial policy of requiring a syllabus can overlook situations when following the syllabus would be less productive. For example, a social science teacher, finding an incident in the news, might want to veer from the intended course plan because of the timeliness of the news story or the interest it holds for students. Unfortunately, many teachers feel pressured to fulfill the JABEE requirements which, as mentioned previously, hold the tenet that classroom education must proceed according to the syllabus. Furthermore, JABEE, using student class evaluations and teacher self-evaluations as indicators, checks whether teachers follow the syllabus. Therefore, a positive change of requiring teachers to use a syllabus can lead to a negative, with lack of flexibility in teaching a course.

Likewise, having documents—detailed grading sheets, copies of student tests and reports, student evaluations and self-evaluations—is a necessary aspect of being a teacher. Yet, with the JABEE documentation, the faculty and office staff spend more time than ever before on chores such as documenting and filing. This increase in

paperwork, while necessary for the accreditation process, surely also has negative consequences.

To be fair, JABEE has forced many universities to examine their programs. Some good has resulted, even in English education. For example, small-size classes have likely increased. JABEE also has consistently stressed the importance of internationalization, a step which certainly benefits English teachers. Study abroad programs have received more consideration by engineering programs (Keizai Sangyo Sho, 2005).

Nonetheless, a question remains as to how much of the change is substantive rather than just formal. This does not necessarily mean that JABEE itself is to be blamed, because many of the problems can be traced to implementation, which would indicate a problem with the universities. However, it is difficult to state that JABEE has had a positive effect on English education, even while admitting it has changed engineering education. JABEE requires objective, measurable proof of a program's progress, but ironically no one, in turn, is evaluating JABEE's effectiveness. Has English education in engineering departments improved because of JABEE's presence?

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FOR OUR first activity this month, Harumi Kimura and Mari Ohtake introduce a Jigsaw listening task that makes use of the movie *Rain Man* and its graded reader. Following that, Cameron Romney presents an activity that gets students reviewing textbook dialogs through illustrating them.

Jigsaw listening: Find and share the facts

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Quick Guide

Key Words: Authentic language, content-based learning, graded readers, cooperative learning

Learner English Level: Intermediate

Preparation Time: 60 minutes

Activity Time: 60 minutes

Materials: VHS or DVD of the movie *Rain Man* and the corresponding Penguin graded reader and its recording

Many intermediate students desire to enjoy movies in English without needing Japanese subtitles. Although interesting films have potential for motivating learners, the speed and colloquial use of authentic language as well as the need for social and cultural knowledge can be discouraging and potentially demotivating to learners. One way to overcome these obstacles is through the use of graded readers and jigsaw listening tasks. In the following jigsaw task, students listen to an extract from the recording of the *Rain Man* graded reader. Four recorded extracts are used throughout two separate phases, with students working cooperatively to exchange information at each stage.

Preparation

Step 1: Acquire the following items:

- *Rain Man* VHS or DVD
- Penguin graded reader and recording of this movie

Step 2: Divide the recording into four parts and put each on a separate cassette, MD, or CD.

Procedure

Step 1: Show the introductory sections of the movie to the whole class.

Section 1: Charlie has a car dealership. His business is in financial trouble. His father just died and he goes to the funeral although they were not on good terms.

Section 2: Charlie has a brother, Raymond. Charlie did not know of his existence. Raymond inherits all of their father's money. He lives in a special home. Charlie takes him away from the home to get half the money and has him see a doctor to find out more about autistic people.

Step 2: Divide the class into four groups and assign each one an extract from the audio recording. Students should take notes while they listen, replay the recording as needed, and discuss in English what they heard so that everyone understands the piece well. Here is a brief summary of each recording:

Part 1: (p. 22)

Raymond needs to follow routines and has difficulty accepting change.

Part 2: (pp. 24-25)

Raymond is good at numbers. He instantly counts all the toothpicks which fell on the floor.

Part 3: (pp. 25-27)

Raymond has an excellent memory. He remembers a horrible plane accident and refuses to board a plane home.

Part 4: (pp. 30-31)

Raymond is good at calculations. He correctly adds up the diner check.

Step 3: Divide the students into new groups and make sure each member represents a different recording. Each member is now an *expert* on his or her recording.

Step 4: With each expert recounting what they had heard, the new group reconstructs all the recordings.

Step 5: Once each expert has finished talking about their recording, have each group listen to all four parts together for review.

Step 6: Next, students should talk about the feelings and emotions of the main characters. You can demonstrate, using an example like "Charlie was upset when Raymond refused to take the plane."

Step 7: Students now talk in their teams about what autistic people are like. They should discuss the characteristics of autistic people rather than report the particular events of the movie.

Step 8: (Optional) Choose a student or team and have them share what their group talked about.

Conclusion

This jigsaw task is one example of synthesizing materials and activities to enhance learning potential in the development of receptive reading and listening skills on the one hand, and productive skills on the other. The cooperative technique also helps facilitate active participation of learners and promotes development of L2 proficiency. Overall, this activity can introduce the fun and benefits of graded readers to your students, encourage them to do more on extensive reading and listening, help them build confidence in their comprehension and production skills, and also expose them to more authentic English used in movies.



Student created panel drawings as a review exercise

Cameron Romney

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Quick Guide

Key Words: Scripted dialogues, manga, comic books, student illustrations

Learner English Level: All levels

Learner Maturity Level: All levels

Preparation time: 10 minutes

Activity Time: 30 minutes or more

Materials: Comic book panel sheets, colored pencils, and markers

Textbook publishers long ago figured out that using illustrations and photographs can contextualize and help students quickly understand the language being presented. While the illustrations in the textbooks help to aid the students' understanding, Tapia (1996) has pointed out that drawings created by students are also highly motivating. The activity offered here can be used by teachers as a review lesson, creating a fun and interesting way of using student-created illustrations to look again at lessons previously taught.

Preparation

Depending on the language and motivational levels of your students, you may choose to pick several A-B style scripted dialogues from your text, or for classes where the students are highly participatory, let the students choose their own dialogues to illustrate. No matter which method you choose, your students must look back through the text to find a conversation for illustrating. It is useful to create an example beforehand or use previous student work as examples.

Procedure

Step 1: Tell the students they are going to create a manga, comic, or panel drawing illustrating a dialogue from their textbook. They are going to

draw characters “acting out” the conversation. Show the examples if needed.

Step 2: Tell the students to look back through their textbook and choose a favorite dialogue. You could also choose a dialogue for them.

Step 3: Next, hand out the comic book panel sheets (see Appendix) and instruct the students to draw pictures that illustrate the dialogue.

Step 4: Encourage your students to be as creative as they can, but if they feel uncomfortable with their drawing skills, they can trace or copy figures from the text, use well-known manga characters, or draw stick figures. The point of this lesson is to review English, not to create artistic masterpieces.

Step 5: Put on some music to loosen up the atmosphere and make the students feel less intimidated.

Step 6: After everyone has finished, have the students show their comics to each other. At this point, have them practice the dialogues again.

Extension activities

Idea 1: A fun and interesting extra step is to have the students act out the dialogue as it has been drawn. Have them strike the poses and carry out the actions of the characters as depicted.

Idea 2: The comics can be hung on the walls of the classroom or English department, collected and bound into a class volume, or scanned and posted on a class website. This is particularly useful if more than one class is to repeat the activity. This creates a friendly rivalry between classes to create the best comic.

Idea 3: For a variation that focuses solely on the students’ use of English and doesn’t involve drawing, use existing manga or comic books. White out the text and have the students write in their own dialogues to match the pictures. For more details on this activity, please see Gabbrielli (1998) or Mulvey (2000).

Conclusion

Despite its simplicity and seemingly childish procedures, this is a very useful activity. It can be used with students of any age or level of English. It is surprising how many adults enjoy this activity. I have used this lesson with great success with tertiary students, especially those with low motivation. The greatest benefit is in helping students review language they have already studied without noticing they are doing so. In my classes, if I asked students to reread every dialogue in the

text and confirm comprehension, I would be met with groans. However, by asking them to create a comic, they naturally reread all of the dialogues on their own. They also ask questions to make sure they have understood the dialogues and actually review what we have already practiced in class. It is interesting to watch students who had hesitantly dealt with the material in the first place reread every single dialogue studied in order to find one that they feel they can illustrate. Often, their criterion for selecting a dialogue is how well they understood the language presented. It sometimes requires some serious review in order to make a good choice. Students are thus able to catch up on studying they didn’t do the first time through.

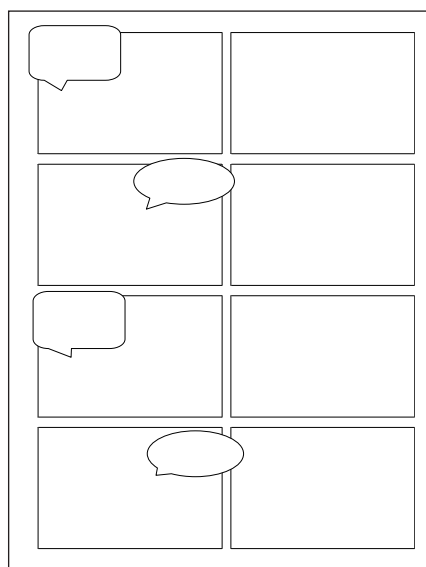
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- Gabbrielli, R. (1998). Using Japanese comics to create English dialogues, *The Language Teacher*, 22(09).
 Mulvey, B. (2000). Using Japanese manga in the English classroom, *The Language Teacher*, 24(05).
 Tapia, A. R. R. (1996). Comprehension through pictures, *English Teaching Forum*, 34(1), 41.

Appendix

This can be downloaded from <jalt-publications.org/tlt/myshare/resources/0702a.pdf>

It is a simple six panel comic book sheet. This can be created with a word processing program or by drawing boxes on paper with a ruler. The callout shapes can be easily added with Microsoft Word, but they need not be, as the students can create their own.



Advert: EFL Press

...with Robert Taferner

<reviews@jalt-publications.org>



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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

THIS MONTH'S column features the *Complete Guide to the TOEIC Test* evaluated by Hiroyuki Iida, followed by Stuart Walker's review of *How Culture Affects Communication*.

Complete Guide to the TOEIC Test (3rd Edition)

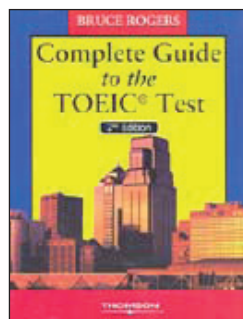
[Bruce Rogers. Singapore: Thomson, 2006. pp. vi + 335. ¥2,572. ISBN: 1-4240-0296-6.]

**Reviewed by Hiroyuki Iida,
Tsudajukukai Institute/Setagaya
Gakuen School**

If you are a TOEIC instructor, you may have an experience of searching high and low for a textbook designed to be instructor-friendly. Although hundreds of TOEIC preparation textbooks have been published, as Pierce (2006) points out, many of them are for self-study.

As an instructor of a 6-month (42-hour) TOEIC course at a language institute, I need a textbook with ample exercises, review questions, and practice tests. Fortunately, I got to know Bruce Rogers' *Complete Guide to the TOEIC Test*. According to the author, the total hours required to cover each part of the textbook are from 42 to 60, which is suitable for my course. The audio recordings, which consist of five CDs, are clear and easy to follow although Australian- or New Zealand-accented English is partially adopted.

Complete Guide to the TOEIC Test is a completely up-to-date monolingual TOEIC preparation textbook and "offers a step-by-step program that provides test-taking strategies and the development of language skills" (p. 1). This textbook consists of two core sections of listening and reading comprehension. There is also an introduction to eight key strategies to score higher on the TOEIC test and two full-length practice tests. One of the surprising characteristics of this textbook is its volume. In detail: in the listening comprehension section, there are 33 pages for the questions about photographs, 22 pages for stimulus-response questions, 20 pages for short conversations, and 20 pages for short talks. In the reading comprehension section, there are 53 pages for sentence completions, 21 pages for passage completions, and 57 pages for short readings. Each section includes a detailed description of the best techniques for



maximizing scores, a preview test, testing points and skill-building exercises, and a review test. Tactics and Testing Points and Skill-building Exercises are very useful to my students. Since my students are adult learners who have learned English once before but have never scored more than 600 on the TOEIC, it is necessary for them to know what to focus on and what to do during the test.

The most helpful aspect about this textbook is that no answers or hints for the answers appear on any of its pages. Moreover, no detailed self-study manual for learners is available for this textbook. When I use TOEIC textbooks that have answer keys or tape scripts that appear in the margins of each page or that come with a detailed self-study manual, I have difficulty deciding what I should teach from the textbook. It is very helpful that an audio script and answer key for the TOEIC instructor is available but no self-study manual for learners is available.

In my observation, almost all of my students seem to think that *practice makes perfect* is the best policy to score high on the TOEIC and therefore, they are satisfied with the textbook as a lesson tool because of its volume of exercise questions. For example, there are 108 questions about photographs and 353 questions about sentence-completions. I have my students take a weekly 10-minute review quiz based on what they studied in the previous lesson and their good scores show they come to class satisfactorily prepared.

The only drawback to this textbook is its inapplicability to communication-oriented teaching methods. Using this textbook, it seems impossible to avoid the strange paradox “of a TOEIC *Communication* course that actually has very little to do with communication” (Davies, 2005, p. 9). A large amount of input-based exercises, the advantage of this textbook, may prevent instructors from teaching TOEIC communicatively. However, even while using this textbook as originally designed, a TOEIC instructor can employ it as a huge collection of sample sentences, phrases, and paragraphs useful for the new TOEIC Speaking and Writing Tests. If done so, I am sure that a TOEIC teacher can turn the weak point of the textbook into a strong point. When it is used following my suggestion, this textbook can be called, literally, a complete guide to the TOEIC tests.

References

- Pierce, G. (2006). Introductory guide to the TOEIC test. *The Language Teacher* 30(8), 31-32.
- Davies, A. (2005). A four-point approach to teaching TOEIC test preparation courses affectively and communicatively. *The Language Teacher* 29(2), 9-13.

How Culture Affects Communication

[Paul Stapleton. Tokyo: Kinseido Publishing, 2006. pp. 64. ¥1,400. ISBN: 4-7647-3811-2.]

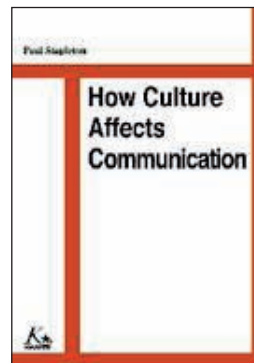
**Reviewed by Stuart Walker,
Sapporo International University**

How Culture Affects Communication, the fourth in a series of thought-provoking textbooks for intermediate learners, is a collection of 16 short essays (each about 400 words) followed by vocabulary, comprehension, and grammar exercises. The essays focus on contrasting the Japanese and English languages and then using the revealed differences to understand cultural differences better.

From the very first page the book focuses on topics familiar to every English teacher. For example, Chapter 1, Status, discusses how to translate *sempai*. This chapter then makes an important cross-cultural comparison about the role of hierarchy in Japanese and American society.

Other chapters touch on such things as Rituals, Modesty, Agreeing, and Disagreeing. The chapter on ritualistic expressions such as *tadaima* (I'm home) and *gochisosama deshita* (I enjoyed my meal; thank you) was particularly effective in stimulating active discussions in my junior seminar at a university consisting of upper-intermediate to pre-advanced students.

One reason why this book catches the attention and interests of Japanese students of English is that many parts of the book give students an inside look at the difficulties in the acculturation process of a native English speaker who stays in Japan. The book has been personalized through



the inclusion of the author's own initial misunderstandings about Japanese culture and language. This aspect of the book is important for several reasons. For one, it humanizes Japanese students' native teacher and brings him or her down to the level of a human being coping with problems of daily life. It also alerts students

to the fact that they, too, can expect to encounter acculturation difficulties if they decide to spend a considerable amount of time abroad. Thirdly, it sensitizes Japanese students to potential areas of miscommunication when they come in contact with foreigners in their own country.

How Culture Affects Communication is careful to avoid the trap of focusing solely on differences between the two languages and cultures. Significant similarities between Japanese and English are also noted. For example, the chapter called Politeness mentions ways in which English is used to express different levels of politeness that correspond to Japanese *keigo* (polite language). There are situations in English when *Please close the window* is too direct, even rude, and should be replaced by something like *I wonder if you would mind closing the window*. However, I wish the importance of recognizing similarities between the two cultures had been stated earlier as it was not introduced directly and explicitly until Chapter 9, Proverbs.

The chapter entitled Politically Correct Language explains the meaning of PC and then gives several examples, such as *sanitation worker* (garbage man) and *flight attendant* (stewardess). This chapter would have fit into the framework of the book better if it had contained some examples of the effect of PC on Japanese as well. For example,

recently the old word for *nurse* (*kangofu*) has been replaced by the gender-free word, *kangoshi*.

My students did not respond with an equal amount of enthusiasm to all 16 topics in the book. They were very interested in PC, a concept most of them had never heard of. They were less interested in idioms that have similar counterparts in Japanese. The vocabulary in the essays is not too difficult, and there are bilingual notes after each essay to explain the most difficult language used. Although I used this book in a discussion class, it would be suitable as a supplementary text in a reading class as well.

How Culture Affects Communication is primarily a vehicle for stimulating discussion. However, at the end of each chapter there are also short exercises. The exercises consist of translating chapter

vocabulary words from Japanese into English, true/false reading comprehension questions, and the sequencing of words or phrases into the correct order.

How to use this book is up to the teacher. I wanted to emphasize listening and speaking skills. Most of the topics stimulated a substantial amount of discussion so that one chapter would fill up most of a 90-minute class. I asked the students to finish the vocabulary and sequencing exercises during the final 5-10 minutes of the class. Homework was writing opinions about the topic, often a summarization of what we had discussed in class. Overall, I highly recommend this well-conceived textbook for intermediate to advanced conversation classes.

RESOURCES • RECENTLY RECEIVED

25

...with Scott Gardner

<pub-review@jalt-publications.org>

A list of textbooks and resource books for language teachers available for review in *TLT* and *JALT Journal*.

RECENTLY RECEIVED ONLINE

An index of books available for review can be found at:

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

* = first notice; ! = final notice. Final notice items will be removed February 28. For queries please write to the appropriate email address below.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner

<pub-review@jalt-publications.org>

* *Active Listening 1,2,3 (second edition)*. Brown, S., & Smith, D. Cambridge: Cambridge University Press, 2007. [Incl. CDs].

* *Cambridge Grammar of English*. Carter, R., & McCarthy, M. Cambridge: Cambridge University Press, 2006. [Incl. CD-ROM].

Computers for Communication Part C: PowerPoint. Lewis, P., & Cullen, B. Nagoya, Japan: Perceptia, 2006.

* *Essential BULATS: Business Language Testing Service*. Clark, D. Cambridge: Cambridge University Press, 2006. [Incl. CD-ROM].

Everyday English: A Phrase Book. Clankie, S. M., & Kobayashi, T. Tokyo: Goken, 2006. [Incl. CD].

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

* *Get Real! (new edition)* (4 levels: *Foundation, 1, 2, 3*). Buckingham, A., Craven, M., & Williamson, D. Oxford: Macmillan, 2007. [Incl. workbooks, teacher's guides, CDs].

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

Octopus Activities: A Book for English Conversation, Discussion, Research and Presentation. Lewis, P. Nagoya, Japan: Perceptia, 2006.

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

Books for Teachers (reviewed in *JALT Journal*)

Contact: Yuriko Kite

<jj-reviews@jalt-publications.org>

* *Language Policy, Culture, and Identity in Asian Contexts*. Tsui, A. B. M., & Tollefson, J. W. (Eds.). Mahwah, NJ: Lawrence Erlbaum, 2007.

New Directions in the Analysis of Multimodal Discourse. Royce, T. D., & Bowcher, W. L. (Eds.). Mahwah, NJ: Lawrence Erlbaum, 2007.

THE LANGUAGE TEACHER WIRED

...with Paul Daniels
& Malcolm Swanson

<tlw-wired@jalt-publications.org>



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

TLT WIRED ONLINE

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

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



Video casting: What's in it for the teachers and students?

Nicolas Gromik
Tohoku University

ONLINE VIDEO storage sites, such as blip.tv, blogcheese.com, dailymotion.com, myspace.com, ourmedia.org, revver.com, and youtube.com, are becoming popular with teachers, individuals, and students alike. Reviewing all these sites is beyond the scope of this article; therefore, I have selected three of the most popular sites to review: blip.tv, dailymotion.com, and youtube.com. This article explains the basics of the different video formats, the video upload

process, and the services and functions offered by these leading video storage sites.

Youtube.com is based in California and was created in 2005. Blip.tv started “with five friends based in New York.” While both sites cater to the American community, there is a strong international presence. Dailymotion.com, on the other hand, is located in Paris and caters more to the European community. All of these sites provide free online video storage facilities.

After registering with a site, users can upload their videos, embed their videos in blogs, view other submitted video productions, complete a tag search for specific videos, post comments to producers, build networks, store favorites, and keep track of video viewing statistics. Before reviewing the similarities that the sites share, this article presents some terminology registered users need to be familiar with.

Prior to uploading video material, users need to compress their video into an appropriate file format. Basic film editing software can compress final video productions into formats such as Windows Media Video (WMV) using Windows Movie Maker software, or Quick Time (QT) using iMovie for Apple Mac. Both Windows Movie Maker and iMovie will also compress videos in their original Audio Video Interleave (AVI). Once the video format is selected, it is ready for upload.

Due to competition, better technology, and users' needs, each site has different requirements as to the size and format of the video file (see Table 1.) For site management convenience, blip.tv, youtube.com, and dailymotion.com convert any uploaded video into a flash video file. However, blip.tv also allows users to select from other video format options for online delivery. Nonetheless, viewers need to install Adobe Flash or QT on their computers to watch video productions. At the time of writing, there are no limits to the number of videos one registered user can upload.

Once the video is uploaded, these sites will provide the registered user with the URL and HTML code needed to embed the video into a webpage. Users can simply copy and paste this code into the HTML code of their blog or website. When embedding videos into a site, youtube.com and dailymotion.com place their icon on the video control bar or the video screen. Blip.tv does not, keeping the video looking original.

After uploading a video, it is possible to see its popularity via a star rating system and the number of recorded views. Blip.tv also allows users to see how viewers are accessing their video

Table 1. Site requirements and formats

Site	Formats	File size (max) per upload	Software requirement	Restrictions
Blip.tv	QT, WMV	150MB	Flash, WMV, QT	None
Dailymotion.com	QT, WMV, MPEG	150MB	Flash only	None
Youtube.com	QT, AVI, MPEG	100MB	Flash only	None

productions. It is therefore possible with blip.tv to know how many users access a video via a Google or Yahoo! search, for example.

Finally, teachers wanting to use online video storage sites need to be aware of the possibility of making money from their films. Some sites are considering allowing registered users to select whether or not they wish to add a picture commercial from established companies at the end of their video productions. This might be an issue worth addressing with students.

Viewer beware

These sites allow teachers and students access to authentic independently-produced free videos. However, some of the videos do have adult themes. The sites are starting to crack down on such productions by allowing viewers to rate videos as appropriate for viewing or not. In addition, if a video has been rated as an adult theme, the prospective viewer will be asked to confirm their age category by either logging in or registering as a new member.

Languages of the world

The educational benefit youtube.com, dailymotion.com, and blip.tv offers is the provision of access to authentic culture-specific material produced by video fans from all over the world. This offers students the chance to compare and contrast not only dialects and idioms, but also how other people are experiencing life, and how or where the video producers live. As Gruba (2006) comments, viewing such authentic videos provides viewers the opportunity to observe the living conditions of video producers and to imagine actually being in that environment. Thus students can actually listen to, for example, a 15-year-old student from America commenting on their daily schooling activity. The locations and monologues offer endless real life scenarios.

Teacher resources

Blip.tv, dailymotion.com, and youtube.com allow viewers to link films to other sites. The author

recommends that video producers be contacted first. Once teachers have the permission to link to a film, it is easy to create listening or viewing comprehension educational sites, such as *English trailers online* (Johnson, 2006).

As a viewing and listening activity, teachers and students could design resources to evaluate the best films. A lesson might encourage students to review video productions from different parts of the world. Students could discuss various world views about a similar topic. As a speaking and writing activity, students could either exchange opinions or engage in collaborative video montage to create a national perspective of life in Japan.

Educators and learners wanting to know more about online video storage sites might consider visiting freevlog.org. This site provides training in videoblogging, access to a community of video bloggers and other information concerning film compression and RSS feeds, for example.

Conclusion

Video casting is a novel approach offering potential to both educators and learners. For viewers, online video storage sites offer access to independently generated video productions. For registered users, these sites allow teachers and students the opportunity to develop and store video projects, as well as facilitate the management of and access to video productions.

As video casting and videoblogging continue to gain popularity, new sites will improve not only the technology, but also the services that subscribers receive.

References

- Gruba, P. (2006). Playing the videotext: A media literacy perspective on video-mediated L2 listening. *Language Learning Technology*, 10(2), 77-92.
- Johnson, A. (2006). English Trailers v4: An example of an ESL/EFL website that transformed from a testing to a teaching focus. *The JALT CALL Journal*, 2(1), 53-69.

Advert: Thomson

...with Joseph Sheehan

<jalt-focus@jalt-publications.org>



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

JALT FOCUS ONLINE

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

JALT Calendar

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

- ▶ 3-4 Feb 2007: Executive Board Meeting (EBM) at Tokyo Medical and Dental University. The nearest station is Ochanomizu, and the main accommodation will be at Ochanomizu Garden Palace Hotel. More details will be available soon.
- ▶ 27 Apr 2007: Deadline for submissions to present at JALT2007. See <conferences.jalt.org/2007> for more information.
- ▶ 12-13 May 2007: Sixth JALT Pan-SIG Conference at Tohoku Bunka Gakuen University in Sendai, Japan. See <jalt.org/pansig/2007> for more information.
- ▶ 22-25 Nov 2007: JALT2007 "Challenging Assumptions: Looking In, Looking Out" at the National Olympics Memorial Youth Center, Tokyo.

JALT Watch

JALT National news and announcements in brief.

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

JALT Notices

The *JALT Hokkaido Journal* is a refereed online journal that appears once a year. The journal features theoretically grounded research reports and discussion of central issues in foreign language teaching and learning with a focus on Japanese contexts. We especially encourage investigations which apply theory to practice and include original data collected and analyzed by the author. Those interested in submitting a paper should visit <jalthokkaido.net/>. The submission deadline is 30 Jun 2007.

The Miyazaki Chapter is seeking speakers to give presentations, specifically during 2007. Presentation type and length are negotiable, and we are interested in receiving proposals on a wide range of topics, themes, and issues related to language teaching at all levels. Veterans or first-time would-be presenters are invited to make themselves known by way of a short description and, preferably, a brief abstract of their proposed talk emailed to the chapter's Program Chair, Paul Hullah <hullah@cc.miyazaki-u.ac.jp>.

Peer Support Group

The JALT Peer Support Group assists writers who wish to polish their papers so they may be published. We are now looking for JALT members interested in joining our group to help improve the quality of the papers of fellow professionals. A paper is read and commented on by two group members, and if you are not confident in your skills offering advice to fellow writers, we have a shadowing system to help you get your bearings. Please email the coordinator <peergroup@jalt-publications.org> for further information. We do not at present have Japanese members, but that is because none have applied so far. We are also interested in receiving papers from members. Please do not hesitate to send us your paper at the address above. We look forward to hearing from and helping you.

The Language Teacher and JALT Journal

... are looking for people to fill the following positions: Associate Editor, English language proofreader, and Japanese language proofreader. Job descriptions and details on applying for these positions are posted on our website <www.jalt-publications.org>.

...with Theron Muller

<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.

THIS MONTH in Member's Profile Lesley Ito, a longtime teacher of English to young learners, shares how a trip to a conference in England inspired her to open a school that focuses on cross-curricular teaching. Have your own story to share? I'm looking forward to hearing from you.

MEMBER'S PROFILE

Lesley Ito

I tended to think of myself as a pretty good teacher; satisfied with the job I did in the classroom. I had been teaching English to children in Japan at my own school for over 12 years. I was satisfied with my program and felt good about the small



successes my students achieved despite the challenge of learning in an EFL environment.

Then came the event that upset my applecart, spun me around, and shook me upside down by my ankles . . .

In 2004 I was sent by Pearson Education to a conference in Cambridge, England called Amazing Young Minds. That year 22 ESL and EFL teachers of children from 11 different countries attended. On the first night I was making small talk with Patrizia, an elementary school ESL teacher from Rome. I asked about her program and she said, "Recently, we have been teaching other subjects, like math, science, and geography, in English." I remember looking at my shoes and mumbling how nice that was, but it would never work in Japan.

That week, over and over, I had similar encounters. After hearing what ESL teachers (especially from Europe) were doing, it became increasingly difficult to be satisfied with my program. Once I returned to Japan, I tried to make small changes in my classes, but this made me realize I really needed a completely new program where the basics of English would be taught with time given

for practicing language through a cross-curricular lesson like the one Patrizia described.

I thought long and hard and researched how to develop a way to realistically fit my ideas within the restrictions of the EFL environment. I came up with what I call the "Double Ring Lesson." The first ring is typical of the usual private school English lesson: 40 minutes of learning vocabulary and grammar from a textbook along with phonics and reading practice. After a 10-minute break where students check out a book from my library, we begin the second ring. The second ring is a 40-minute cross-curricular lesson that uses the vocabulary learned in the first ring. This year, faced with changing demographics locally, I opened a new branch of my school in a different part of the city. In April 2006, "BIG BOW English Lab," a school for preschool and elementary school students that uses the Double Ring Lesson curriculum, opened its doors.

Children are naturally curious about the world around them. When you show them something interesting, they can't help but comment on it and are happy to use English they have learned to do so. Despite this, I've found it is challenging to create cross-curricular lessons for EFL students. The resource books I bought in America are great for inspiration, but the lessons provided aren't practical without adaptation, especially since the science lessons often end with the suggestion to, "Discuss what happened." So I've been quite busy this year, constantly developing original materials!

Even something as basic as colors can be turned into a cross-curricular lesson by conducting a science experiment. Using green, purple, black, and orange felt tipped pens we drew curved lines on white coffee filters. The children folded them in half and fastened the tops with paper clips. Then they stuck the tip of the filters in a glass of water and watched the colors separate as water was absorbed into the filters. The girls were excited by these "mini-rainbows" and said, "Beautiful! It's beautiful!" While the lesson was not about adjectives, they were so excited they couldn't help but comment on what they saw. After that, we did an original worksheet on color mixing. Teaching colors this way was more interesting and effective than waving flashcards in front of them!

Now that I have gained more experience in the classroom with these types of lessons, I enjoy teaching much more than before. I've also been letting other teachers know about what I've been doing in my new school and their reaction has been amazingly positive. Perhaps I'm onto something here . . .

...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



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



In this issue, Lesley Ito of BIG BOW English Lab offers helpful advice on submitting a proposal to JALT2007. In the second report, Naoko McLellan of the Teaching Children SIG extends a warm invitation to teachers of young children to join this SIG.

Oh, no! The deadline is April 27? A simple guide to submitting your proposal for the JALT2007 Conference

THIS MAY be your first time to submit a proposal for a JALT conference (the next one is slated for 22–25 Nov in Tokyo). Perhaps your submission was not accepted in the past and you are trying again. I was a first-timer a few years ago and remember how hard it was to write the abstract, let alone navigate the online submission procedure.

Submitters should take comfort in the fact that the selection process is blind. No one's name appears on submissions, so you have just as much chance as anyone else.

Your first stop should be the Submission Guidelines <conferences.jalt.org/2007/node/2>. In these guidelines, you'll find helpful information about the length of the title, summary, and abstract and the importance of writing these in the third-person-future form. You'll also find information on what not to do when writing your abstract: Don't cut and paste material from Microsoft Word, don't leave multiple breaks between

paragraphs, and don't use tabs or curly quotes.

Give yourself plenty of time to write the abstract, title, and summary. The abstract and summary aren't terribly long, so at first glance they look easy to write. Don't be fooled! The first time I submitted something, it took about three times longer than I thought it would. I also wasted a lot of energy kicking myself for waiting until the last minute!

I truly believe that your title can make or break your presentation. I'm sure you are excited about your ideas, so why give your presentation a bland, boring title? For example, my last presentation was on a technique I developed called *Grammar Triggers*. I could have titled my presentation, *Grammar Triggers: A Way to Teach Grammar to Children*, but instead I gave it the more interesting title of *Grammar Triggers: The Key to Classroom Success*. When writing your title, keep in mind the large number of submissions the committee has to go through; you'll want to have a title that catches their eye. On that note, try to avoid puns—usually the joke falls flat and could confuse would-be attendees about what your presentation is actually about.

Since you can't cut and paste from Microsoft Word, I found it helpful to write out my abstract and summary on Word to get a word count, print it, read it over a few times, send it to a trusted friend (if possible), make corrections, and then re-type it into the submission form. Keep these questions in mind: Does the abstract clearly convey my presentation ideas? Did I write it in complete sentences in the third-person-future tense? Would I want to attend my presentation? Obviously, the above contemplation and checking cannot be done at the last minute, so start the process at least a few weeks before the deadline.

Once you have read the submission guidelines, it is time to fill out the online form. Your first question might be "What do they mean by *vetted*?" A vetted presentation is one that needs to be submitted for approval. Non-vetted presentations are ones sponsored by a publishing company, local JALT chapter, or SIG that don't need to be approved. Most likely, yours will be vetted.

Make sure your contact information is in English. Please note that if your email address changes, the committee may have trouble contacting you, and this could lead to your presentation being dropped from the database.

There are two categories for content. One is based on your teaching context and the other on specific interest areas. Most of the categories

for content areas relate to JALT SIG groups, so it might be helpful to contact the head of the SIG group if you are unsure if your presentation fits into a given category. At the Program Director's meeting last year, some people complained that candidates submitted presentations that clearly did not belong to a particular category. Don't let this important point hinder your acceptance!

There is a limited supply of equipment and you

cannot order at the last minute, so consider this question carefully.

It might at first feel intimidating to submit a proposal, but have confidence in your ideas and remember that the process is open to all. I wish you the best of luck!

Reported by Lesley Ito

BIG BOW English Lab

<lesleyhiroyuki@kxa.biglobe.ne.jp>



子ども達の教育に関心のある 人たちをサポートするTC SIG

児童対象外国語教育専門部会(TC SIG)は発足して12年、あらゆる年齢層の児童言語教育に携わっている方々をサポートすること、会員相互の研究を補助し、指導者の質の向上を目的として活動している研究部会です。

昨年11月、北九州でのJALT年次総会内においても、数多くある専門部会としては唯一、TC SIGは独自のミニ学会で多くの方々に参加協力いただきました。国内外からのプレゼンターはもとより、各出版社からも協力を得て、最前線の児童英語の教材や参考資料を手にすることができました。今年は東京で開催される予定ですので、さらに内容を充実して皆様のご期待に添えたいと考えます。

日ごろの会の主な活動としては、JALT年次総会のなかで、JALT Jr.が年一回の最大のイベントです。そのほか、年4回発行されているバイリンガル小冊子、"Teachers Learning with Children(TLC)"は実践的な題材の紹介や、児童言語教育に関係した深い内容も提案しています。第一線で活動している、著書としても活動している会員の協力を得て最前線の現場の声を聞くこともできます。TLCのオンライン購読も可能です。

今後の活動としては、引き続き、児童言語教育に携わっている方々や諸団体へのサポートともに、各地域で勉強会や、ミニカンフェランスを企画運営していきます。今年度、皮切りに1月26日、東京地区での集まりを計画し実行しました。

会員、非会員問わず、興味のある方の参加を募っています。

マクラレン直子

TC SIGコーディネーター

ウェブサイト: <www.tcsig.jalt.org>

メーリングリスト: <tcsig@yahoogroups.com>

TC SIG入会方法、TLC購読方法: <www.tcsig.jalt.org>

Teaching Children SIG

WELCOME TO the JALT Teaching Children SIG. Our SIG is a public forum for teachers of children to share their ideas, views, and teaching philosophy. It is also a place where teachers can post their questions and concerns for discussion with other teachers of young learners. We also invite you to contribute questions or ideas from your own experience.

We successfully launched our first regional gathering in Tokyo this January. The gathering was a place for sharing and speculating on our theme, which is also the title of our newsletter, *Teachers Learning with Children*. We also discussed how we can systematically operate our organization to promote and support language teachers. Non-members are always welcome to join the meetings. In the near future, we are planning to expand this idea and conduct regional gatherings nationwide. We would like to ask for your cooperation and participation to promote our SIG, and to support teachers of children. To join or subscribe to the TC SIG, go to <www.tcsig.jalt.org>.

We look forward to hearing from you.

Reported by Naoko McLellan, TC SIG Coordinator

TC SIG Online <www.tcsig.jalt.org>

Mailing List: <tcsig@yahoogroups.com>

...with James Hobbs

<sig-news@jalt-publications.org>



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

SIGs at a glance

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

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

Bilingualism

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

Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website at <www.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, national conference, regional workshops, publications [✉️] [💬]

The CALL SIG announces the JALTCALL Conference 2007 *CALL: Integration or Disintegration?* reflecting the fragmentation of CALL into other areas. This event will be an excellent gathering at Waseda University, with exciting and innovative presentations. The featured speaker is **Mike Levy** from Griffith University. Also, buy the new book *Glocalization: Bringing People Together*, packed with articles from the CALL SIG 2005 Conference. For more information about this and all CALL SIG publications, visit <jaltcall.org>.

College and University Educators

[🔍] tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching [📖] *On CUE*—3x year [🗣️] Annual SIG conference, national conference, regional workshops, publications]

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

Gender Awareness in Language Education

GALE's purpose is to research gender and its implications for language learning and teaching. We welcome submissions for our newsletter on topics, both theoretical and practical, related to our purpose. Book reviews, lesson plans, think pieces, poetry—all are welcome. Past newsletters are available at <www.tokyoprogressive.org.uk/gale>. Send your submission to Joanne Hosoya at <joanna@rb4.so-net.ne.jp>. To join GALE please use the form in the back of this *TLT* or contact the membership chair, Thomas Hardy <thomas_merlot@yahoo.com>.

Global Issues in Language Education

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

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

Japanese as a Second Language

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

Junior and Senior High School

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

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

Learner Development

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

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 at <groups.yahoo.com/group/jaltmwsig/>. Our website is at <uk.geocities.com/material-writersig/>. To contact us, email <mw@jalt.org>.

Other Language Educators

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

OLE has issued *OLE Newsletter 40*, containing a JALT2006 update and abstracts of presentations in OLE-related events that are usually not available publicly; a Call for Papers for PAN-SIG 2007,

which features an OLE plenary speaker; reports of the Matsuyama mini-conference, OLE-relevant summer 2006 conventions, the coordinator's activities, and where to find more information; and the "syllabus" of the visit-a-company course just accepted as a Creative Course by Ehime University. For more info contact <reinelt@iec.ehime-u.ac.jp>.

Pragmatics

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

The Pragmatics SIG is teaming up with the Materials Writers, Teacher Education, Testing and Evaluation, and Other Language Educators SIGs to sponsor the 6th Annual JALT Pan SIG Conference on 12–13 May 2007. The conference will be held at Tohoku Bunka Gakuen University in Sendai under the theme *Second Language Acquisition: Theory and Pedagogy*. Please send proposals for 45-minute papers, 120-minute workshops, or poster sessions by 9 Feb 2007 to <pansig2007@yahoo.co.uk>.

Professionalism, Administration, and Leadership in Education

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

Teacher Education

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

Teaching Children

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

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter 4

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

児童教育部会は子どもに英語（外国語）を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含む会報を年4回発行しております。また、子どもに英語を指導するアイデアや疑問を交換する場としてメーリングリスト<tcsig@yahooogroups.com>を運営しています。活発な部会を維持していくためにも新会員を常に募集しております。会報を英語と日本語で提供しており日本人の先生方の参加も大歓迎です。今後開催される部会の催し物へぜひご参加ください。部会に関する詳細は<www.tcsig.jalt.org>をご覧ください。

Teaching Older Learners

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

The increasing number of people of retirement age, plus the internationalization of Japanese so-

ciety, has greatly increased the number of people eager to study English as part of their lifelong learning. The TOL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <www.eigosenmon.com/tolsig/>). For more information or to join the mailing list, contact Amanda Harlow <amand@aqua.livedoor.com> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

成人英語教育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。TOLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<www.eigosenmon.com/tolsig/>上でもフォーラムやメールリスト、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 Amanda Harlow <amand@aqua.livedoor.com>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

COLUMN • CHAPTER EVENTS

35

...with Aleda Krause

<chap-events@jalt-publications.org>



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



CHAPTER EVENTS ONLINE

You can access all of JALT's events online at:
<www.jalt.org/calendar>.

If you have a QRcode-capable mobile phone, use the image on the left.

LOTS of chances to learn about using your iPod in class, changes to the TOEIC® test, or autonomous learning. Check and see if something interesting is going on at a chapter near you. If your local chapter isn't listed, go to the online calendar. There may be late-breaking news.

Gifu—Tools of the Trade: Utilizing the Video-iPod to Deliver Engaging EFL Content by Bill Pellowe, eltpodcast.com, eltcalendar.com, Kinki University. Using only a video iPod, Pellowe will demonstrate numerous ways that this new tool can be utilized to deliver both authentic and teacher-created material to the EFL classroom. The video iPod can be used either as a basic stimulus/schema activator, supplemental support, or as the main content of a language lesson. Learn how to use video, slides (which are more commonly associated with laptops and PowerPoint), photos and audio (including podcasts, the latest online trend), to better

engage students. Technological tips, along with a detailed handout that includes web-based supplementary materials, will be provided. Come and experience why the iPod is actually an affordable alternative to other technologies such as laptop computers. *Sat 17 Feb 19:00-21:00; Heartful Square (southeast section of Gifu JR Station), Gifu City, Gifu-ken; one-day members ¥500.*

Gunma—Structured Training of Leadership for Cooperative-Based Learning Groups by **Jeff Contreras**, Gunma University. Cooperative Learning has become a common teaching approach for English language instruction of students in Japan. However, many teachers find difficulties in developing effective and productive cooperative learning groups. This presentation is designed to help language teachers to 1) structure cooperative learning groups, 2) identify and structure the training of the appropriate leadership roles, and 3) learn how to effectively train group leadership. *Sun 18 Feb 14:00-16:30; Gunma University, Aramaki Campus, Bldg. GC, Rm. LL123, 4-2 Aramaki-cho, Maebashi; one-day members ¥1000.*

Hamamatsu—JALT Hamamatsu is looking for polished, exciting presenters to present in English or Japanese about teaching to elementary, junior high, and/or senior high school students. This year, we are only looking for practical, “I can use it tomorrow” content, not academic-style lectures. Slots available starting May 2007. If interested, please contact the Programme Chair at <mc-nabb@ns.sist.ac.jp>.

Hiroshima—Poetics for Autonomous Learning and Teaching by **Hugh Nicoll**, Miyazaki Municipal University. Autonomous learning and teaching demands a high degree of tolerance for ambiguity among its practitioners, students and teachers alike. Nicoll will explore poetics and writings on arts education for theoretical and practical perspectives on creativity and as source texts for reflecting on learner autonomy in language learning and teaching. A theoretical talk will be followed by a workshop where Nicoll will introduce possible uses of poetry in university writing classes. *Sat 17 Feb 15:00-17:00; International Conference Centre, Peace Park, 3F Seminar Room; one-day members ¥500.*

Hokkaido—The New TOEIC® Test: Understanding and Overcoming the Challenges by **Grant Trew**. Trew will focus on helping instructors un-

derstand the changes to the TOEIC® test (revised in May). He will walk participants through the changes, allowing them to see firsthand the new challenges learners will face, and then demonstrate some activities that can be used to develop student ability in both the long and short terms. An overview of the format and implications of the soon-to-be-introduced Speaking and Writing tests will be included. *Sun 4 March 13:30-16:00; Hokkai Gakuen University, Toyohira (2 minutes from Gakuen Mae subway station, Toho Line); one-day members ¥500.*

Kitakyushu—Dialogue and Vocabulary Journals by **Hudson Murrell**. Murrell will give a talk about journals in the classroom. Many people use vocabulary journals, and the advantages of different methods will be discussed. More important is the use of peer or *dialogue* journals. They are easy to create, the students love them, and they support learning inside and outside of the classroom. *Sat 10 Feb 18:30-20:30; Kitakyushu International Conference Center, Room 31 (a 5-minute walk from Kokura station); one-day members ¥1000.*

Nagasaki—A Practical Workshop on Using Your iPod in the Classroom, with **Bill Pellowe**, eltpodcast.com, eltcalendar.com, Kinki University. If you don't have an iPod, you're welcome to observe. If you DO have one, bring it and your laptop. Hands-on tutorials include: recording your textbook CD onto your iPod; adding a DVD movie; making a picture slideshow for teaching vocabulary; including an mp3 or video from an Internet search; attaching your iPod to a TV or video projector to show slideshows, music videos; and more! Both Windows and Macintosh users are welcome. *Sat 10 Feb 14:00-16:00; Dejima Koryu Kaikan, 4F; one-day members ¥1000.*

Nagoya—Tools of the Trade: Utilizing the Video-iPod to Deliver Engaging EFL Content by **Bill Pellowe**, eltpodcast.com, eltcalendar.com, Kinki University. (See Gifu Chapter for description.) *Sun 18 Feb 14:30-16:30; Nagoya International Center, 3F, Lecture Room 2; one-day members ¥1000.*

Okayama—Poetics for Autonomous Learning and Teaching by **Hugh Nicoll**, Miyazaki Municipal University. (See Hiroshima Chapter for description.) *Sun 18 Feb 15:00-17:00; Sankaku A Bldg., 2F, near Omotecho in Okayama City; one-day members ¥500.*

Omiya—Understanding and Adapting to the Changes to the TOEIC® by Grant Trew. Trew will explain the new format of the TOEIC® test, clarifying the changes. He will present some approaches to overcoming the problems Japanese learners will face. Then he will give an overview of tasks on the soon-to-be-introduced Speaking and Writing test. He will focus on the likely challenges and the skills students will need. This will be followed up by practical classroom techniques. Trew will also touch on course design, mixed ability classes, and choosing materials. *Sun 11 Feb 14:00-17:00; Omiya Chuo Kominkan (near Omiya Station, west exit, map <jalt.org/chapters/omiya/map.html>); free for all.*

Sendai—Teaching and Learning Vocabulary by Paul Nation, Victoria University (New Zealand) Temple University (Japan). Sendai JALT Special Event: Intensive seminar. The first workshop (Tuesday afternoon) looks at the spread of activities needed across a course for good vocabulary development and then focuses on designing spoken communicative activities to enhance vocabulary growth. The second workshop (Wednesday morning) looks at the deliberate teaching and learning of vocabulary. It covers the application of principles on how to teach vocabulary, what it means to know a word and how teachers can contribute to vocabulary learning. *Tue 27 Feb 27-Wed 28 Feb, time TBA; location TBA; one-day members TBA.*

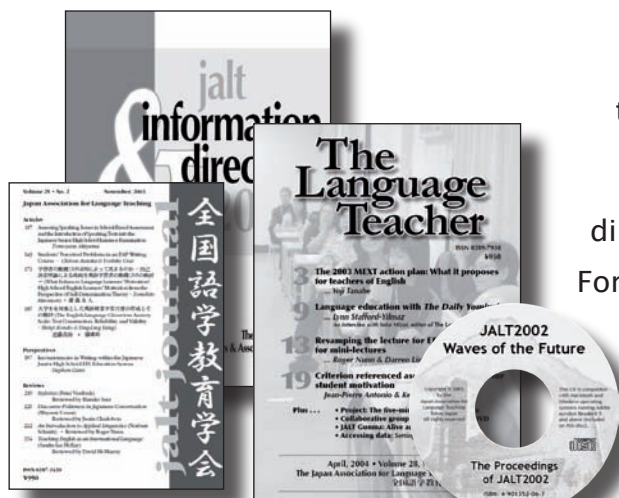
Shinshu—Using Song Lyrics for Reading Content Words With Young Learners by Richard Barber,

Toyo Gakuen University. After understanding the meaning of a song, young learners do activities to read the lyrics. They work together to read the content words. This activity encourages peer interaction and collaborative dialogue. Learners find their own ability levels and amount they can contribute. The interaction that is created provides an example of how participation, as well as acquisition, is a strong metaphor for understanding the way in which young Japanese learners develop EFL ability. *Sun 18 Feb 14:00-16:45; location TBA; one-day members ¥1000.*

Toyohashi—Tools of the Trade: Utilizing the Video-iPod to Deliver Engaging EFL Content by Bill Pellowe, eltpodcast.com, eltcalendar.com, Kinki University. (See Gifu Chapter for description.) *Sun 18 Feb 11:00-13:00; Aichi University, Bldg 5, Room 543; one-day members ¥1000.*

Yamagata—Another Way to Encourage Smart But Silent Students to Express Themselves in English by Nicholas Gromik, Tohoku University. The above-mentioned topic will be presented in terms of English as a means of global communication in the 21st century. *Sat 10 Feb 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome 2-15, t: 0236-45-6163; one-day members ¥800.*

Yokohama—Video Journals by Colin Skeates. *Sun 18 Feb 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama Subway Isezakichojamachi (See <yojalt.bravehost.com> for details & a map); one-day members TBA.*



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...with Heather Sparrow

<chap-reports@jalt-publications.org>



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

Akita: October--*What Did You Think of the Course: Understanding Students' Course Evaluations* by Christine Winkowski and Susan Duggan. Since MEXT mandated the administration of course evaluation forms in 1996, use in Japan has sharply risen. Elsewhere, use of course evaluation forms is widespread, yet controversial. As Japan has newly adopted the teacher evaluation approach, Winkowski and Duggan researched what students think when completing end-of-course evaluations.

The history of this teacher evaluation technique was discussed starting from the 1920s and the literature was reviewed on its validity and reliability. The presenters highlighted how many teachers were required to dumb-down their classes to receive a higher evaluation. They researched what students think by interviewing 10 students as they filled out their evaluation forms. Following a recent line of research, they asked students to explain their understanding of the items' interpretation and the reason for their ratings. While their findings are still at the pilot phase, it is clear that students interpret items differently from one another and base their ratings on different criteria (some of which seem only loosely connected to teaching effectiveness). These results reinforce the notion that course evaluation forms are at best low-precision instruments.

Reported by Stephen Shucart

Osaka: October—*Wine, Cheese, and the New TOEIC®* by Lin Loughheed and Grant Trew. What better way to get ready for changes in language testing than with wine, cheese, and experts in the field? Loughheed gave us the benefit of his experience preparing TOEIC materials and the changes

he has experienced in this process. He set up some general planning considerations for classrooms, focusing on how best to get the language of test preparation to match the language our students will use.

Trew took us through the new TOEIC content in all seven stages of the current test. After providing us with concrete examples of the skills necessary for the listening and reading section, he introduced the new speaking and writing section, including a practice session for each of us.

Audience members' involvement with TOEIC varied a great deal. Whatever the level of involvement, it is clear that the changes coming in the test will have an impact on what our students need. The real impact of the presentation came from the presenters' techniques showing that passing the test and learning the language are going to become more and more compatible in the future.

Reported by Myles Grogan

Yokohama: November—1) *Blogs as a Teacher Research Tool* by Renata Suzuki. Suzuki spoke about uses of blogs as a research tool for professional development (PD). She began by clarifying blogs and comparing blogs and diaries. Next, advantages and disadvantages of keeping a blog were discussed. Though there are many possible ways to use blogs for PD, Suzuki described charting the use of motivation strategies (Dornyei, 2001) over a period of a year and half of teaching. Especially interesting was the final discussion revisiting advantages and disadvantages of blogging for PD. 2) *Teaching Comparative Religion* by Jean-Paul Duquette. Duquette presented on teaching comparative religion through EFL. He began with a provocative literature review presenting *yes* and *no* perspectives to *Is Japan religious?* Duquette argued that, generally speaking, Japan is not a religious nation. To support this hypothesis, he explained a survey given to over 120 students, which workshop participants answered for themselves, then in small groups. Finally Duquette shared his own results. Next, an engaging activity involving students creating their own religion was provided. The workshop concluded with a whole-group brainstorming session to generate more classroom activities.

Reported by Colin Skeates

For changes and additions, please contact the editor <contacts@jalt-publications.org>. More extensive listings can be found in the annual *JALT Information & Directory*.

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...with Derek DiMatteo

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To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email Derek DiMatteo, Job Information Center Editor, <job-info@jalt-publications.org>.

Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the

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

Job Information Center Online

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

best work portfolio designed to help you get a job, then you should categorize the contents according to the criteria specified in the job description. If the portfolio is to chart and guide professional growth, you'll want to choose categories that reflect your goals. Materials from one type of portfolio might overlap with the other. Examples of categories are: preparing and implementing curricula, supervising and training teachers, developing materials, collaborating, use of technology, classroom management and environment, curriculum development, and commitment to student learning (Rolheiser, Bower, & Stevahn, 2000).

Choosing materials for inclusion should be done while considering the purpose and categories of your portfolio. Ideally, throughout the year you will periodically select a piece for inclusion and write a reflection on it while the experience is still fresh. Avoid leaving the work of gathering and selecting pieces until the last minute, so that you avoid becoming overwhelmed by a multitude of new additions. The reflections are part of your growth process, so write them as you add new pieces to the portfolio throughout the year, leaving only the summarizing reflection for the end.

The process of reflecting on one's work is crucial. Students write essays and other reflections so that they will engage with their experiences and solidify their learning. Classroom and other professional experiences benefit from the same treatment. By reflecting on our professional practice, we teachers come to a greater understanding of our teaching and of student learning. Without these reflections, the person reading the portfolio will see what amounts to a scrapbook or collection of work samples. Use a reflection to demonstrate, for example, why the sample or the experience the sample represents was meaningful, or what you and your students learned from it.

When creating your portfolio, collaborating or sharing the process with colleagues is very helpful. If you don't have a group that's dedicated to professional development at your institution, look to your local JALT chapter for support. Take turns workshopping members' portfolios. Ask questions about professional growth, classroom practices, and teaching philosophy, while requiring the evidence to come from entries in the portfolio. This should spark further reflection, adding even more depth to the whole process.

Portfolios are usually created in a binder with plastic sleeves (D-ring binders work great), but e-portfolios are becoming more common. The advantage of an e-portfolio is that you can include pictures, audio, video, and interactive classroom

Teacher portfolios

A PORTFOLIO is a great way to document your work as an educator, helping to show who you are as a professional. Masters programs often require pre-service teachers to create a portfolio that includes coursework as well as material from their practicum. As a practicing teacher, maintaining a teacher portfolio is a way to provide a focus for continued professional development, and when searching for a job, the portfolio provides a rich source of material for job applications and interviews.

The two main types of teaching portfolios are the *summative* portfolio and the *formative* portfolio (Faculty and TA Development, Ohio State University). When you are preparing for a performance review or a job interview, you should use a summative portfolio that shows examples of your best work. If you are engaged in professional development, then a formative portfolio will help you to manage your growth by targeting and developing goals, demonstrating progress, and highlighting accomplishments along the way (Rolheiser, Bower, & Stevahn, 2000).

The organization of your portfolio depends on which type of portfolio you need to create. If it's a

multimedia along with your documents. A great way to present this mix of materials is as a set of webpages, which can be put online or burned onto a CD-ROM. If you aren't comfortable creating webpages, perhaps the Video Paper Builder (VPB) software from <vpb.concord.org/> can make it easier for you. Using the VPB offers an easy and intuitive way to integrate multimedia into your writing for export as a set of linked webpages.

With spring and a new school year on its way, it's time to finish organizing materials from this past year for inclusion in your portfolio. If you haven't started a portfolio yet, then now is the time to plan a portfolio project to start in April. Some excellent resources on portfolios are listed below.

Resources

Barrett, H. *Electronic Portfolios: Teacher (and Student Teacher) Portfolios*. Retrieved on December 17, 2006, from <www.electronicportfolios.com/teachers/index.html>.

Faculty and TA Development. *Developing a Teaching Portfolio*. The Ohio State University. Retrieved on December 12, 2006, from <ftad.osu.edu/portfolio/>.

Rolheiser, C., Bower, B., & Stevahn, L. (2000). *The Portfolio Organizer: Succeeding with Portfolios in Your Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Center for Teaching Effectiveness. *Preparing a Teaching Portfolio*. The University of Texas at Austin. Retrieved on December 12, 2006, from <www.utexas.edu/academic/cte/teachfolio.html>.

Job Openings

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

Location: Aichi-ken, Nagoya, Nisshin-shi
School: Koryo International College
Position: Assistant or Associate Professor of English
Start Date: Apr 2007
Deadline: Ongoing

Location: Anywhere
Company: ReallyEnglish.com
Position: Online graders
Start Date: Feb 2007

Deadline: Ongoing

Location: Nara-ken, Kashiba-shi
School: Osaka Shoin Women's University
Position: Japanese English teachers, part-time
Start Date: Apr 2007
Deadline: 25 Feb 2007

Location: Saitama-ken and Chiba-ken
School: Shumei Gakuen
Position: Full-time English teacher
Start Date: Start of each term
Deadline: Ongoing

Location: Tokyo-to
School: Waseda University
Position: Part-time English teacher
Start Date: Apr 2007
Deadline: Ongoing

Location: Tokyo-to
Company: ELS Japan
Position: English instructors, full and part-time
Start Date: Apr 2007
Deadline: Ongoing

Location: Tokyo-to
Company: ELS Japan
Position: Curriculum coordinator
Start Date: Apr 2007
Deadline: 1 Mar 2007

Location: Tokyo-to, Shinjuku-ku
School: Kanto International Senior High School
Position: English teachers (2)
Start Date: Apr 2007
Deadline: Ongoing, until filled

Location: Tokyo-to, Shinjuku-ku
Company: Society for Testing English Proficiency (STEP)
Position: Part-time editors, writers, and proof-readers
Start Date: Ongoing
Deadline: Ongoing

...with Alan Stoke

<conferences@jalt-publications.org>



New listings are welcome. Please email information to the column editor by the 15th of the month, at least 3 months before the opening of a conference in Japan, or 4 months before an overseas conference. Thus, 15 Feb is the deadline for a May conference in Japan or a June conference overseas.

Upcoming Conferences

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

14-16 Mar 2007—10th Biennial University of Seville Conference on Applied Linguistics: *Issues in Teaching, Learning, and Using Vocabulary in an L2*, at U. of Seville. **Contact:** <elia@siff.us.es>

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

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

24 Mar 2007—Wireless Ready: Podcasting, Education, and Mobile-Assisted Language Learning, at Nagoya U. of Commerce and Business. The aim is to consider the role of podcasting and mobile learning devices in foreign language learning. **Contact:** <wirelessready.nucba.ac.jp>

26-28 Mar 2007—17th International Conference on Pragmatics and Language Learning, in Honolulu, Hawaii. **Contact:** <nflrc.hawaii.edu/prodev/pll/>

30-31 Mar 2007—Eighth Annual Texas Foreign Language Education Conference: *TexFLEC 2007*, at U. of Texas, Austin. Themes include: innovative approaches to technology; classroom strategies; principles of instruction; methods of research. **Contact:** <studentorgs.utexas.edu/flesa/texflec/>

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

12-14 Apr 2007—Social and Cognitive Aspects of Second Language Learning and Teaching, at U. of Auckland, NZ. **Contact:** <www.arts.auckland.ac.nz/sociocog>

18-22 Apr 2007—41st IATEFL Annual Conference & Exhibition, in Aberdeen, Scotland. The annual conference of the International Association of Teachers of English as a Foreign Language normally attracts about 1,500 participants from more than 70 countries. **Contact:** <www.iatefl.org/conference.asp>

21-24 Apr 2007—AAAL 2007 Annual Conference, in Costa Mesa, California. The annual conference of the American Association for Applied Linguistics. **Contact:** <www.aal.org/aaal2007/index.htm>

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

28 May - 6 Jun 2007—2007 NFLRC Summer Institute: *Developing Useful Evaluation Practices in College Foreign Language Programs*, at U. of Hawaii. The aim is to help college foreign language administrators and teachers engage in useful, practical, and effective program evaluations to meet a variety of purposes. **Contact:** <nflrc.hawaii.edu/prodev/si07d/>

8-10 Jun 2007—Fifth Asia TEFL International Conference: *Empowering Asia: New Paradigms in English Language Education*, in Kuala Lumpur. **Contact:** <www.asiatefl.org/2007conference/conference2.html>

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

14-16 Jun 2007—Second Biennial International Conference on Teaching and Learning of English in Asia: *Exploring New Frontiers*, in Langkawi, Malaysia. **Contact:** <staf.uum.edu.my/tleia2/index.html>

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

15-17 Sep 2007—Sixth Symposium on Second Language Writing: *Second Language Writing in the Pacific Rim*, at Nagoya Gakuin University. The aim is to provide an international forum for the discussion of various issues of interest to L2 writing teachers and researchers. **Contact:** <logos.unh.edu/sslw/2007/>

20-22 Sep 2007—Second International Conference on Task-Based Language Teaching: *TBLT: Putting Principles to Work*, at U. of Hawaii. **Contact:** <www.tbtl2007.org>

5-8 Oct 2007—Third International Conference of the Independent Learning Association: *Exploring Theory, Enhancing Practice: Autonomy across the Disciplines*, at Kanda U. of International Studies, Chiba. **Contact:** <www.independentlearning.org>

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

22-25 Nov 2007—JALT2007 International Conference: *Challenging Assumptions: Looking In, Looking Out*, at National Olympics Memorial Youth Center, Tokyo. **Contact:** <conferences.jalt.org/2007/submissions/>

Calls for Papers or Posters

Deadline: 5 Feb 2007 (for 1-3 Jul 2007)—32nd Annual Congress of the Applied Linguistics Association of Australia: *Making a Difference: Challenges for Applied Linguistics*, at U. of Wollongong. **Contact:** <www.uow.edu.au/conferences/ALAA/home.html>

Deadline: 9 Feb 2007 (for 12-13 May 2007)—Sixth Annual JALT Pan-SIG Conference 2007: *Second Language Acquisition: Theory and Pedagogy*, at Tohoku Bunka Gakuen U., Sendai. The conference will be co-hosted by the Materials Writers, Other Language Educators, Pragmatics, Teacher Education, and Testing and Evaluation SIGs, and the Sendai JALT Chapter. Proposals are invited for papers (45 minutes), workshops (120 minutes), and poster sessions. **Contact:** <pan-sig2007@yahoo.co.uk>

Deadline: 15 Feb 2007 (for 11-14 Sep 2007)—17th Annual Conference of the European Second Language Association (EuroSLA 2007): *Interfaces in Second Language Acquisition Research*, at Newcastle U., UK. Proposals are invited for papers, posters and colloquia on any aspect of SLA. **Contact:** <www.ncl.ac.uk/niassh/eurosla17>

Deadline: 28 Feb 2007 (for 24-29 Aug 2008)—15th World Congress of Applied Linguistics: *Multilingualism: Challenges and Opportunities*, in Essen, Germany. Proposals are invited for presentations related to policy, research, and theory in any area of applied linguistics. **Contact:** <www.aila2008.org>

Deadline: 31 Mar 2007 (for 1-3 Jun 2007)—JALT CALL SIG Annual Conference 2007: *CALL: Integration or Disintegration?* at Waseda U., Tokyo. The CALL SIG invites proposals for presentations that illuminate the theme: the current fragmentation of CALL and its reintegration into more traditional disciplines; and the widening scope of CALL, for example, into wireless learning and electronic dictionaries. **Contact:** <jaltcall.org>

Deadline: 31 Mar 2007 (for 6-8 Sep 2007)—40th British Association for Applied Linguistics Annual Conference: *Technology, Ideology and Practice in Applied Linguistics*, at U. of Edinburgh. **Contact:** <www.baal.org.uk/>

Deadline: 2 Apr 2007 (for 15-16 Jun 2007)—Third Biennial Conference on Intercultural Rhetoric and Discourse: *Multiple Literacies Across Cultures*, at Ohio State University, Columbus. **Contact:** <www.iupui.edu/~icic/IRconference.htm>

Deadline: 30 Apr 2007 (for 21-24 Nov 2007)—Second International Conference on Language, Education and Diversity, at U. of Waikato, Hamilton, NZ. Proposals for presentations are welcomed in these areas: ESL, EFL, bilingual or immersion education, language policy, literacy education. **Contact:** <www.led.ac.nz>

Deadline: 1 May 2007 (for 11-14 Oct 2007)—30th Annual Second Language Research Forum: *Second Language Acquisition and Research: Focus on Form and Function*, at U. of Illinois at Urbana-Champaign. The aim is to highlight the interconnections and interfaces between form and function in SLA research and practices, and to explore the implications of these interfaces for second language pedagogy. Papers are invited for the general session, three colloquia, and a workshop. **Contact:** <slrf-2007@uiuc.edu>

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

JALTフォーカス: JALT内の進展を会員の皆様にお伝えするものです。どのJALT会員にもふさわしい内容で、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日までに送り下さい。掲載は1月半後になります。JALTフォーカス編集者まで電子メールの添付ファイルでお送り下さい。

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

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

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

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

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

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

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

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

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

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The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

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

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

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

Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000
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- 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
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For more information please consult our website <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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Old Grammarians...

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

Phobe probe

WHAT is your greatest fear? Mismatched cufflinks? Getting *natto* strings on your nose? Dropping your cell phone into an active volcano? Perhaps you're afraid to find that after studying Japanese for a year you've started dreaming in Cyrillic. How about accidentally garnishing your tofu with pencil shavings? Perpetually falling down the steps of an up-escalator? Ants?

It's a sad fact that there exist people who are in a constant state of irrational fear, with short reprieves only in months with five Saturdays. Even I sometimes hesitate to get out of bed in the morning, for fear that the tatami has rotted and turned into miso. While such unfounded fears give the appearance of being utterly debilitating, for me at least they have proved at times to work to my advantage. For example, my fear of touching frequently handled public objects such as elevator buttons has more than adequately safeguarded me from committing the error of getting into elevators, of which I am deathly afraid.

For language teachers, the Greek terms attached to some of our most common fears can be challenging material in the classroom. Most of us know acrophobia (fear of heights) and claustrophobia (fear of Santa Claus). Others, however, are harder to figure out. You might assume that *onomatophobia* describes an unhealthy fear of being called "Squirt," "Skip," or "Buzz." But you'd be wrong, for *onomatophobia* is actually a bizarre fear of names of things in general. Example: "Hey, what do you call those little plastic thingies you reseal your bread bags with?" "I don't know, but if you tell me I'll scream!" Then there's *teratophobia*—the fear of giving birth to monsters. A relevant corollary for teachers is *teratogogophobia*, the fear of grooming schoolchildren to become monsters.

English teachers could help students acquire some of these terms with the help of fun and creative activities, for example turning off the

lights and locking the door (*nyctophobia*), or releasing a suitcase full of snakes in the room (*ophidiophobia*). The possibilities for activities are endless.

Following is a list of a few other phobias I found interesting:

- philosophobia; fear of philosophy
- kakorrhaphiaphobia; fear of failure (If I spelled it wrong I'd just die!)
- iconophobia; fear of religious works of art
- coulrophobia; fear of clowns
- thanatophobia; fear of death (cp. *biophilia*, an obsession with remaining alive).

But of course, as psychosomatically astute as the ancient Greeks were, they couldn't cover everything (their long, flowing tunics notwithstanding). Evolution and technology have created new dimensions of fear that they never conceived of while sitting around debating in their *agorae* (*agoraphobia*—fear of the open space on your bedroom floor after you've put the futon away). For example, I seriously doubt that the ancients had any concept of *rollonrollophobia*, the fear that one's deodorant has stopped working. Below I submit a short list of possible appellations for some anciently unimagined fears:

- foamophobia; fear of getting cheated when you order an expensive latte
- emoticonophobia; fear of confusing clusters of punctuation marks
- reggaetamophobia; fear of dreadlock hats
- phobophilophobia; fear of being unnaturally obsessed with fear.

There are several others I could have listed, but I've been warned by the editors not to go over one page. Jacqui Norris-Holt has personally threatened to send a crate of empty fish-shaped soy sauce containers to my house if I stray out of my column boundaries. I don't know how she knew, but those things give me the creeps.

What would you **pay** to have access to over **7,000** (and rising) **pages** of material related to language learning and teaching?

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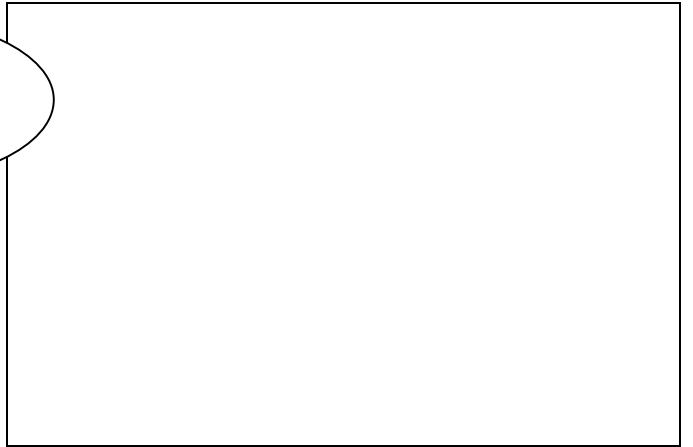
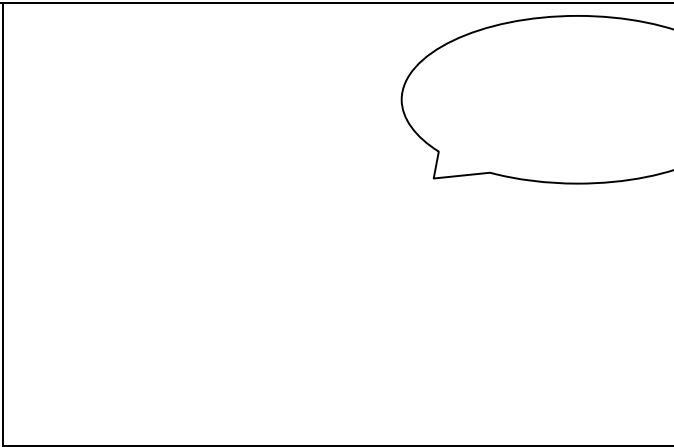
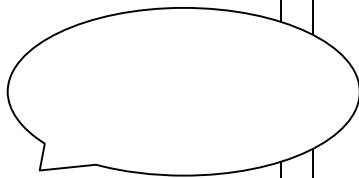
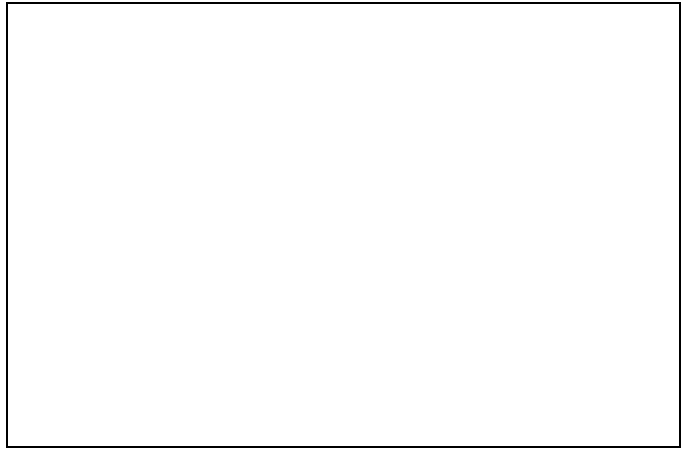
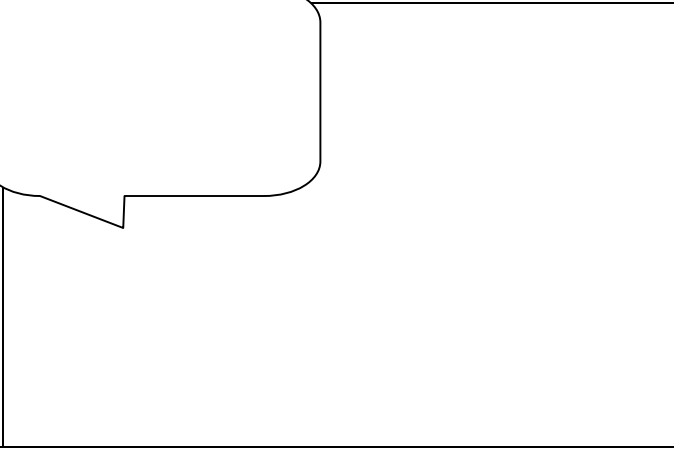
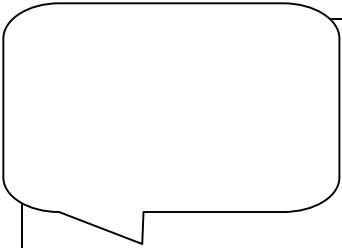
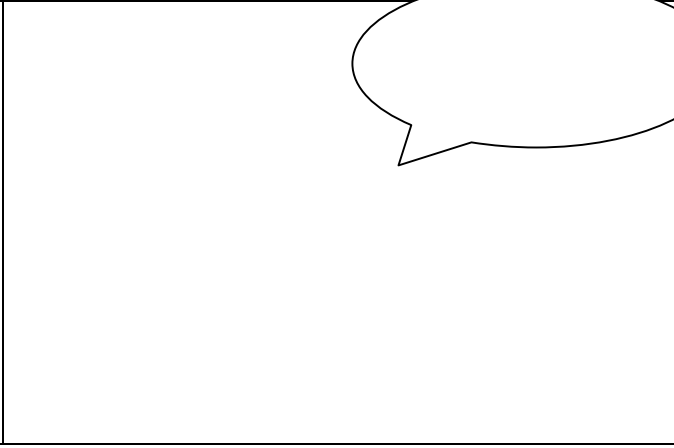
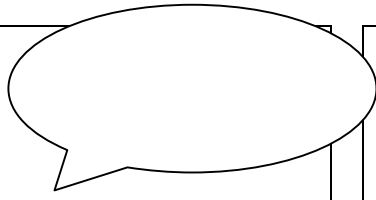
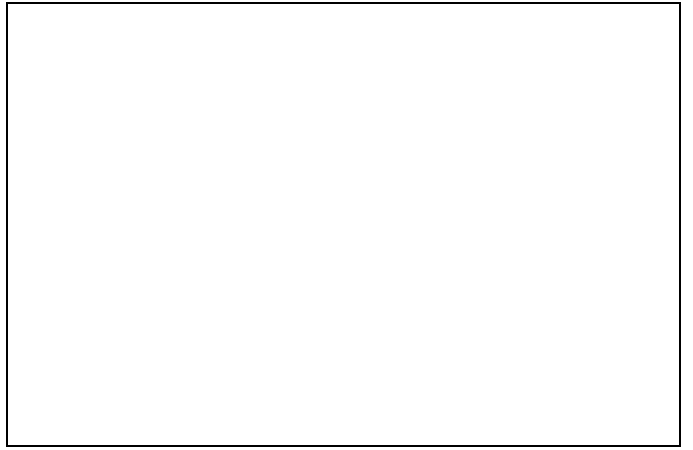
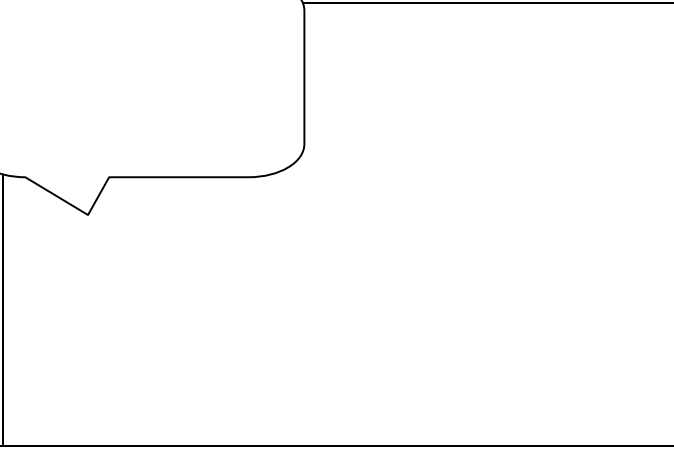
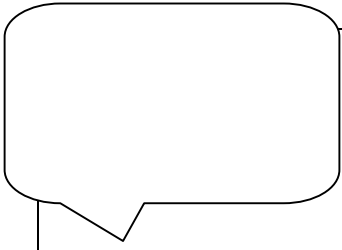
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A practical model for creating efficient in-house placement tests

Richard Barber

Dubai Women's College

Appendix A. Old and new student level check results table

Part A

(Old) student level check sheet results table (analytic profile) informed by the 5-minute chat

VOCABULARY	1	2	3	4	5	6	7	8	9	10
GRAMMAR	1	2	3	4	5	6	7	8	9	10
PRONUNCIATION	1	2	3	4	5	6	7	8	9	10
LISTENING	1	2	3	4	5	6	7	8	9	10
FLUENCY	1	2	3	4	5	6	7	8	9	10
RESPONSIVENESS	1	2	3	4	5	6	7	8	9	10

Part B

(New) student level check sheet results table informed by the placement test

*Interview / Conversational Cloze	Book	Intro	1	2	3	4
*Grammar Test	Book	Intro	1	2	3	4
*Listening Test	Book	Intro	1	2	3	4

Appendix B. How to do a placement test at *Speak English*

- 1 Give your name to the prospective learner and chat for a couple of minutes to put him or her at ease
- 2 Describe the test (question & answers plus a grammar and listening test)
- 3 Mention that it could take up to 25 minutes
- 4 Do the question and answer interview
 - 4.1 When doing the Q & A part of the test, keep advancing through the levels with questions until the learner has real difficulty on 2 or 3 questions at that level. Then, importantly, go back down a level and ask another couple of manageable questions so as to re-establish their level and restore the learner's confidence
 - 4.2 Don't make notes on the learner's performance during the session
 - 4.3 Don't talk too much—try and elicit the learner's language
- 5 Do the grammar test. Start with an easy level (Book Intro or Book 1) and when the learner makes X number of mistakes (the exact number is on the marking sheet), go to step 6
- 6 Do the listening test. Start with the level indicated by the results of the grammar test and when the learner makes X number of mistakes (the exact number is on the marking sheet), go to step 7
- 7 Ask a couple of easy questions to restore the learner's confidence and then announce the end of the test
- 8 Ask the learner if they have any questions
- 9 Thank them

Appendix C. Proficiency descriptions

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. *Foreign accent* requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4. Marked *foreign accent* and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of *foreign accent*.

Grammar

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

(Adams & Frith, 1979, pp. 35-38 in Hughes, 2004, pp. 131-133)

WEIGHTING TABLE

		1	2	3	4	5	6	
Accent	X 1							
Grammar	X 6							
Vocabulary	X 4							
Fluency	X 2							
Comprehension	X 4							
Total								

CONVERSION TABLE

Score	17-29 = Book Intro	46-70 = Book 2	90+ = Book 4
	30-45 = Book 1	71-90 = Book 3	

Note. The testee's ranking under a particular skill yields a number from 1 to 6. This number is then multiplied by the multiplication factor written next to the skill in the weighting table. The answer is then written on the right. For example, if a testee is ranked as a 3 for Comprehension, then multiply 3 by 4 to give a score of 12 for Comprehension.

Appendix D. Book intro conversations -- Book intro の会話

Example passages might look like:

Tim:	Hey Bob, how are you?	
Bob:	Fine, <u>(1)</u> . And you?	(1) _____
Tim:	Good, thanks. So, <u>(2)</u> are you going now?	(2) _____
Bob:	Oh, <u>(3)</u> going to the train station.	(3) _____
	I'm going to <u>(4)</u> my mother.	(4) _____
Tim:	Well, have a nice time	
Bob:	<u>(5)</u> you. See you later!	(5) _____
Tim:	Bye!	
Sharon:	What would you like to <u>(6)</u> on TV tonight,	(6) _____
	Diane?	(7) _____
Diane:	Oh, <u>(7)</u> like to see the new comedy <u>(8)</u> .	(8) _____
Sharon:	Really? OK. What time is <u>(9)</u> on?	(9) _____

Diane: About 8 o'clock, I think. Let's (10) the TV guide. (10) _____
 Where is it? (11) _____
 Sharon: I (11) it's on the kitchen table. (12) _____
 Diane: Thanks....no, I (12) a mistake. (13) _____
 It's not on (13) 8 o'clock. It's on now! (14) _____
 Sharon: Quick! Turn (14) the TV and let's watch (15) ! (15) _____
 Diane: OK.

Book Intro Conversations' Answers -- Book Intro の会話のこたえ

(1) thanks	(4) visit/ see	(7) I'd	(10) check	(13) at
(2) where	(5) see/ thank	(8) show/ program/ sitcom	(11) think	(14) on
(3) I'm	(6) watch/ see	(9) it	(12) made	(15) it

Secretaries:

- * If there were 3 or more wrong, stop this part of the test. On the Level Check Sheet circle Book Intro for Conversation. The learner can now try the Book Intro Grammar Test.
- * If there were 2 or fewer wrong, the learner can continue with the Book 1 Conversation Test.

Appendix E. Book 1 grammar – Book 1の文法

Example passages might look like:

A: What (1) you (2) on weekends? (1) _____
 B: Well, I almost always (3) to the gym. (2) _____
 (3) _____
 A: Where (4) you (5) from? (4) _____
 B: (6) from Germany. (5) _____
 A: Is this (7) first time to Japan? (6) _____
 B: No, (8) isn't. I came last year, too. (7) _____
 (8) _____
 A: (9) you like Japanese food? (9) _____
 B: No, I (10), but my parents (11). (10) _____
 A: Really? Do (12) like sushi? (11) _____
 B: Oh, yes. They love (13). (12) _____
 (13) _____
 A: How (14) have you studied Japanese? (14) _____
 B: (15) about 3 years. (15) _____
 A: How (16) classes do you have each week? (16) _____
 B: 3 classes.

Waitress: Are you ready to order?
 Customer: Yes. (17) have the rib steak. (17) _____
 Waitress: (18) you like fries or salad with that? (18) _____
 Customer: (19) have fries, thanks. (19) _____
 Waitress: And (20) you like a drink? (20) _____
 Customer: Yes, please. (21) like a coffee. (21) _____

Waitress: OK.

- A: (22) you just finish dinner? (22) _____
 B: Yes, I (23). Thanks. (23) _____
 A: (24) you enjoy the meal? (24) _____
 B: Yes, thanks, but I (25) eat all the fries. (25) _____
 A: Why (26)? (26) _____
 B: There were too (27)! (27) _____
 A: Ha! Ha!

Book 1 Grammar Answers -- Book 1の文法のこたえ

- | | | | | | |
|----------|------------|-----------|------------|-------------|-----------|
| (1) do | (6) I'm | (11) do | (16) many | (21) I'd | (26) not |
| (2) do | (7) your | (12) they | (17) I'll | (22) Did | (27) many |
| (3) go | (8) it | (13) it | (18) Would | (23) did | |
| (4) do | (9) Do | (14) long | (19) I'll | (24) Did | |
| (5) come | (10) don't | (15) For | (20) would | (25) didn't | |

Secretaries:

- * If there were 4 or more wrong, stop this part of the test. On the Level Check Sheet circle Book 1 for Grammar. The learner can now try the Book Intro Listening Test.
- * If there were 3 or fewer wrong, the learner can continue with the Book 2 Grammar Test.

Appendix F. Book intro listening -- Book intro のリスニング

- 1 テープを2回聞いて下さい。リンダさんとクリスさんの買い物中の会話を聞いて、リンダが買ったものにチェックを付けて下さい。

- | | | | |
|---------------------------------|--------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> a lamp | <input type="checkbox"/> a wardrobe | <input type="checkbox"/> a couch | <input type="checkbox"/> a table |
| <input type="checkbox"/> a bed | <input type="checkbox"/> a CD player | <input type="checkbox"/> a dining table | <input type="checkbox"/> bookshelves |

- 2 テープを2回聞いてもっとも良い受け答えにチェックをして下さい。

- | | |
|---|---|
| 1 <input type="checkbox"/> Yes, they were. | 5 <input type="checkbox"/> I'll be here on Monday. |
| <input type="checkbox"/> No, they didn't. | <input type="checkbox"/> I went yesterday. |
| <input type="checkbox"/> Yes, they are. | <input type="checkbox"/> I was very sick. |
| 2 <input type="checkbox"/> At ten o'clock. | 6 <input type="checkbox"/> I'd love to! |
| <input type="checkbox"/> Yes, I did. | <input type="checkbox"/> No, they didn't. |
| <input type="checkbox"/> No, he didn't. | <input type="checkbox"/> Yes, I did. It was fun! |
| 3 <input type="checkbox"/> Yes, we did. | 7 <input type="checkbox"/> I'll give her the message. |
| <input type="checkbox"/> Tim and Lisa. | <input type="checkbox"/> Bill knows. |
| <input type="checkbox"/> We took the train. | <input type="checkbox"/> Bill doesn't know. |

- | | |
|---|---|
| <p>4 <input type="checkbox"/> It was hot.
 <input type="checkbox"/> Me, too.
 <input type="checkbox"/> David and Bill did.</p> | <p>8 <input type="checkbox"/> No, there isn't one.
 <input type="checkbox"/> No, there aren't any.
 <input type="checkbox"/> Yes, I did.</p> |
|---|---|

Book Intro Listening Answers – Book Intro のリスニングのこたえ

- | | | |
|---|---|---|
| <p>1 a wardrobe
 a dining table
 bookshelves</p> | <p>2 (1) Yes, they are.
 (2) At ten o'clock.
 (3) We took the train
 (4) It was hot.</p> | <p>(5) I'll be here on Monday.
 (6) I'd love to.
 (7) Bill knows.
 (8) Yes, I did.</p> |
|---|---|---|

Secretaries:

- * *If there was 1 or more wrong, stop this part of the test. On the Level Check Sheet circle Book Intro Listening. That's the end of all the testing.*
- * *If there were 0 wrong, the learner can continue with the Book 1 Listening Test.*

Appendix G. Interview section of the placement test

Book Intro

What is your job?
 Where do you work?
 Do you like your job?
 etc.

Book 2

When was your last holiday?
 Where did you go?
 Why did you choose that place?
 etc.

Book 1

Do you have a car?
 Can your wife/husband drive?
 How did you get here today?
 etc.

Book 3

If you had a different job, what would you do?
 What do you like about your current job?
 What don't you like about it?
 etc.