DOCUMENT RESUME

ED 462 841 FL 027 179

AUTHOR	Swanson, Malcolm, Ed.; Long, Robert, Ed.
TITLE	The Language Teacher, 2001.
INSTITUTION	Japan Association for Language Teaching.
ISSN	ISSN-0289-7938
PUB DATE	2001-00-00
NOTE	788p.; Published monthly. CD-ROMs accompanying number 3 and number 11 in this volume are not available from ERIC.
AVAILABLE FROM	JALT Central Office, Urban Edge Building, 5F, 1-37-9, Taito, Taito-ku, Tokyo 110-0016, Japan (current issue, 950 yen, back issue, 500 yen; overseas annual subscription: 10,000 yen airmail, 8,000 yen seamail). Tel: 81-3-3837-1630; Fax: 81-3-3837-1631; e-mail: jalt@gol.com; Web site: http://www.jalt.org.
PUB TYPE	Collected Works - Serials (022)
LANGUAGE	English, Japanese
EDRS PRICE	MF05/PC32 Plus Postage.
DESCRIPTORS	Attendance Patterns; College Entrance Examinations; Communicative Competence (Languages); Computer Uses in Education; Curriculum Development; Dialects; Dictionaries; Elementary Secondary Education; *English (Second Language); Equal Opportunities (Jobs); Feedback; Foreign Countries; Higher Education; Japanese; Journal Writing; Labor Legislation; Language Proficiency; *Language Teachers; Listening Skills; Older Adults; Poetry; Pragmatics; Questioning Techniques; Reading Skills; *Second Language Instruction; Sex Discrimination; Special Education; Stress Variables; Student Attitudes; Student Motivation; Teacher Evaluation; Videotape Recordings; Word Lists; Writing Instruction; Writing Skills
IDENTIFIERS	Japan; Kanji Script; Katakana Script; Requests

ABSTRACT

These issues of "The Language Teacher" examine second language learning issues in Japan, focusing on such topics as the following: language educators and labor law; using videofeedback to nurture self-monitoring skills; learning diaries in learner training; English for special learners; developing listening subskills with trivia; attitude and motivation in language learning; the need for change in English writing instruction in Japan; the role and influence of Japan's university entrance exams; the On-Line Teaching Evaluation Regional Workshop; task-based methodology and sociocultural history; the best Japanese-English character dictionaries for meeting Kanji-learning needs; applying for a university job in Japan; stress, disempowerment, bullying, and school non-attendance; apathy and post-meritocracy in higher education; rethinking text within a task-based approach to language teaching; machine translation and the future of English as a global language; the language teacher's peer support group; cross-age peer tutoring in an English as a Foreign Language writing class; video production to enhance language learning; and a four-step approach for improved syllabus design coherence. (SM)

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The Language Teacher, 2001
Edited by Malcolm Swanson and Robert Long
Japan Association for Language Teaching

ED 462 841

The Language Teacher

January 2001	Volume 25	Number 1
February 2001	Volume 25	Number 2
March 2001	Volume 25	Number 3
April 2001	Volume 25	Number 4
May 2001	Volume 25	Number 5
June 2001	Volume 25	Number 6
July 2001	Volume 25	Number 7
August 2001	Volume 25	Number 8
September 2001	Volume 25	Number 9
October 2001	Volume 25	Number 10
November 2001	Volume 25	Number 11
December 2001	Volume 25	Number 12

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昭和五十四年四月二十一日　第三種郵便物認可
第二十五巻　第一号　平成十三年一月一日発行（毎月一日発行）

the language teacher

ISSN 0289-7938
¥950

4 **Opinions & Perspectives**
In Response – *Marilyn Higgins*
Opinions and Credibility – *Trevor Sargent*
The final word . . . – *Joseph Shaules & Inoue Aiko*

7 **What's Wrong with Monbusho's Prescribed Word List?**
Michael Bowles

15 **Hand in Hand: Looking Toward the Second Asian Youth Forum**
Kip Cates, Takayama Chika, Alice Lachman & Bill Perry

21 **Working Papers: Language Educators and Labor Law**
Michael H. Fox

1

January, 2001
Volume 25, Number 1
全国語学教育学会
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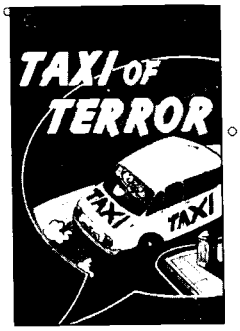

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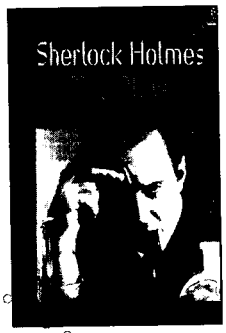

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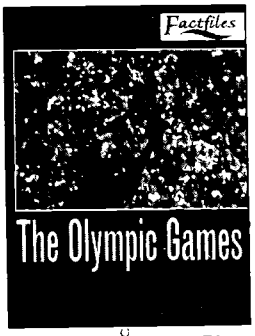

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Editing *The Language Teacher* has the very positive effect of putting you in touch with some great people. In my short time in the position, I have developed a tremendous respect for any writer who has work published in an academic journal. It's not just the work involved in actually writing a piece, nor the perseverance required to see it through the tortuous trail of reviewing, editing, rewriting, and proofing that is required. No, my respect stems mostly from the sheer guts needed to put your ideas and beliefs out there for your peers to read, discuss, and often rip to shreds in a mad feeding frenzy of righteousness. While almost every article we publish draws praise, a number also attract (often unnecessary) disparagement.

Scholarly review is, and should be, encouraged, and our response column exists for that very purpose. What I cannot condone are the responses that are too extreme, because they fail to focus on the issues, distracting attention from a sound and academic debate. If you feel that an article is ever inaccurate, you should first take a moment to consider the raw courage the writer has exhibited in presenting his or her views. Yes, your viewpoints are more than welcome in *TLT*, but we prefer to encourage reasoned, informative, and considered responses. On that note, I'll leave you to read the first *Language Teacher* of the new millennium. It contains something for everyone—comment, opinion, research, and even a little comedy, along with all the standard features we bring to you each month. Enjoy. . .

Malcolm Swanson
TLT Co-Editor

私は学術的ジャーナルに投稿される全ての著者に最大の敬意を持っています。それは、実際の書く作業だけではなく、読み返し、修正し、推敲し、校正するという長い道のりを走破する忍耐力が求められるからだ、というわけでもありません。私の敬意は、あなたのアイデアや信念を同僚に読んでもらい、議論を戦わせるだけでなく、時に正当さに関する個人攻撃に立ち向かう勇気に対するものです。私たちがご紹介するほとんど全ての論文は賞賛されうるものですが、同時に時にまた失望を与えることもあります。学術的なレビューは大歓迎であり、私たちのResponse columnはそのためにあるのです。私が許容できないのは、相手の急所を攻めるような反応です。相手に害を与えるものよりも、議論に足るような問題を扱ったものにしていただきたいと思います。もし、あなたが記事を読み頭に来たとしても、著者が自分自身の考えをさらけ出す勇気について考える時間をとってください。そうです。あなたの熟慮を経た対応は、TLTにとっては歓迎いたします。しかし、無用な争いはゴミ箱へ直行してもらいます。

皆様に新世紀の最初のTLTをお送りいたします。これには、毎月私たちが皆さんにお送りしているようなもの、全ての方々にとっての何か、つまり、コメント、意見、研究、そしてわずかながらのコメディが入っていることでしょう。お楽しみください。

Malcolm Swanson

contents

opinions & perspectives
4 In Response
5 Opinions and Credibility
6 The Final Word . . .

features
7 What's Wrong with Monbusho's Prescribed Word List?
15 Hand in Hand
21 Language Educators and Labor Law

holiday fun
27 From Shizuoka with Love
29 Language Teaching 2

a chapter in your life
30 The Four Corners Tour

my share
31 Teaching Hiragana
33 Timed Conversation
34 Motivation in the Mixed-Level Classroom

off the presses
37 Language Teaching and Longman Japan

departments
38 Book Reviews
41 JALT News
43 SIG Focus
47 Special Interest Groups News
49 Chapter Reports
50 Chapter Meetings
53 Conference Calendar
54 Job Information Center
55 Bulletin Board
58 Submissions
59 Staff List
41 Advertiser Index

2001:
A Language Odyssey
November 22–25 Kitakyushu

This month's response column is the final in a series of exchanges on Relativism and Universalism—Opposing Views of Education for Internationalization, which appeared in the May 2000 TLT. *Any readers wishing to hold further discussion on the issues raised here should contact the authors.*

In Response

Marilyn Higgins, *Yamaguchi Prefectural University*

A logician with a sense of humor has observed that there are two kinds of people in the world: those who divide the world into two kinds of people, and those who don't. *TLT*'s feature article entitled "Relativism and Universalism—Opposing Views of Education for Internationalization" (May, 2000) was apparently written by the former about the latter. As one of the co-authors of the article, "Empowering ESL Students for World Citizenship" (Higgins and Tanaka, *TLT*, Feb. 1999), presenting ideas that seem to have provided the steam that motivated the "relativist" authors Shaules and Inoue to write, I would like to respond.

Shaules and Inoue, through their discussions with colleagues identified a sense of polarization between "globalists"—whom they defined as "teachers who emphasized focusing student attention on a global vision of shared humanity," and "interculturalists"—defined as "those who emphasized drawing attention to cultural differences as a way to defuse what was seen as inevitable cross-cultural conflict." They expressed difficulty reconciling these two points.

The key problem, as I see it, is the tendency to view issues from an "either-or" perspective, when they can be grasped more productively in terms of "both-and." There are actually numerous approaches to global education which have developed over the past 50 years in Japan and throughout the world. Is it helpful for those who may elect to focus on one aspect or another to spend time carving out some artificial theoretical turf to defend? In trying to define a line between the "globalist" as opposed to the "interculturalist" perspective, Shaules and Inoue have not only belittled, but misconstrued our underlying philosophy, as well as misrepresented our backgrounds and perspectives.

Their inaccurate assumptions and insinuations were too numerous to respond to in this space. But as a case in point, kindly take a moment to ponder and compare these two statements:

a) "Japanese need to 'overcome' their culture to become international." (A statement Shaules believes is ethnocentric and "included . . . as an example of one danger of educational goals which stress universalistic thinking." [*TLT*, Nov. 2000, p. 7])

b) "We . . . share . . . activities that we have found useful in empowering our students . . . to overcome some of the cultural obstacles to its achievement." (The achievement referred to is the Japanese Ministry of Education's objective for students "to become capable of contributing to a peaceful international society.") (This is the statement made by Higgins and Tanaka, (*TLT*, Feb. 1999, p. 15) that Shaules is apparently referring to.)

There is a great difference in tone and meaning behind these two statements. The first one is a product of Mr. Shaules' own pen and can be seen as a statement based on ethnocentric, or prejudiced attitudes. However, that is quite different than the comment we made. Our statement notes the need to overcome some cultural obstacles, which are widely recognized and referred to by the Japanese themselves, to achievement of their own educational goals. The particular obstacles we referred to were clearly noted and supported in our article. Going beyond, or overcoming cultural obstacles to "working well with others," is necessary, as we see it, for every human being from every culture on the planet, our own included. Each culture has its own strengths and beauty to offer, as well as deficiencies to recognize and redress.

To clarify further, although in our particular university classes we tend to stress the similarities and the oneness of mankind, in no way did we mean to suggest that we ignore cultural differences. Perhaps within the word-limitation of that article, we did not convey the rich tapestry of cultures we introduce to our students in the process of illustrating the various global issues. Our approach to the curriculum and its timing with our students actually fit very well into the theories of Bennett, which are supported by Shaules and Inoue. Since the majority of what the students now receive from the culture, as well as from the educational system is focused mainly on the differences between Japan and other cultures, what we have been offering in our university language classes is a balancing perspective that engages students' thought processes to bring a sense of wholeness to their experience of the diversity of humankind.

We believe that the key for teachers and students is to keep one eye on the global scope, and objectives based on UNESCO's call to educate ourselves for a "culture of peace." Within that scope ESL teachers must identify the particular points that will be central to the students in their next stages of growth, and develop creative and practical instructional methods which will increase their students' knowledge, and develop their language and consultation skills so that they are able to examine and appreciate and/or resolve perceived differences. We

teachers must offer skills, knowledge, and attitudes that will be useful to our students in the context of their participation in local as well as the global paradigms of "unity in diversity."

Marilyn Higgins is an Associate Professor at Yamaguchi Prefectural University <mhig@po.fis.yamaguchi-pu.ac.jp>

Opinions and Credibility

Trevor Sargent, *Tottori University*

Apart from Shaules's (*TLT*, November 2000) generous offer of hospitality, I was disappointed with his reply to my response. Although he chose not to dispute any of the arguments I made about how his and Inoue's (*TLT*, May 2000) "framework" doesn't work, he did see fit to repeat his unsupported personal opinions on the immature undeveloped psychological state of World Citizenship (WC) authors (statements can't be ethnocentric, only their authors), despite my pointing out their glaring lack of evidence to support such public claims. Enough opinions already, where is the evidence?

To make my point even clearer, I will demonstrate that their attempts to show how WC authors are ethnocentric are simply opinions, and then discuss issues from their article and response which impact on the credibility of all their opinions.

Following a quote by one author in the WC special issue (*TLT*, February 1999), Shaules and Inoue state, "This allegiance is, *we assume* [italics added], based on universal elements of shared humanity. What precisely we share is left undefined." They make an assumption—that the author bases his statement on "shared humanity"—and then criticize him for not doing the impossible—defining this term, which they introduce later. Following another quote, they say, "*We assume Harrison intends* [italics added] to encourage . . . . *His* [italics added] reasoning appears to rest on universalistic assumptions." It is not Harrison's own reasoning at all, it's the reasoning that Shaules and Inoue *attribute to him* that they offer as evidence of his universalistic assumptions. This pattern is repeated several more times in their article. This is not objective evidence. This is opining—making unexplained guesses at what might lie behind these statements. These are examples of the "assumptions" and "insinuations" I refer to in my earlier response. Without objective evidence for support, the credibility of opinions becomes directly proportional to the credibility of their author(s).

It is now clear that Shaules and Inoue have confused Bennet's (1993) term, "universalistic thinking" with the term, "cultural universals." In their article, they claim WC exhibits "universalistic thinking," and in his response, Shaules claims that WC has goals that emphasize cultural universals. This helps account for their puzzling and still unexplained choice of Bennet's model to try and represent the similarities/differences issue.

"Universalistic thinking" is a term Bennet coins to describe a type of ethnocentric thinking. Genuine empirically derived cultural universals, however, are obviously not ethnocentric. This is not splitting hairs. Some cultural universals play a significant role in education for cross-cultural adjustment by providing a framework upon which cultural differences can be meaningfully understood (Ferraro, 1998, p. 25). Thus, cultural universals can provide a useful theoretical complement to the phenomenology of ethnorelativism. "Universalistic thinking," however, being ethnocentrically distorted, has nothing to offer education for internationalization. Significantly, Shaules and Inoue's "framework" does not allow for genuine cultural universals.

With regard to cultural similarities and differences, Shaules and Inoue claim Bennet's model neatly divides the issue into a dichotomy of "two opposing viewpoints," and then contradict themselves, claiming the opposite—that Bennet's model can rescue us from the "dangers" of this "divisive dichotomy," because it, "encompasses both similarities and differences." Why try to force Bennet's developmental model to do things it was never designed for? If Shaules and Inoue are looking for something suitable, Hofstede (1997) developed his framework for the express purpose of objectively presenting cultural differences and similarities, and it is widely used in this regard (Lewis, 1997, p. 287). Because Bennet's model requires specialized training to be used responsibly, Hofstede's framework is also much more accessible to language teachers.

When it comes to the different approaches that WC and Intercultural Communication (IC) take toward education for internationalization, Shaules and Inoue make a sweeping condescending judgment—WC authors are ethnocentric because they supposedly focus on cultural similarities—without evidence. Is this practicing the kind of ethos that either ethnorelativism or IC represent in terms of sensitivity to difference? Is this an example of the kind of "education" they propose, to counter the "dangers" they allege to have uncovered lurking in

WC? How can Shaules and Inoue, who explicitly claim an ethnorelative mantle for themselves, expect us to believe that they are genuinely capable of being sensitive to differences, when they rush to pre-judge those who happen to take a different approach to teaching for internationalization? Shouldn't such serious, reputation-questioning judgments be made a little more judiciously?

Regardless of their formal educations in IC, the approach Shaules and Inoue take in their article and response raises significant questions over the degree to which they have grasped IC's theoretical content, commitment to responsible investigation and reporting, or standards of professionalism. And this raises considerable doubt over the credibility of their unsupported personal opinions.

Since when has it ever been acceptable to make such disparaging public judgments of others without evidence? If they have any credible objective evidence, where is it? If not, readers should be told.

Trevor Sargent <tsargent@fed.tottori-u.ac.jp>

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The final word . . .

We thank Higgins for the clear articulation of her point of view. We feel that this has made it easier to for us to understand the nature of our disagreement. She was also kind enough to correspond directly with us, and give us a copy of her response before publication in *TLT*. We are happy for the opportunity for this kind of dialogue.

Of course, understanding a point of view is not the same as agreeing with it. It appears that her view of culture and the goals of education for internationalism (for lack of a more neutral term) differs from ours. She states that overcoming some cultural obstacles is necessary for people from any culture as we strive for a "culture of peace." She also states "Each culture has its own strengths and beauty to offer, as well as deficiencies to recognize and redress." We hesitate to use words such as "deficiencies" or "redress" and generally feel that it is impossible to "go beyond" one's culture. We assume that we are all unavoidably ethnocentric. In our teaching, we emphasize helping students understand their own culture, and recognize the limitations of any single cultural point of view. We don't feel comfortable trying to "empower" students (Higgins & Tanaka, *TLT*, Feb. 1999) because we are not clear what the ultimate goal of that empowerment is. It may be, however, that we still do not fully understand Higgins' ideas.

All of this may or may not be intellectual hair-splitting. Regardless of our disagreements or possible lack of understanding, however, we value all attempts to encourage international understanding, and have no desire to demean Higgins' educational goals. We feel a responsibility, however, to be honest and forthright in stating our opinions. We hope that our disagreement has been of some use in furthering debate about these important educational issues.

Joseph Shaules <shaules@rikkyo.ac.jp.
Inoue Aiko
(Ed. note: Inoue was also co-writer of the last response in the November TLT*)*

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication.

For two Special Issues currently being planned, see page 14. For details of proposing your own special issue, please contact the Editor.

Michael Bowles
Osaka Gakuin University

What's Wrong with Monbusho's Prescribed Word List?

本論文は、中学校一年生の英語の教科書で使用されている語彙を調査したものである。教科書は、平成1 0 年度用文部省検定教科書を使用した。著者は、これらの教科書から手作業で語彙をリストアップし、それぞれコーパスを作成した。その後、これらのコーパスと先行研究の研究成果やコンピュータコーパスリソースを使用した分析結果とを比較した。その結果、調査した教科書ではそれぞれ語形の取り扱いが一定でないことがわかった。これは、文部省ガイドラインが優先事項を示していないことによる。(an orthographic concept of "word" informing their implementation) このことは、文部省が作成した頻出語彙リストの価値を低めており、使用頻度の高い英語に学習者が接する機会を減少させているのである。

The Ministry of Education's *Course of Study Guidelines* (Monbusho, 1989, p. 102-107, Table 2) includes a prescribed list of 507 word-forms that must be included in EFL textbooks approved by the Ministry for use in public lower-secondary schools. Discussions with EFL instructors in Japan reveal a broad skepticism among Japanese and native-speaker EFL teachers alike concerning Monbusho's prescribed word list and its usefulness for EFL pedagogy. However, very little empirical evidence has been forthcoming on the subject of the effectiveness of the Ministry's list as implemented in Monbusho-approved EFL textbooks.

This paper, based on a comparison of corpora of level-one, lower-secondary school EFL textbooks approved by the Ministry for the 1998-1999 school year and an analysis of those corpora using Birmingham University's "The Bank of English," the Collins COBUILD English Dictionary (CCED), and findings from corpus studies in the published literature, examines two prominent issues: the omission of explicit meaning priorities in Ministry *Guidelines* for word-forms on its list and the orthographic concept of *word* apparently informing its implementation by textbook writers. These two related factors, which oppose fundamental principles in the pedagogical treatment of lexis, have a number of detrimental effects for learners as word-forms from the Ministry's list are developed across Ministry-approved textbooks: the development of inconsistent and variable profiles of word-forms, exclusion of textually prominent meanings of word-forms, inclusion of meanings of very low textual prominence, and the substitution of prescribed word-forms for morphologically similar but semantically opaque and unrelated multi-word items (MWIs). These factors serve to undermine the pedagogical value of the Ministry's initial selection of textually prominent and useful word-forms.

The Usefulness of The Most Frequent Words

It has long been recognized that although a word's frequency and range of textual occurrence are not the only criteria for its selection in EFL instruction, they are critical. All learners, particularly beginning ones "will certainly need a close acquaintance with the most frequent words" (Willis, 1999, p. 3). There is broad agreement among scholars that these

complementary criteria are highly useful as lexical selection criteria for EFL pedagogy (Ogden, 1930, 1968; Palmer, 1931; Thorndike and Lorge, 1938, 1944; Bongers, 1947; and West, 1953; Richards, 1974; Carter, 1987; Sinclair and Renouf, 1988; Nation, 1990; McCarthy, 1990).

Limitations of Textual Frequency in Lexical Selection

Richards (1970, 1974) and Nation (1990), however, examine problems that make vocabulary selection based solely on these two criteria untenable. A major problem concerns the absence of useful and important words from the first or second, 1000 words of most frequency lists. These include words necessary for successful classroom operation and many useful concrete nouns. Additionally, McCarthy (1990, p. 25) points out that meanings which are *perceived* by learners as psychologically central may not necessarily coincide with the actual frequency of use of those items. Given the power of perceived central meanings in relation to storage in and the ability to retrieve from the mental lexicon and their transferability across languages, it may be useful to highlight these as well.

Furthermore, many teachers of beginning/near-beginning learners may rightly argue for the inclusion of some naturally occurring, lower-frequency uses of words that lend themselves to syntactic or structural simplicity. However, inclusion of such uses should not be done to the *exclusion* of more textually prominent meanings (compare Willis, 1990, p. 78-79). Moreover, serious concerns arise when the actual communicative value of lexis is subordinated to the use of artificially constructed language for the purpose of illustrating structural points. This process is largely responsible for the "traditional" division of lexis and structure in EFL materials. Twadell (1973, p. 63) refers to it as the "down-grading of vocabulary," unwittingly adopted by many textbook writers under pressure to develop materials around structural themes, and he warns that it can be harmful to FL learning. Additionally, Richards (1976, p. 80) argues that this division is in fact a "tenuous one" (see also Nilsen, 1971). By contrast, in real language use, "lexis and structure interact at the level of structure," as Willis (1999, p. 5-7), among others, has clearly shown. Willis cautions elsewhere that perpetuating the lexis/structure division in order to illustrate a simplified and idealized language is "unlikely to take us anywhere near the study of language in use." He further states that studies of real language argue that the strategy of highlighting textually prominent meanings and uses of words and phrases is more productive than teaching structural patterns (Willis, 1990, p. 12-19). This point seems particularly applicable to the production of language in "real time" which draws upon grammatically unanalysable "semi-preconstructed phrases" (compare: Widdowson, 1989; Skehan, 1992; Lewis, 1993, 1997; Sinclair, 1997). Corpus evidence regarding word frequency and range and frequency of use provides useful, objective data in establishing these priorities to ensure that what we are teaching young learners is highly useful and typical of the language as a whole.

The Value of Computer Corpora

Scholars agree that computer corpora are highly useful in identifying the most textually prominent words and their meanings and uses (Carter, 1987; McCarthy, 1990; Nation, 1990; Sinclair and Renouf, 1988; Leech, 1997). Lists of the most common words of English, identified through corpus evidence, have been largely "reduplicated by most corpus studies going back to West's (1953) manual count up to the Cobuild Bank of English" (Willis, 1999, p. 3).

The Ministry's List of Word-forms for Lower Secondary School EFL Instruction

In terms of the inclusion of textually prominent and useful word-forms, the Ministry's list is to be applauded. Ninety-two percent of the word-forms on Monbusho's prescribed list could be found among the 1,900 most frequent words of English, according to the CCED, based on textual evidence of multi-million word corpora. The remaining word-forms of lower textual frequencies could arguably be considered necessary to classroom operation (e.g., *pen, dictionary, notebook*); useful to descriptions of domestic reality (e.g., *afternoon, snow, sick*); or otherwise pedagogically useful or necessary (e.g., *hers, excuse, good-bye*). Textual frequency and range have obviously been critical criteria in the formation of the list. (This is hardly surprising given the history of pioneering work in vocabulary control undertaken by Harold Palmer as Director of the Institute of English Language Teaching in Tokyo from 1923 - 1936.)

The Effect of English Polysemy on Pedagogical Word Lists

What is surprising, however, is that established meaning priorities for the word-forms on the Ministry's list are omitted in its *Guidelines*. This omission undermines the Ministry's initial selection of useful, high frequency word-forms because a "simple list of words in not nearly explicit enough to constitute a syllabus," (Sinclair and Renouf, 1988, p. 146). In addition to deciding which words to teach, it is necessary to decide "what it is about a word that we want to teach, and what counts as a word" (ibid.). A principled EFL syllabus, therefore, requires explicit guidelines concerning polysemous words. Carter (1987, p. 185) states emphatically that

English polysemy necessitates decisions as to which meanings to teach first. Richards (1974, p. 79) lists "meaning priorities—the meanings most commonly associated with words" as an essential principle in the construction of pedagogical word lists.

In making decisions about which uses and meanings to focus on, the "distinction between the possible and the typical is of the greatest importance" (Hanks, 1987, cited in Wills,1990, p. 40). Given the daunting task that EFL vocabulary acquisition presents to learners, care must be taken so that the language to which learners are exposed is "typical of the language as a whole," Willis (1990, p. 41). Concerning the most common words, Sinclair and Renouf (1988, p. 154) state that they "have a few very common uses and a number of minor ones that can be given a low priority in the selection of items to be taught."

The Inadequacy of an Orthographic Description of "Word" to EFL Pedagogy

The concept of *word* informing a list bears directly on selection of which meanings and uses to teach. Despite their common-sense appeal, some concepts are too limited to be useful to EFL pedagogy. For example, an orthographic description, which defines a word as any sequence of letters and possibly characters bounded on either side by a space or punctuation mark, is inadequate for EFL pedagogy. Carter (1987, p. 4-5) states that an "orthographic definition is. . . . not sensitive to distinctions of meaning or grammatical function. To this extent it is not complete." It is, therefore, unhelpful for making distinctions in the meanings of polysemous items.

Additionally, orthographic description is also incompatible with using textual frequency as a criterion for lexical selection because "from a lexical point of view, it is not always desirable to imply that there is an identity between the forms of a word" (Sinclair and Renouf: 1988, p. 147), and "with the commoner words of the language, the individual word-forms are so different from each other in their primary meanings and central patterns of behavior... that they are essentially different 'words' and really warrant separate treatment in a language course" (ibid., p. 147). Moreover, what "counts" as a word may be restricted by orthographic description, which tends to exclude from the concept of "word" some high-frequency items, such as *Mr, Mrs, Miss,* and *Ms* and high-frequency MWIs, such as *of course* and *all right.*

Overall, it is clear that a more inclusive concept of "word" is necessary than an orthographic one. Studies of real language, therefore, call for descriptions of words based on their typical meanings and patterns of use observed in naturally occurring texts. It is unfortunate, therefore, that an orthographic concept of "word" apparently informs textbooks writers' implementation of the Ministry's word list in its approved textbooks.

The Negative Impact of these Factors on the Implementation of Monbusho's Prescribed Word-forms in Textbooks as Evidenced in the Data.

An examination of which words actually occur in level-one Ministry-approved textbooks illuminates the ill effects of the absence of explicit meaning priorities in Ministry *Guidelines* and the use of orthographic description by textbook writers. Before reviewing some of these, however, a brief explanation of the collection of the data is in order.

Method

Findings here are based on corpora developed by a manual listing of words in the written texts of each of the level-one EFL textbooks approved by Monbusho for use in public lower-secondary schools for the 1998-1999 school year. Those corpora were the empirical basis of a dissertation submitted by the author to the Faculty of Arts of the University of Birmingham, UK for the degree of MA in TEFL/TESL, subsequently accepted and awarded a mark of academic distinction. It is the premise of that work that only by ascertaining which words actually occur in the textbooks can an accurate and objective assessment of the effectiveness of the Ministry's list as implemented in its approved textbooks be made. Therefore, a manual listing of distinct lexical items in each of the books was done. This was a laborious and exceedingly time-consuming process, the end product of which was over 40 appended pages of word lists to the original dissertation. The parameters outlined below applied to the construction of those lists.

The Texts

All written texts from each of the above textbooks, including the meta-language or rubric of the textbooks, practice drills, realia incorporated therein, songs, poems, and so on, were examined in the listing of lexical items. The effect of including the entire texts of the books was to *increase* the number of lexical items under consideration.

Concerning the textbooks' own word lists, Sinclair and Renouf's (1988, p. 142) observation that it "is not clear what is signified by the presence of a word in the published word list of a course book" was applicable. Therefore, such lists proved largely unhelpful to the purposes of the dissertation, and many lexical items appearing on its appended lists would *not* appear on the textbooks' lists. The resulting difference being that the dissertation's list were, again, far more inclusive than those found in the textbooks. That paper, however, did take excep-

tion to including items not incorporated into the main body of the texts that are confusingly or misleadingly illustrated for learners without benefit of L1 translation. The illustrative treatment of "verbs" seems especially problematic in this respect for some of the textbooks. For example, of the fifty verbs illustrated at the back of *Everyday English*, 50 percent could not be correctly elicited from *native English-speaking EFL instructors* by looking at the associated pictorial representation. Additionally, personal and place names were excluded from consideration as were numbers not appearing on Monbusho's list.

The Manual Listing of Lexical Items

The objective, manual listing of items reflected the primary purpose of the review, namely to ascertain what distinct lexical items occurred in the textbooks. In the initial compilation items were generally listed as "headwords." (For example, the word-forms "bring," "brings," "bringing," and "brought" were listed together under the headword BRING. However, where textual evidence of prominent usage warranted separate treatment, items were distinguished as such. (For example, although the word-forms "do," "does," "doing," "did," and "done" would be included under the headword DO, the forms DIDN'T, DOESN'T and DON'T are listed as distinct headwords. Additionally, morphologically related word-forms may be recognized as distinct headwords where prominent textual use justifies. (For example, CERTAIN, CERTAINLY and CERTAINTY would be listed as three distinct headwords.)

Headwords were typically treated as polysemous, "as single lexical items with multiple senses" (McCarthy, 1990, p. 23); however, there are numerous exceptions. (For example, the headword DOWN has four distinct headword entries with separate textual frequencies.) Polysemous items were assessed as to frequency according to their use in the textbooks. The overall tenor of the manual listing was to effectively lean towards inclusion of a greater number of distinct items (as descriptions of words according to their actual use warrants).

While no method of textual analysis is error-free, (not even computer textual scanners, as concordance lines, too, must be reviewed and analyzed by humans), no effort was spared to ascertain an accurate and objective assessment of distinct items in the textbooks. Checks and rechecks were necessitated because of the development of various types of lists concerning important aspects of the dissertation, such the degree of compliance of individual textbooks as to inclusion of Monbusho-prescribed word-forms, comparison of textbooks' inclusion of non-Monbusho word-forms, lexical reinforcement, comparisons of the grading of items, and so on.

There may in fact (inevitably) be an odd citation of a word that was included in a textbook that was overlooked in the analysis; however, this would prove to be the exception, not the rule. The author would welcome any detailed scrutiny and textual analysis of the textbooks and any critical dialogue such scrutiny might produce.

Findings

One of the negative impacts of the absence of meaning priorities is that lower frequency uses of word-forms occur to the exclusion of more useful and textually prominent ones. This fact is obvious when one assesses the textual frequencies of the specific meanings and uses of word-forms developed in the Ministry-approved textbooks using the CCED. (Note: in the CCED's scale 5 = most frequent / 1 = least frequent—see Appendix B).

For example, the item *fall* is included in all the textbooks, but five of the books include only its sense of *autumn* (CCED: **fall** #19), omitting the more common meanings associated with the verb form. Low-frequency uses of the adjective form of the item *kind* (2) are also found to the exclusion of its more common noun uses (5). One of the more striking examples of the exclusion of high-frequency uses of word-forms for lower-frequency ones is seen in the treatment of the item *over* in *One World*: *over* is omitted from the list of prepositions (p. 87) but included five times in its rather esoteric, pragmatic use of "ending a radio communication and waiting for a reply" (CCED: **over** #3.8), contextualized in a nautical setting (p. 90). Such esoteric uses of word-forms are difficult to justify while common, pedagogically accessible uses are excluded.

Lower-frequency uses occur in the textbooks more often than uses that are far more common textually. For example, all the textbooks include the item *watch*; however, its noun form (2) occurs far more frequently in the textbooks than does its verb form (5). Similarly, the item *make* can be found in all the textbooks, but its most common delexical uses (CCED: **make** # 1:1) are omitted entirely.

The orthographic concept of "word" which characterizes the implementation of Monbusho's list in the textbooks also allows for substitution of semantically opaque MWIs for morphologically similar but semantically unrelated prescribed word-forms. These MWIs, which may be comprehended by learners without reference to or knowledge of their constituent lexical parts through illustration or direct L1 translation by teachers, are cited and indexed in the textbooks as exemplifying inclusion of the prescribed word-forms. For example, *Everyday English* (p. 32) includes the MWI *take off* (CCED: **take off** #1, "an aeroplane takes off"). In its index of words, *Everyday English* lists this semantically

Figure 1(b): Treatment of item ***like***

Type (*like* senses 1-5) – Token (occurrences) in Textbooks

Textbook	Like 1	Like 2	Like 3	Like 4	Like 5
Columbus	0	0	23	0	0
Everyday	0	0	18	0	0
New Crown	2	1	40	0	0
New Horizon	5	0	20	0	0
One World	0	0	43	0	0
Sunshine	0	0	67	0	0
Total	0	0	87	0	0

Table 1. *Comparison of Corpus Findings for Item* ***by*** *with its Treatment in Textbooks*

By 1	By 2
Who/What did it	How
(Willis, 1990): 50%	(Willis, 1990): 21%
cat. 1 & 1.1: 57%	cat. 2 & 2.1: 21%
(Sinclair & Renouf, 1988)	(Sinclair & Renouf, 1988)
COBUILDIRECT: 63%	COBUILDIRECT: 28%*
0	0
0	1
0	8*
0	4*
0	0
0	0
0	3*

By 3	By 4
Where	When
(Willis, 1990): 3%	(Willis, 1990): 1.5%
cat. 3: 3%	misc.: 1.5%
(Sinclair & Renouf, 1988)	(Sinclair & Renouf, 1988)
COBUILDIRECT: 2%	COBUILDIRECT: 3%* (Other: 4%)
6	0
0	0
0	0
3	1 phr.: "time passes by"
0	0

By #1: *stories read by Hollywood stars. . . / intervention by the Bank of Japan. . .*

By #2: *they earned money by selling jewelry / teenagers being killed by guns. . .* (*references to modes of transport, i.e., *by car, by bike, by train, etc.* represent only 4% of by # 2 in CobuildDirect)

By #3: *Mombasa, by the Indian ocean coast. . .*

By #4: when: *on the market by* 1998. . ./ . . .*are returned by 3pm today / by then, a group of. . .* other: *drive-by shootings / by itself /play-by-play / stop by / fine by me*

* all instances refer to means of transport

Note: CobuildDirect represents a limited search for the item *by* of 100 random lines from each of the twelve sub-corpora of CobuildDirect.

Table 2. *Comparison of Corpus Findings for Item* ***any*** *with Its Treatment in Textbooks*

	any 1	any 2
	affirmative/ "all & every"	negative / "none"
	Tesch, 1990 (in Mindt, 1997):10%	Tesch, 1990 (in Mindt: 1997): 40-30%
	Willis, 1990: 42%	Willis, 1990: 34%*
	CobuildDirect (current): 69%	CobuildDirect (current): 18%
Columbus	0	0
Everyday	0	1
New Crown	0	1
New Horizon	0	1
One World	0	1
Sunshine	0	3
Total	0	0

	any 3	any 4
	interrogative/"some"	phrasal/misc. uses
	Tesch, 1990 (in Mindt, 1997): 10%	----**
	Willis, 1990: 5%	Willis, 1990: 19%
	CobuildDirect (current): 5%	CobuildDirect (current): 6%
Columbus	3	0
Everyday	1	0
New Crown	1	0
New Horizon	1	0
One World	5	0
Sunshine	0	0
Total	0	0

any 1: *ready to answer any questions / this kit can be made by any 11 year old*

any 2: *he could not find them in any shop / Let's not take any chances*

any 3: *did they give you any explanation? / are there any questions? /*

any 4: *and do not in any way represent. . ./ In any event, we. . ./ In any case, we may. . ./ I didn't feel like I even knew myself any more*

*any 2 & 3 shown together in Willis, 1990, with only 5% of sample "recognizable as questions"

**phrasal and misc. uses of *any* unaccounted for in Mindt, 1997

Note: Findings from CobuildDirect represent a limited search of 100 random lines for the item *any* from each of the twelve sub-corpora of CobuildDirect.

the lower-frequency use of "by" does not. If it is a matter of wanting to avoid introducing passive constructions necessitated by the most frequent use of "by," then this concern begs the question of grading the syllabus and whether "by" should be introduced at this stage at all. Is it really making the most judicious use of time and effort to require learners to

opaque MWI as representing Monbusho's prescribed word-forms *take* and *off*. Semantically, however, it cannot be said to appropriately represent either. The far more frequent and textually prominent delexical uses of *take* (CCED: **take** # 1:1-2) are omitted from the textbook, as are its high-frequency verb uses. Additionally, *Everyday English* omits *off* from its list of prepositions (p. 122) and adverbial and phrasal uses of *off* are omitted altogether from the textbook. Similar treatment of MWIs are evidenced in *Sunshine* (p. 66) and *One World* (p. 101) in connection with the MWI *give up* (CCED: **give up** #1, 2 "quit"). Both textbooks list this semantically opaque MWI as representing the far more frequent lexical item *give*, although *give* is not, in fact, included in either textbook. *New Crown* treats the MWI *get up* in the same way, to the exclusion of the prescribed, high-frequency *get*.

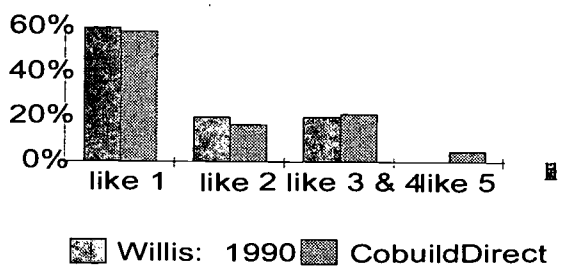
Comparing the Textbooks' Treatment of Word-forms with Corpus Studies

The exclusion of the most common uses of high-frequency items or the skewed prominence of their lower-frequency uses is evidenced in a consideration of the textbooks' treatment of a few specific lexical items. Figure 1 compares the textbooks' treatment of the item *like*, perhaps the most prominent lexical/full item occurring in all the textbooks, with the uses of *like* evidenced from findings in corpus studies.

As Figure 1 shows, five of the seven textbooks omit the two most textually common uses of *like* altogether. *New Crown* and *New Horizon* include these senses to a very limited degree. Like #4 is similarly omitted from all the textbooks, although it, too, is somewhat more common than Like #3, which accounts for virtually all the occurrences of the item *like* in the textbooks. Like #3 "to enjoy" / "be fond of" is an important sense of the item and highly useful for young learners when talking about things they enjoy; however, the exclusion of the more textually prominent uses of *like*, particularly given the comparatively excessive recurrence of the item in the textbooks, does not expose learners to the most common uses of the item *like* or reflect a principled lexical treatment of the item overall. Table 1, on the following page, presents a similar comparison concerning the item *by*.

Again the findings show that the most common sense of the item evidenced in corpus studies is omitted from the textbooks. Of the textbooks that include the second most common use of the item *by* (by #2, "how"), all do so only in reference to modes of transport (i.e., "by train," "by bike," "by car," etc.). However, this use of by #2 is relatively infrequent compared with the use of ***by*** **+ . . . ing**, which accounts for the majority of occurrences of by #2 found in the evidence of the three corpus studies in the table. *Columbus* includes only instances of by

Figure 1(a): Profile of item *like* in Willis, 1990 & CobuildDirect (current)



like 1: "resembling"; "similar" ; "same way as": *you can't walk around like you're lost*/punching the air like some demented soccer player

like 2: "such as" : *Instead we have a lightweight like Warren Pitt . . . / Games like this absorb the . . .*

like 3*: "enjoy": *I like anything with tofu in it.*

like 4*: "would like": *I would like to suggest the . . .*

like 5**: misc. : *I mean, like, you know . . . / Like, take this book . . . / my contribution, if you like my protest . . .*

*Shown together in Willis, 1990; In CobuildDirect: "enjoy" = 10% / "would like"= 11%

**misc. uses of *like* unaccounted for in Willis, 1990

Note: CobuildDirect represents a limited search for the item *like* of 100 random lines from each of the twelve sub-corpora of CobuildDirect.

#3. *Sunshine* includes the word-form *by* only in the phrase "by the way" (CCED: **way** #34), which is semantically unrelated to the most common uses of the item *by* and echoes the confusion about word meaning inherent to orthographic description noted above.

Some teachers might be inclined to argue that the presence of lower frequency uses of by #2 in these examples is justifiable since it enables learners to construct sentences like, "I go to school by train," without having to deal with more complex grammar forms, such as past tenses of irregular verbs. However, the argument is unconvincing, as learners can just as easily construct sentences like, "I take the train," "I take the bus," or "I take my bike" that do not involve past constructions, and yet employ a very high frequency use of a Monbusho-prescribed word (delexical uses of "take" are among the most frequent uses of the verb), which more accurately reflects the way the language is in fact used, whereas

unnecessarily learn lower-frequency uses of items, when their high-frequency uses could easily be introduced at a later stage when the structure required is deemed appropriate? (Level-two textbooks are replete with passive constructions, many of which would not be used in naturally spoken English. "By" #1, on the other hand, is most definitely representative of actual English use.)

Table 2 presents a final comparison of the textbooks' treatment of the item *any* with its uses evidenced in corpus studies. Willis (1990) notes that the common EFL view of the use of the item *any* is that it is typically used in negative and interrogative sentences, and this is the picture presented to many language learners. It was anticipated, therefore, that the textbooks under consideration would likely reflect a similar treatment. As Table 2 shows, despite the overwhelming textual prominence of *any* in affirmative sentences, such uses are omitted from the textbooks. Additionally, any #3 occurs more often or in equal proportion to any #2 in five of the seven textbooks, despite its lower textual frequency. *Total English* omits the item *any* entirely. The treatment of word-forms seen in the above findings illustrate the inadequacy of orthographic word description for EFL pedagogy and the necessity of establishing meaning priorities.

Conclusion

Although the corpora on which these findings are based involve only level-one lower-secondary school EFL textbooks, the evidence strongly suggests that the absence of meaning priorities and the reliance on orthographic word description undermines the pedagogical value of Monbusho's list. Inconsistent and variable treatment of word-forms has be found throughout textbooks, and some prescribed word-forms are replaced by semantically unrelated MWIs. Young learners, using different Ministry-approved textbooks, receive differing exposure to word-forms on the Ministry's word list.

Are we providing young learners with the adequate resources to meet the learning demands placed upon them? This question is all the more pressing given the status of the EFL textbook in lower-secondary school instruction and the fact that Monbusho-approved textbooks are required in all public schools. Are young public school learners being disadvantaged in the very difficult task of EFL learning and vocabulary acquisition because of the lack of appropriate guidance in the principled treatment of lexis?

The establishing of meaning priorities for word lists is a fundamental principle in EFL pedagogy, yet any such priorities are missing from the Minstry's *Guidelines*. This basic issue needs to be addressed. (It is quite remarkable that it has not been taken up before now.) This imperative seems particularly urgent with the advent of new Ministry *Guidelines* in 2002. Without attending to the basic lexical issues of word description and meaning priorities, Monbusho's prescribed word list may prove ineffective.

***Michael Bowles** has been teaching EFL in Japan for nearly ten years. Before that he taught in Budapest, Hungary. He has his BA in English language and literature from the University of Virginia, USA and his MA in TEFL/TESL from the University of Birmingham, UK.*

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Calls for Special Issue Papers

Call for Papers

Language and Social Identity

The Language Teacher announces a call for papers for a special-topic issue on *Language Teaching and Social Identity* scheduled for May 2002 (deadline for submissions, March 2001). In this special issue, the editors (Amy Yamashiro and Steve Cornwell) would like to provide a forum in which contributors interested in social identity can share their research and practice. We are particularly interested in:

- The way social identity manifests itself in classrooms and schools;
- how contributors conceptualize identity; and
- what methodologies they use in their research.

Please note that we are interested in pedagogical and curriculum papers dealing with identity as well.

We encourage submissions from a wide constituency, and are interested in full-length, previously unpublished articles that explore social identity in relation to language, gender, race, class, and ethnicity. In addition to full-length articles, we are interested in *My Share* articles that show practical ways to address issues of identity in classrooms and also in book reviews pertinent to this topic.

While contributors do not have to be based in Japan, all contributions should deal with social identity in a Japanese context. If you have questions about whether your topic or context is appropriate, please contact the editors.

To submit a contribution, please send three copies of your article, along with your mailing address, e-mail address, and evening telephone number to the address below by March 31, 2001:

Steve Cornwell
Osaka Jogakuin Junior College
2-26-54 Tamatsukuri, Chuo-ku Osaka 540-0004
<stevec@gol.com> inquiries only

Call for Papers

Using the Narrative Mind

The focus of this special edition is on what Jerome Bruner (1990) has called the "narrative mode" of understanding the world. Our minds naturally develop a predisposition to organize beliefs and understandings through the experiences that we have had, through the stories that we have lived and those that we have heard. When we ask people for reasons why they do something or believe something, they often respond with stories. The use of stories in language teaching has recently been getting more attention as a resource high in human-interest with contextualized language that makes new linguistic items more understandable and memorable, and with great potential to open up students to different ways of thinking and being in the world.

Reference: Bruner, J. (1990). *Acts of Meaning.* Cambridge University Press.

We would like to invite readers who have extended experience with the use of stories (of many kinds and shapes) in classes and have researched their effectiveness to write articles, reviews of books, and to submit "how to" pieces for *My Share.*

Deadline for submissions: February 20, 2001

Kip Cates, Takayama Chika, Alice Lachman, & Bill Perry

Hand in Hand: Looking Toward the Second Asian Youth Forum

The first Asian Youth Forum (AYF) was held in the fall of 1999 at the Olympic Park in Seoul, Korea, as part of the Second Pan-Asian Language Teaching Conference (PAC2). The Forum brought together some 50 young people from Asia (Japan, Korea, Vietnam, the Philippines) and the West (Germany, Sweden, the Netherlands, Luxembourg, USA) for four days of academic seminars and social events aimed at promoting Asian awareness and international understanding through English. It was a unique opportunity for students to travel with their teachers to a language teachers' conference, and to have space for their own sessions, as well as a chance to interact with the teachers in the daily sessions. The program also included social events, cultural visits, a tour of Seoul, and homestays with Korean families.

Interview with Kip Cates, organizer of the first Asian Youth Forum

The following interview with Kip Cates provides insights into his inspiration for youth forums, an overview of the development of the AYF idea, and his vision of the future of such gatherings of young people.

Perry: How did the AYF idea emerge?

Cates: During the 1990s, a number of officers and key people from JALT, Korea TESOL and Thai TESOL began to look beyond their own countries and teaching situations, and began flying off to each other's conferences to see what was happening with language teaching in the rest of Asia. This led, soon after, to the signing of sister agreements between JALT, Korea TESOL, and Thai TESOL, which involved the exchange of newsletters and journals, and officers in each organization attending each other's conferences. With growing contact, this led to the idea of having a series of Pan-Asian Conferences (PAC) sponsored in turn by the three countries involved (Thailand, Korea, and Japan). The first one was held in Bangkok in 1997, the second in Seoul in 1999, and the third planned for Kitakyushu, Japan in 2001. While I couldn't attend PAC I in Bangkok, I was involved in promoting the sister organization agreements and the idea of the PAC conferences. In 1993, I was invited by Korea TESOL to come over as a featured speaker to introduce the new area of global education to Korean teachers of English at their national Korea TESOL conference.

1999年韓国ソウル市で開催されたアジアユースフォーラムについての報告が、JALT 2000で行われた。発表では、アジアユースフォーラムの詳細が提示され、ビデオが紹介された。このプログラムに参加した埼玉女子短期大学の学生が作成したポスターも展示された。最後に、津田塾大学4年のEtona Sudoさんがこのプログラム参加による自己変化について語った。

Due to the good response I got, I began going to Korea each year to attend their annual conference, to further promote global education through my presentations, and to better get to know Korea, Korean culture, Korean teachers and Korean EFL. When the first planning meetings were held about the 1999 PAC II conference in Seoul, I suggested we ask teachers from around Asia who were planning to fly to Korea to attend this conference to each bring along some students from their countries. That would allow us to hold anÅ@Asian Youth Forum at which young Asians could meet, study, and socialize together—in English—as part of the PAC II pan-Asian conference. The organizers liked my idea, asked me to take the project on as coordinator, found some interested Korea-based teachers to help, and assisted our team in getting things up off the ground.

Perry: Were there youth exchanges like this around the world you were hoping to model?

Cates: Yes. All my life, I've been involved in various ways with youth exchange of various kinds, so the AYF was an amalgamation of my experiences: As an 18-year old Canadian university student majoring in French back in Vancouver, I took part in a six-week intranational exchange summer program between 50 French Canadians (from Quebec) and 50 English Canadians. This was organized by the Canadian government as a way to promote friendship and mutual understanding between young French and English Canadians. I remember being impressed with the idealism behind the program, with the power of face-to-face contact between young people from different parts of the country, and with the program's organization (we spent the mornings studying each others' languages, the afternoons doing joint sports and social activities, and slept together in the same dorms).

My first experience with an international youth exchange program came in Europe in 1977. While trying to get a job working in Germany, I managed to get hired by the German government as a summer camp counselor on a European youth program in Sweden. For five months, I was part of a small multinational team in charge of running a summer holiday camp outside Stockholm for young people from all around Europe. Every two weeks, we had up to 150 young people (age 15-25) from 15 countries (France, Spain, England, Holland, Italy, Ireland, Germany, Belgium . . .) who arrived in Sweden for a two-week summer holiday of hiking, canoeing, frisbee, volleyball . . . and disco dancing every night. While these young people were expecting just a fun summer camp experience, we staff members had been explicitly instructed by the German government that the purpose of the camp was to promote European awareness, friendship and understanding between young people in Europe, and to help them develop into future citizens of a united Europe. It was stressed that the program had a strong peace education component and was founded in order to prevent the kinds of European prejudice, hate and violence that led to World Wars I and II. Five months of working on this European youth exchange program seeing daily examples of cross-national friendships (and romance!) certainly proved its worth to me. After Sweden, I went on to work for a further three months on the same youth exchange program at a ski hotel in the German Alps.

Several experiences in Japan deepened my involvement with international youth exchanges. One was my first job in Japan (1979-1982) with the Kobe YMCA, which had thriving youth exchange programs and a global outlook. Another came once I'd settled in Tottori (after a year in the UK and two years in the Middle East) and had started working in global education. I was asked to be a program design consultant for Yokohama City, which had arranged for young people from six of its sister cities (Manila, San Diego, Bombay . . .) to fly in to Yokohama for a three-day international youth event. It was a great experience to help design the event, adding components that went beyond the usual "here are some tourist sights in my city" that many youth exchanges stop at. Instead, I persuaded the organizers to ask each group of students, before their departure for Japan, to take slides of one social problem in their city and to present it in Yokohama. Seeing these great presentations (the Philippine kids documented pollution in Manila, the Indians took a video of the slums in Bombay) and the friendships that grew up between the young people from those six countries inspired me with the possibilities this kind of program had for international understanding, social awareness, and cross-cultural learning.

My involvement with Japan-Korea exchanges began also in Tottori when I discovered Tottori University had a sister university in Korea that no one knew much about. With a bit of pushing, I managed to arrange a pen-pal program between our Japanese students in Tottori and Korean students at our sister university. This led to a 10-day student tour of Korea that I organized for 10 of my Japanese students and two Japanese colleagues. Having the chance to organize this trip and to plan what experiences to expose my Japanese students to in Korea was a precious experience. Our trip eventually featured a few days in Seoul, a visit to the Independence Museum in Chonan, a three-day homestay in Taejon with families of the Korean sister university students and meetings with other Korean universities' students in Kyongju and Pusan. The trip was an emotional roller coaster in some ways, which exposed my Japanese students to some terrible things (the Independence Museum showed some of the atrocities the Japanese military did in Korea from 1910-1945) and to some wonderful

things (a three-day homestay with a Korean family).

The whole homestay experience was incredible. We arrived on the train in Taejon to find the Korean host families waiting for us at the station and our very nervous Japanese students almost panicky about what was going to happen. We called out our students' names one by one and sent them off ("Sachiko! This is your host family for the next three days, the Kim family. Bye-bye and . . . good luck!"). Then, for the next three days, we watched them grow to become best friends with their Korean student counterparts and their families. Three days later, we all met up at the train station again to leave for the next destination, and everyone was crying "Mr. Cates, do we really have to leave?" with Japanese students hugging the Korean host families they'd dreaded only three days before. It was like night and day. Three days before—fear, anxiety, total strangers. Three days later—hugging, crying, best friends. And everybody's English was much, much better! That was one of the moments I realized the power of youth contact, homestays and exchange to overcome the hate and bitterness of the past—the same thing I'd seen back in Sweden with my German government summer European youth camp experience. Peace educators sometimes quote this saying: "International understanding develops by allowing people to meet." Much of my thinking about the AYF and its ideals were influenced by my experiences described above.

Lachman: What were your dreams for the AYF?

Cates: My dreams for the AYF were to create a unique experience for young people from different countries in Asia that would allow them to come together, to meet and to develop cross-national friendships as they explored topics such as Asian cultures, mutual stereotypes, social issues, international understanding, and world citizenship—all in English within the framework of a major Asian language teaching conference. I hoped this experience would help the participating Asian youth to see English as a language for international understanding, as a window to the world for learning about other peoples and cultures, as a medium for thinking, studying and acting on important global issues, and as a means of communication, not just with native English speakers, but with other young Asians.

I also hoped the AYF would give young Asians involved a chance to voice their thoughts, dreams and ideas about language, culture and issues—in English—to language teachers in Asia through the student presentations they made at the PAC II conference. My aim was to reverse the traditional one-way teacher-to-student communication style found in many classrooms, to empower students to *talk back* to teachers about their ideas and experiences, and to allow teachers to hear and discuss, for the first time ever in a major international language teaching conference, the opinions of young Asian language learners.

Lachman: In retrospect, were your dreams realized?

Cates: Yes, yes, yes! On the whole, I was really pleased with how well our dreams came to fruition and with the positive outcomes the participants mentioned. I only wish we could have had more students from more Asian countries take part.

Lachman: What do you envision for the ATF's future?

Cates: A second AYF has already been decided on for the PAC III conference in Kitakyushu, Japan in 2001, and is now in the early planning stages. This PAC III AYF will allow us to build on our experience in Seoul to design a second stimulating AYF in a very different context here in Japan. I see a variety of possible ways in which the AYF could develop further. There is much work to be done here in our part of the world, Asia, to promote Asian awareness, mutual understanding, and international friendship among Asian youth.

I believe English language teachers in Asia can play an important role through promoting the AYF, its ideals and its view of English as a language of Asian communication and understanding. I would love to see an AYF held each year at every major Asian language teaching conference—Thai TESOL, Korea TESOL, JALT—so that as many young Asians as possible could have the chance to meet, talk, learn, bond and grow together through English. Given the sad history between Japan and Korea, the mutual ignorance and prejudices that still exist, and the upcoming World Cup that Japan and Korea will share in 2002, I believe that the AYF has a special role to play at this time in promoting peace and mutual understanding between Korea and Japan. AYF events that allow young Koreans and Japanese to meet have a special meaning, importance and urgency. I would love to see the AYF idea of bringing students along to language teacher conferences become a regular aspect of international conferences around the world. I feel this would enrich the conferences themselves, stimulate the teachers who attend, and allow a great deal of international understanding and global communication among the young people who take part. I'd therefore love to see our AYF work inspire other regional initiatives: initiatives, for example, like an LAYF (Latin American Youth Forum), MEYF (Middle East Youth Forum), EYF (European Youth Forum), etc.

Finally, in our modern wired electronic world, there is a whole realm of possibilities to explore for putting the AYF and its ideals onto the Internet and World Wide Web. We already set up a Website for the 1999 PAC II Seoul AYF <http://asianbridges.com/pac2/ayf/> which has a lot of promise. I'd like to see

this extended further to allow young people from throughout Asia—no matter where they may be (Japan, Laos, China, Malaysia, North Korea)—to communicate with one another electronically—in English—to further the AYF ideals of Asian awareness, cross-national friendship, intercultural learning, international understanding, world citizenship and regional youth cooperation on global issues.

Lachman: What have we learned?

Cates: I believe that all of us who took part in the 1999 AYF at PAC II in Seoul, Korea, learned a great deal. Those of us who organized and ran the AYF experienced, anew, the magic that happens when young people from different countries are allowed to meet. Our learning ranged from new insights into international youth exchange, program design, cross-cultural communication, and the importance of teamwork, to the administrative nuts and bolts of arranging buses, homestays, meals and flights. We learned a lot about our host, Korea, about language and culture learning, and about each other. Most importantly, I think we learned about the challenge—and value—of working with young people within the context of youth exchange programs, and the potential this kind of program has to promote real international understanding among young Asians through the medium of English.

A Student's Reflections on AYF

Takayama Chika
4th-year student, Miyazaki International College

The Asian Youth Forum 1999 was held in Seoul from September 30 to October 3. Of the Asian students, most came from Japan, many from Korea, one from the Philippines, and another from Vietnam. However, surprisingly, we also had some extra guests from Europe and America, students of the Up with People Organization. This program was aimed at widening our Asian knowledge and to make students realize how much we don't know about Asia and its culture. It was also aimed at studying the culture of Korea. The homestay was a truly good opportunity to feel the uniqueness of Korean people and their culture by experiencing it directly. The program encouraged students to speak only in English as an international language throughout the program. The meeting with some multilingual students and teachers gave us an impetus to have more ambition to study English, as well as other languages. It was the very first time for me to visit Korea although I'd been dreaming of going there for quite a long time. For this reason, I was overwhelmed when hearing about the AYF in class.

The preparation meeting was exciting and also serious. Thinking about the terrible actions done by the Japanese soldiers in the past, we were worried that people might not be nice to us, just because we were Japanese. We practiced a phrase in Korean: "Do you speak English?" not "Do you speak Japanese?" Despite our concern, things went smoothly. What made me feel most at ease was that the host families did speak English. Incidentally, my host brother was really fluent in English and was going to Canada to study abroad. I was truly curious to know why he was so good at English even though he hadn't been in any English-speaking country before. On the second day, I was impressed by the exhibition at the National Ethnography Museum. The costumes and ceramics of the ancient dynasties were exquisite enough to take my breath away. The third day became the most memorable day for me during this program. I had been pretty nervous from the morning, knowing that I would have to give a presentation in the evening at the PAC2 teaching conference, which was the conference for English teachers happening at the same time. I was going to give a presentation about the history of Asia.

This was still a sensitive topic (this is what I felt in Korea), and it greatly interested me. (In fact, I was planning to visit some museums about the Japanese occupation during the war.) Finally the time had come, and I had to sit in front of the audience with other AYF students. Seeing my nervous face, a Dutch girl sitting beside me taught me the word *bauch*, which means stomach in Dutch. She said that she always wrote it down on a paper before a presentation and breathed deeply. I have to say, it worked! I breathed truly deeply and spoke in a relatively comfortable voice, despite the fact that I'd just heard a shocking presentation by a Korean student, saying she had a negative image towards Japanese people before the AYF. To be honest, I was not calm at all by the end of the speech. The fact that I was saying something about history in front of Korean people made me really feel anxious. After the presentation, a Canadian woman came over to me and said that she had grandchildren both in Korea and Japan. I was amazed that she told me that she understood the ideas I was talking about and wished for a better relationship between Korea and Japan. Her words were a great, unexpected reward for me. The time I spent in Korea was really great and unforgettable. It was impressive enough for me to think of going back there during the coming winter vacation. After attending the AYF, I visited the former Japanese prison in Seoul, which was so horrifying that I nearly forgot about the Forum.

I was astonished to see many school children there. I asked the guide if it's common for Korean children to visit such a place as a part of their field trips, and he said, "Yes." I assume that it is really shocking for the Korean students to learn about the brutal events that actually happened to their ancestors. Seoul has several places that recall the former

occupation by the Japanese. I wondered, then, how the Korean students attending the Forum could have overcome their complicated feelings towards Japanese and being with us.

We have quite a similar situation in Hiroshima. Many travelers from the United States go there and feel shocked, and also meet many junior high school students who visit the Atomic Bomb Museum as a part of their school trip. These two museums are similar in the sense that both of them exhibit the unfair killing of people during war time. But the significant difference is that almost everyone has heard or even studied about the Atomic Bomb in Hiroshima. Clearly, many Japanese do not know about the famous prison in Korea. Although it is a Japanese custom to concentrate on the present time, we also have another custom, to learn lessons from the mistakes of the past (*Onko-chishin*). After visiting Korea, I thought that the Japanese people truly need to study more about what really happened in Korea so that we won't make the same mistake in the future. I believe that Koreans and Japanese will be able to establish a firm and amiable relationship, after overcoming the great trauma produced by the severe historic incidents. Then, it will be possible to have true reconciliation and to abandon the horrible perpetual wars.

Teacher comments on the impact of the AYF

Alice Lachman
Saitama Women's Junior College, Tsuda College

The Asian Youth Forum was a powerful opportunity for students from all over the world to be together for an intensive experience, using English, sharing cultures, and exploring differences. I brought nine women students to Seoul. Five of them were third-year students from Tsuda College, and four of them were second-year students from Saitama Women's Junior College. All of them had to earn the funds necessary for the travel and registration fees. Most of them had previous study abroad experience and some English language ability, although it varied greatly. We weren't sure what would emerge from the five-day student forum in Korea, but we knew that it was an opportunity not to be missed. And we were right! Natsuko, one of my junior college students, participated in a student panel discussion for teachers at the PAC2. She concluded, "The 21st century is just around the corner. We need to think seriously about our role as young people in Asia. We need to think about the problems we will face and how we can begin to solve them."

For our group of nine women, the AYF was a first step in what Natsuko argued to be three ways to approach this challenge: "to cultivate friendship, to learn languages, and to learn history." The preparation, participation, and the ripples of continuity that still flow from the AYF experience reflect her stance. We cultivated friendships at many levels: Japanese and Korean, Japanese and Asian, and Japanese and European. Staying in Korean families provided rich conversations late into the night with many generations. Also, deep connections were created between Japanese and Japanese. In my case, the junior college and university women bonded in their adventures. For example, in our preparation for the AYF, all of the women met on the weekend at my apartment, and the university women brought along one of their Korean exchange students who taught us survival Korean. She also coached us about cultural behavior, especially as we cooked and ate together that evening. And the students discussed the key issues for the conference and how they would share Japanese culture with the other students at the Forum and their host families. One woman confessed how little she knew about Japanese history after all these years!

The relationships created from this experience also crossed lines of status. Students and teachers shared meals and many informal moments, and teachers bonded with teachers for future collaboration and professional development. Each of us felt we were participating in the birth of something powerful for us and for the future of humankind. And English was the medium of communication. Being fluent in English, being tolerant towards differences, and being willing to take risks, offered students and faculty an unforgettable experience. The PAC2 AYF, with all its many dimensions, has provided ripples of continuity. For example, after AYF, the Up With People students gave a performance in *Odaiba*. We went to see them to support them. A month later in December, one of the UWP members, Jenny from India and Sweden, spent a week in my home, and my students hosted her graciously in English. Her visit to my junior college campus gave other students an insight into how useful English can be for international communication. And AYF students and my students remain connected by E-mail or visits. This May, long after my junior college students had graduated and started working, one of the AYF Korean women students came to Tokyo for five days and she stayed with them. Other Korean AYF students plan to visit in the near future. Before we left Seoul, we committed to sharing with colleagues, students, and families the spirit of the AYF.

As a result, both my university students and junior college students published articles and photos in the campus newspapers. Also, my junior college students created a huge poster and display for the culture festival in November, and that poster was shared again at the CUE conference in Tokyo the following May. At that time, one of my AYF university students came to talk with teachers about her experience in Korea. And as an outcome of her AYF experience, another of the students is planning to major in Peace Studies in

ERIC

graduate school next year. Together with the AYF home page and linked video coverage, student home pages and student and faculty-produced videos of the AYF 1999 serve as an invitation to other colleagues around the country to join the Asian Youth Festival in Kitakyushu in 2001 at the Pan Asian Conference.

Bill Perry
Miyazaki International College

I traveled to the AYF with 10 of my students from Miyazaki International College. It was an incredible experience for me after over 20 years of attending teachers conferences without students present; this was the first time that students and I were able to experience the excitement of a conference together. The students not only had a chance to interact with teachers and students from other cultures, but also gave interesting and insightful presentations. That added dimension helped many English teachers and administrators become aware of the importance of having a student component to these professional meetings. All of us made connections that we might have thought impossible before the Forum.

The homestays with Korean families were, without question, the most important feature of the program. Many of my students made close friendships with their host families and remain in touch with them The Japanese and Korean students, in particular, spoke out on many occasions throughout the AYF about the stereotypes they had had of each other prior to the program. We all learned about Korean culture and history through the music, food, museums and long conversations with each other, and, at the same time, had opportunities to talk about our own cultures and experiences.

It is my hope that this kind of activity, youth crossing boundaries within Asia and engaging in open discussion, will become a priority for colleges and universities across Japan in the near future. I am certainly looking forward to the next AYF in 2001 in Kitakyushu and will make every effort to encourage other teachers and students to join it.

Conclusion

In the closing ceremony at the AYF in Seoul, we sang together, "Hand in hand we can start to understand, breaking down the walls that come between us for all time." With the committed efforts of Kip Cates and Peggy Wollberg (the on-site organizer for the first AYF), and the faith of participating students and faculty, the AYF at PAC2 in Korea, was a concrete step toward making this world "a better place in which to live." The AYF in Kitakyshu 2001 will be another chance to reach a wider spectrum of students and teachers around Asia and to continue on the difficult road to world peace and mutual understanding.

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Michael H. Fox
Hyogo College

Working Papers Column
Special Feature Article

Language Educators and Labor Law

Note: With this expanded Working Papers column, I will be passing the torch. The new editor of this column will be John McLaughlin, who is based in Tokyo. I feel confident that he will be able to bring in a wider range of issues here than I have been able to do.

The Working Papers column was initiated a year and a half ago when then TLT *Editor Bill Lee asked me to edit a column on labor developments and issues that might have an impact on JALT members. It was hoped that we could discuss issues that affected the whole spectrum of JALT members. Though this article analyzes the case of Gwen Gallagher v. Asahikawa Daigaku, I strongly feel that the discussion of the pertinent labor laws is something that all JALT members working under contract should be aware of.*

Joe Tomei

Introduction

When Japan's postwar constitution was formulated, an article was included which, at first glance, appears puzzling: "All people have the right and the responsibility to work" (Article 27). In a country where death by overwork (karoushi) is common enough to be listed as a category in the statistics of the Labor Ministry, what purpose could such a principle hold? Of course, the use of the word 'responsibility' is directed towards the elimination of the imperial system. But "right," especially in the context of the constitution, clearly denotes enfranchisement for the common people. This right is at the heart of discussions of the rights of language educators and the purpose of this article is to detail what prescriptions and safeguards Japanese labor law affords contracted language educators. It will begin by outlining the current laws and discuss their actual implementation by examining a specific court case, one which may have far reaching implications for contracted foreign language educators.

Limited Term Contracts and the Labor Law

Japanese labor law recognizes two different varieties of contracts: those for a fixed or so called "limited term" and those without any specific time limitation. A limited term contract is one which specifies a date of termination. Until 1997, the longest legal term for such a contract, in regard to educators, was one year.[1] Contracts can be legally concluded for shorter periods-one week or one month, etc. And though some employers offered contracts for longer periods-two or three years-these fell outside the legally enforceable scope of labor law. This one-year limit was established in order to prevent indentured servitude. One-year contracts could, of course, be renewed indefinitely, and there are many language educators, mostly foreigners, who have spent much of their lives employed at the same institution on renewed contracts. As long as the employer and the employee remain on favorable terms, it makes good sense to continue the working relationship.

But what happens if the relationship sours and conflicts arise? The employee is always free to leave,

but what if the employer wishes to lay off the employee because the contract is over, but the employee, wishes to continue work? At this juncture, Japanese law favors the employee. The law does not permit the dismissal of an employee whose contract has been repeatedly renewed on the simple premise that the term of employment has concluded. Japanese law has long recognized that "After such a contract has been repeatedly renewed, it will resemble a contract without a fixed period" (Sugeno, p. 389). This in turn means that the employee who is contracted on a fixed term is granted many of the same rights as the tenured one, particularly the freedom from arbitrary dismissal.

It is important to note that this law applies uniformly to all workers employed by private concerns, from *eikaiwa* schools to private high schools and universities. Furthermore, Article 3 of the Labor Standard's Law prohibits any kind of discrimination according to nationality. The crux of the matter, according to the law, is how many times a contract been renewed.

This brings us to the crucial question: exactly how many times must a contract be renewed before the employee gains a measure of protection? Unfortunately, this all-important point is vague and the target of contentious and heated debate (Fujimoto 1990; Mawatari 1990; Furunishi 1996). Most of the focus of this debate is not upon one-year contracts, the norm for ESL jobs, but for short-term manual labor contracts of two to six months length. Though courts at various levels have handed down many decisions, a good deal of ambiguity exists. In most cases, four or five renewals bind the employer to continue the contract. In order for this reasoning to take effect, there should not be any stipulation that the contract will not be renewed beyond a certain period.[2]

Why is it important to decide how many renewals constitute an implicit acknowledgement that the employer has an obligation to continue employing the worker? Because with that acknowledgement, the employer is then bound by the specific sections of labor law which clearly spell out the fair and legal reasons for dismissal. Specifically, the law states that there must be "an objective and logical reason based upon social convention."[3] Dismissing someone because they are no longer young and attractive, to create an opening for the president's niece, or because one's opinions or political stances differ from the agreed reality— these all fall outside the scope of the law and are illegal.

But being protected by legal rights does not guarantee that employers will behave fairly. Even if a company or school tyrannically dismisses employees without fair reason, knowingly and in complete disregard of the law, it will not be punished automatically by the police, Monbusho, or any other governmental authority. The only way to remedy such conduct is through union action or through the courts. If left unchecked, abuse and malevolence, no matter how egregious, will not be corrected. The responsibility to ameliorate such behavior rests entirely upon the shoulders of the employee.

This brings our discussion to a current and significant legal case: the Asahikawa University case. After twelve years of employment, Gwendolyn Gallagher, an American full time lecturer at the college was abruptly discharged. According to labor law, as mentioned above, the school must have and present the employee with a "an applicable and logical reason based upon social convention." When Gallagher sought a reason for her termination, the university offered none and argued that none was necessary. (Fox, et al. *TLT* 23:8) Gallagher on legal advice soon brought suit against the college seeking full reinstatement.

When the court ruled that a reason for the dismissal must be presented, the university argued that Gallagher implicitly agreed that her final five-year contract was terminal. In response, the judge informed the university that Labor Law does not recognize five-year contracts, nor for that matter, any contract over one year. In an attempt to persuade the court, the university insisted that Gallagher had "become too Japanese" and declared "a need for fresh gaijin."[4] The presiding judge found these arguments had no bearing on the case, and issued a provisional ruling which retroactively restored Gallagher's salary to the full. The university offered a settlement and Gallagher, hoping to demonstrate her good faith, accepted a one-year contract (the only one recognized as legal by Labor Standards Law) and waived any damages or court costs. In accepting the one-year contract, Gallagher and her lawyers were confident that the law would be upheld in regards to Gallagher's right as a repeatedly renewed employee, laws which had been applied in a number of previous cases for Japanese nationals.

At the end of the one-year contract, the university once again dismissed Gallagher, and she was forced to return to court. The court tried to negotiate a settlement but the university offered only temporary remedies such as limited part time work which clearly represented inferior conditions to Gallagher's previous situation. Thus, the court was called on to issue a binding decision.

On February 1, 2000, the chief judge announced that Gwendolyn Gallagher had lost her case.

To answer the pressing question of why, we must review the court's written decision. The following is a partial translation in which the court discusses the university's plan for language education reform in order to justify the dismissal with "an objective and logical reason according to social convention"

Translation of the Decision

(The following translation commences with Section Two on p 58.)

Section (2) The University's concrete plans for language education reform. (Hikoku daigaku ni okeru gogaku kyouiku kaikaku no gutaiteki naiyou)

The university's present language education problems are:

1) Uniform courses for all students despite the large differences in English ability among them.
2) A necessity for connecting and integrating specialized Economic courses (Current Events English, English for Commerce, Comparative Cultures, etc) to fit the character of a college with a single department.
3) The necessity of preparing an educational system extending to students with a fervor for language, and raising English conversation levels by enthusiastically promoting activities like overseas travel and professorial exchange, etc.
4) The necessity of expanding the breadth of language education choices for students by altering the excessive importance attached to English, and creating courses in Chinese, Korean, Russian, Spanish, etc.

In order to accomplish this, the college will divide language education into three levels: Level I will consist of the four language skills (reading, hearing, writing and speaking) aiming at the opening of new courses in various languages (Korean, Russian and Ainu) without an excessive importance attached to English; Level II is intended to unify the language education tied to Economics specialty courses (Current Events English, English for Commerce, Comparative Cultures, etc) and enliven the specialty of a university with only a single Economics department; Level III courses will tune the language system to aid occupational language (translation, tour conductors etc.), overseas study and advancement to graduate school, and promote the abilities of students who will contribute to society through language.

Section (3) Aptitude of faculty for each level under reformed language education.

In regard to Level II, those faculty with specialized knowledge and an affinity for Economics will be appropriate. For Level III, the ability to introduce foreign culture firsthand can be appropriated to foreign exchange professors from associated universities and guest staff with high degrees of knowledge. And in addition, there will be a necessity for faculty to aid with other designated plans and environmental factors of all levels within the complete program. To this extent, full time faculty who will be perpetual staff members will be most suitable.

On the other hand, in regard to level I, the necessity for various language faculty is confirmed in regard to the diversification of foreign language classes and the reconstruction of small group classes to raise the efficacy of acquisition of the four language skills. In addition, as the college has only a single department, in which Level I classes have a relatively low correlation to Economics, the credits necessary for graduation in English have been decreased from four classes constituting eight credits to the new 1998 level of two classes constituting four credits, all corresponding to the aforementioned changes in 1991 of the University Standards Law (daigaku secchi kijun). Thus, the need for a full time lecturer with the obligation of attending *kyoujukai* and participation in perpetual duties is insignificant. Moreover, the university has shown a deficit of 223,000,000 yen for 1997, and with deficit predictions of 660,000,000 yen for 1998 and 228,000,000 yen for 1999. In these severe circumstances, assigning level one classes to a full time lecturer or *tokunin* lecturer whose expensive salary is three times that of a part time lecturer is problematical. So hiring part time lecturers is justifiable. And in light of this examination, the college abolished its rules regarding the employment of foreign language faculty.

Section (4) what the plaintiff (Gallagher) has been told about language education reform.

In regard to the aforementioned plan for language education reform as explained by the defendant (Asahikawa University) in the previous law suit, and during the previous settlement, the defendant explained and gave materials regarding language education reform to the plaintiff. The plaintiff could anticipate that language education reform would be carried out from April 1998, before the expiration of the limit of employment agreed to in the previous settlement.

Section (5) the difficulty in re-employing the plaintiff under language education reform.

In light of the aforementioned policy of language education reform, the plaintiff who is not a full time lecturer could not be assigned to Level II or all Level designated classes. As the plaintiff has been living in Japan for about 14 years and is also married to a Japanese, she lacks the ability to introduce firsthand foreign culture found overseas, as is required of a teacher of level 3 [classes].

Moreover, in regard to the remaining Level I classes, the plaintiff makes three times the salary of part time lecturers and so assignment to these classes is problematical.

ERIC 001

Irrational Jurisprudence?

There are a number of reasons one can argue against the university's reasoning. The first is to ask how the dismissal of one foreign teacher, with no other reorganization of other teaching faculty at the university will allow the implementation of a curriculum whose breadth rivals a national *gaikokugo* university, even though Asahikawa University has only one department, that of economics. And how can the university's claims of serious deficits and declining enrollments jibe with the ability to implement a curriculum that includes Chinese, Korean, Russian, Spanish, and Ainu(!) among other languages? Also, how is it that Gallagher's lack of 'freshness' is problematic when it is not a problem for Japanese staff, who continue to be employed?

All of these contradictions are substantial and substantive, and if we were to argue that the court's decision was based simply on this line of reasoning, then the ruling would be incomprehensible. However, there are several external factors that help us to understand why the ruling was made.

The first explanation lies in the character of the Japanese judiciary itself. Japanese judges eschew having to make decisions. They view their work primarily as mediators of brokered settlements 和解 (*wakai*). Throughout the trial, the court constantly tried to broker a settlement between Gallagher and the college. The key to Japanese law, as can be seen in many hanging scrolls in courtrooms across the country, is 依訟求和 (*ishou kyuuwa*) which means: "Bringing Suit, Seeking Wa." *Wa* of course refers to harmony or reconciliation. The underlying tenet in this legal milieu is that one should not go to court to seek victory, but conciliation. The term for conciliation or settlement in Japanese is "wakai," literally, a division of *wa*. In theory, both sides make concessions and arrive at a mutually agreeable solution.

Thus, to seek justice in a Japanese court is a precarious undertaking. Worthington writes,

> Japanese Courts are notoriously reluctant to make any ruling that disturbs the status quo or challenges administrative power structures, and they are hostile to individuals' assertions of their rights to protection under law. District courts in particular do not like to interpret the law and will use any shred of evidence to make a factual finding denying coverage of protection (1999, p.5).

And why are district court judges so averse to adjudicating according to conscience? Mostly out of fear for their own futures. O'Brien notes, "The lower courts are understaffed by judges who are closely monitored and whose careers are carefully manipulated"(1996, p. 65).[5]

Gallagher's lawyers affirm this explanation. They suggest that the judges are concerned less with the facts of the case then they are with the present mood of the Supreme Court regarding labor matters. The Supreme Court, like the rest of this country in the post bubble era, has become very conservative, and is now taking an almost reactionary approach to the rights of the individual. In the 1960s and 70s, it chose to protect such rights; it is now the received view that lifetime employment is not a right but a privilege.

And in the hierarchical world of the Japanese judiciary, lower courts are following the lead of the Supreme Court and we find lower courts in this country steadily working to erode the rights of laborers that have been in place since the post-war constitution.

The Next Step

What happens next? Gallagher has appealed the decision to the Sapporo High Court. If we were to simply examine the facts of the case, we would assume that the court would side with Gallagher and reverse the decision. However, it remains possible that the court will carve out an exception and argue that foreigners, unlike their Japanese counterparts, are hired to be attractive decorations to lure new students, and therefore must be regularly recycled. Thus, those people who have chosen to make Japan their home are under the greatest threat. It is appalling to think that the university's argument about 'freshness' might actually find favor with the court. Even more frightening is the possibility that the court could exclude foreigners from the protections of Japanese Labor Law and give credence and set legal precedent to what is an irrational and discriminatory educational policy. All professional language educators should direct their attention to this case and hope that, for the future of the profession, the high court will ameliorate the lower court's error

***Michael H. Fox**, Hyogo College <thefox@humans-kc.hyogo-dai.ac.jp>*

Notes

1) Labor Standards Law, Article 14. This system changed in 1997 with the passage of the *Sentaku Ninkisei Hou* which permits longer limited term contracts. See Fox et al.,*TLT* 23:8.

2) This is the primary reason why many positions stress one year contracts with permanent termination after four years—to avoid the possibility of legal repercussions.

3) "shakai tsuunen jou, soutou to sareru kyakkan teki gouriteki riyuu" is a common citing in labor law cases.

4) 旭川地方裁判所　平成８年（ヨ)第１４号　旭川大学地位保全等仮処分申し立て事件 準備書面　p.7-8. (see the full English translation at: www.voicenet.co.jp/~davald/asahikawaafficavit1.jpg)

5) During legal training, aspiring lawyers learn that judges who write decisions of "not guilty" do not receive pro-

motions. Personal communication, criminal attorney, Ohta Junichi.

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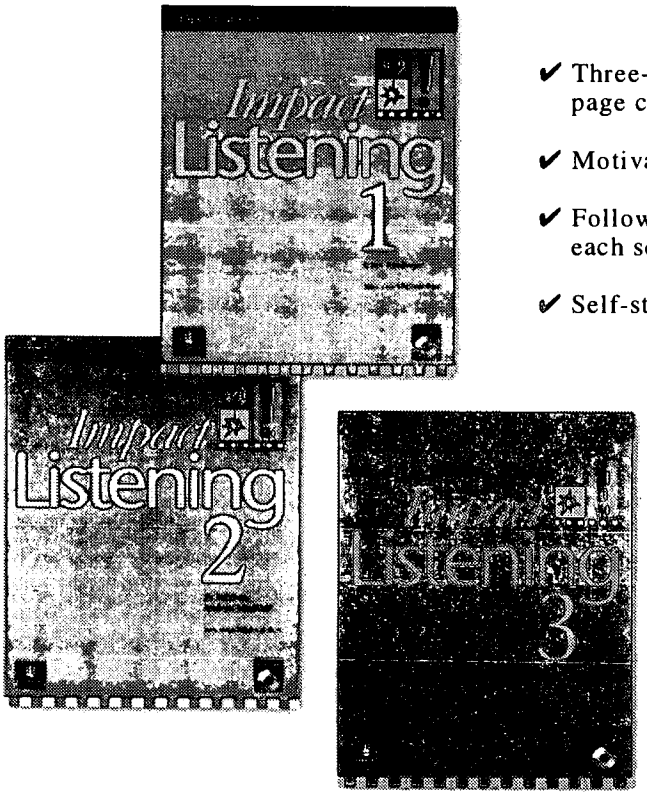

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From Shizuoka with Love

Shaun Gates
Shiga Women's Junior College

Tanaka stepped silently out of the lift into the darkened corridor. The security guard would be back in 5 minutes. Gliding quickly down the darkened corridor more by memory than sight, Tanaka found the room and peered through the small, reinforced glass square set into the heavy metal door. The laboratory would have been pitch black but for the luminous glow from the master console. It would take less than twenty seconds to pick up the file and get back to Harry's bar.

Tanaka put a shoulder to the door and pushed. Imperceptibly it began to move on well-oiled hinges. Tanaka shoved harder to build up momentum then slipped into the laboratory pausing to note the chilled air and the rows of idle monitors. They looked even more sinister than when they were fully operational. The file lay nonchalantly discarded on the console. Tanaka stretched out a hand. Then the room burst into light as if a thousand chandeliers had been switched on.

A large man with bouffant hair and a feminine mouth appeared from nowhere. He cradled a white cat that looked at Tanaka as if she were a rather slow mouse.

"Good evening, Miss Tanaka. We've been expecting you."

Keiko knew it was a lie. She had an erratic attendance record. No one knew when she'd show up next for a lesson.

"It was very careless of you to leave your file behind last week. Particularly as it was covered with your seal photos and your name written inside a series of day-glo hearts."

"Blowdry. Earnest Blowdry. Head of *SPECTRE*. The *Society for Pushing English Communicative Teaching onto Reluctant English Students*. Pairwork, games, projects, role play. A web of human misery with all the strands pulled from here."

The lips twisted themselves into a polar smile. Elegant fingers stroked the Hello Kitty.

"I see you are well informed Miss Tanaka. But then that is to be expected from . . . ," Blowdry's eyes slid down the class register, ". . . 9901007."

Keiko's right hand inched towards the left side of her jacket tailored by *Uni & Clough*. She could feel the reassuring weight of the *Biretta*.

" I don't think that would be a very good idea, do you?"

The florid face was looking at the cat, but one hand had detached itself from the feline and was now hovering over the console.

"Please put your Italian bag on the desk and sit down."

Keiko slowly took the bag off her shoulder. As she turned momentarily away from Blowdry, a blind spot was created. Her right hand dipped into the open top and palmed the portable phone.

"A drink, Miss Tanaka? Peach fizz cola. Shaken not stirred. Perhaps not shaken."

Keiko ignored the offer. She flicked the ON switch.

"What do you want me to do Blowdry?"

"Do, Miss Tanaka? I don't want you to do anything, my dear, except sit here while I enter your name in the register."

A plump finger dropped towards an unseen button. The monitor in front of Keiko made a dull thunk and a blue screen flickered into life.

"You're insane, Blowdry. You'll never achieve full attendance."

"Admirably perceptive, Miss Tanaka, but then I don't need to. Seventy percent attendance and I can pass you. No make-up lessons, no re-sits, no reports. Then it's six weeks on a beach in Thailand while you sweat out the holiday working in a convenience store."

She thumbed the first two digits.

"And now I am afraid that our little talk must come to an end. I have some odd jobs to attend to with *Eikaiwa II*."

The finger jabbed down again and a whirring noise started. Keiko pressed the next two digits. Were they the right ones?

"I've programmed in 40 minutes of pronunciation drills on l/r minimal pairs. Goodbye Miss Tanaka. I doubt we'll be meeting again."

The final digit. For a split second nothing—then the *1812 Overture* rang out in tinny notes. Hello Kitty dug its claws into Blowdry's arms and sprang onto the floor, back arched. Blowdry twisted round in agony, stumbling over a pile of textbooks. Keiko grabbed the file, booted the cat, and was out of the language lab before the last chime died. As she ran down the corridor she turned to see Blowdry's face squashed up against the square window in horror. Through the metal doors the speakers boomed out,

"Red alert"
"Lead alert"
"Red alert"
"Lead alert . . ."

***Shaun Gates** is an assistant professor at Shiga Women's Junior College, where he gives practical courses in* English Soliloquy. *He is also responsible for coordinating his tie with his shirt on the "Spurious Academic" programme. He has taught widely in Europe and the Middle East, a reflection of his fickle character. He has an MA in Applied Linguistics somewhere at the bottom of a drawer. His research focuses on how Japanese students interact in L2 classrooms when distracted by English. His next book will be Endurance by Alfred Lansing.*

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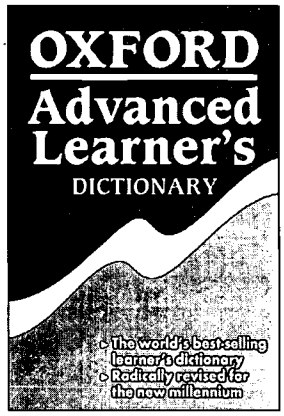

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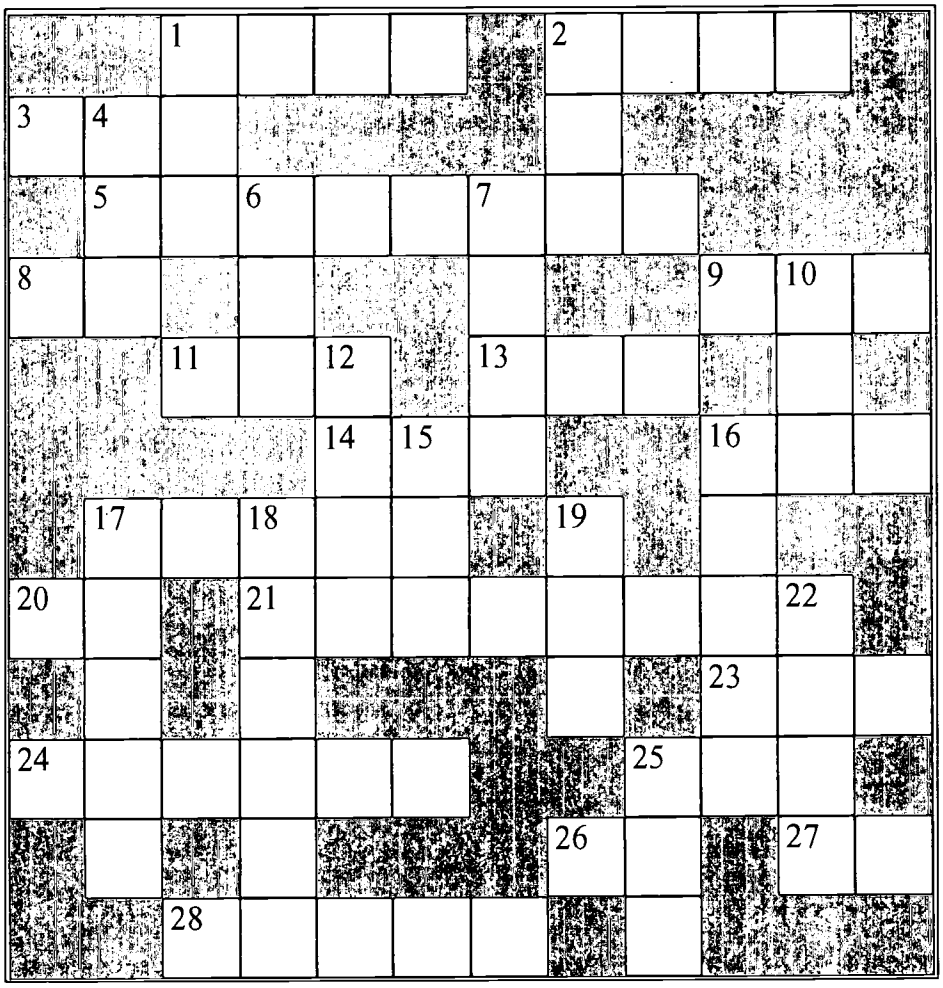

(See the solution to this fiendish puzzle on page 57.)

ACROSS
1 The Japan Association for Language Teaching
2 Short for Preposition
3 Assistant English Teacher
5 Information coming back to the speaker orwriter
8 Language Laboratory
9 A reading program
11 Learning through activities
13 Keiko was the Membership Chair at one time.
14 English as a second language
16 The second word of Gattengo's method
17 Having students do an activity that includes a lot of repetition of a pattern or words
20 Error Analysis
21 The type of language used in universities
23 The first name for either of the first two Presidents
24 What the teacher basically is in Gattengo's method
25 Sentence
26 Global Issues
27 JALT Journal
28 First name of the woman who was Treasurer twice.

DOWN
1 Japanese Teacher of English
2 Pan Asian Conference
4 English as a foreign language
6 English for Special Purposes
7 American Association of Applied Linguistics
10 A society in England that issues a diploma for teachers
12 A teachers organization based in Singapore
15 Second Language Acquisition
16 The family name of the third President
17 He took the Newsletter monthly (First name).
18 The major group of language teachers based in the U.K.
19 Selection
22 Short for Conjunction
25 SituationACROSS

ERIC 2001

edited by joyce cunningham & miyao mariko

In this month's issue, Robin Nagano, National Four Corners Tour Coordinator, reports on this special pre-conference activity. Our thanks to Robin, Joy Jarman-Walsh, and Tim Allan (and Tuttle Publishing) for organizing this tour. Please consider this for your chapter next autumn.

The Four Corners Tour: A Collaborative Chapter Event

by Robin Nagano, *National Four Corners Tour Coordinator*

As many members may know, for the past several years, main conference speakers from overseas and Asian Scholarship Award winners have been invited to participate in a pre-conference visit to JALT chapters around the country. Speakers find it an experience that greatly enhances their visit to Japan, allowing them to come in contact with teachers at the local chapter level and learn more about JALT members and their activities.

This year, chapters welcomed Anne Burns (plenary speaker) and JALT2000 Asian Scholar In Lee, from South Korea, during the Four Corners Tour. While they did not make it to every corner of Japan, they gave presentations at nine chapters (Chiba, Hiroshima, Iwate, Kagoshima, Kitakyushu, Miyazaki, Nagasaki, Nagoya, and Niigata) before moving on to Shizuoka for the conference itself.

From The Speakers' Perspective

At the chapter presentations and workshops, speakers reported enthusiastic audiences with interesting comments and questions. Dr. Burns particularly mentioned gaining valuable feedback on how teaching ideas she presented could be used in the Japanese context. She also treasured the opportunity to meet people who would not be attending the conference.

While the chapter presentations were the highlight of each stay, the speakers were also kept busy with other activities. For instance, Dr. Lee was given the opportunity to visit several institutions in the Nagoya area. In addition, Dr. Lee, who works at Chonju National University of Education as a teacher trainer for English teachers in elementary schools, was invited to observe team-taught classes at elementary schools in the Nagoya area. He commented that these pilot programs, with volunteer teachers, were well prepared, that the overall procedures were very good, and said, "I think the Japanese people have already started a good program."

Meanwhile, the speakers were also getting some exposure to Japanese lifestyles. Both were generously invited to stay in members' homes along the way, and found their homestay hosts to be extremely hospitable. Dr. Burns found that *futon* were more comfortable than she had expected, and was impressed by the deep bathtubs and high-tech equipment found in Japanese bathrooms. She enjoyed wandering around a fish market in Niigata, spent an afternoon in an *onsen* on Sakurajima, and had an encounter with a typhoon in Miyazaki. Dr. Lee commented on the number of shrines to be found, having even come across one on the roof of a building.

Making The Tour Happen

Naturally, arranging this tour involves a lot of people. Preparation begins months in advance, as soon as the speakers accept the invitation to participate. First, information on the speakers and their topics is provided to chapters. Once chapters express an interest, a tentative itinerary is proposed. Recent years have aimed for a regional approach, to cut down on travel and encourage longer stays in a location. Then come the details, from train times to telephone numbers, handouts to host families. As the process moves towards the later stages, more and more people become involved.

The pyramid is topped by the National Program Chair (Joyce Cunningham for the 2000 tour), who makes the initial contact. However, the tour is, essentially, a chapter event, and the bulk of the planning is done by chapters. Chapters also cover the local expenses of speakers (accommodation, meals, etc.). There is an overall tour coordinator (in 2000, Robin Nagano), who works with a further coordinator for each tour being planned, who in turn is in direct touch with chapter officers. This year, Tim Allan of Nagasaki deserves special mention for capably coordinating Dr. Burns' 10-day tour, with assistance from Joy Jarman-Walsh of Hiroshima, while Rich Porter's Nagoya team arranged a multitude of activities for Dr. Lee during his stay there.

Once the show is on the road, people are needed to meet the speakers at stations or airports, and escort them to their accommodations, to the chapter meeting, on school visits or perhaps for a bit of sightseeing. It takes the wholehearted collaboration of dozens of hardworking people to make the Four Corners Tour successful!

The support of sponsors is invaluable in making this an affordable venture for chapters. Tuttle Publishing, Inc., once again generously sponsored Japan Railway passes for both speakers, and also provided prizes for a raffle at each chapter meeting.

A Few Words From The Speakers

In Lee: "Thank you so much to the JALT officers, staff, chapter members, and volunteers." Anne Burns: "Because I went to Kitakyushu, I was able to get a sneak preview of where PAC3 will be held next year. It's a really nice conference site and I'm sure it will be a great success. I'm planning to be at the conference, which means I will be able to continue working/discussing with some of the people I met this year on the Four Corners Tour."

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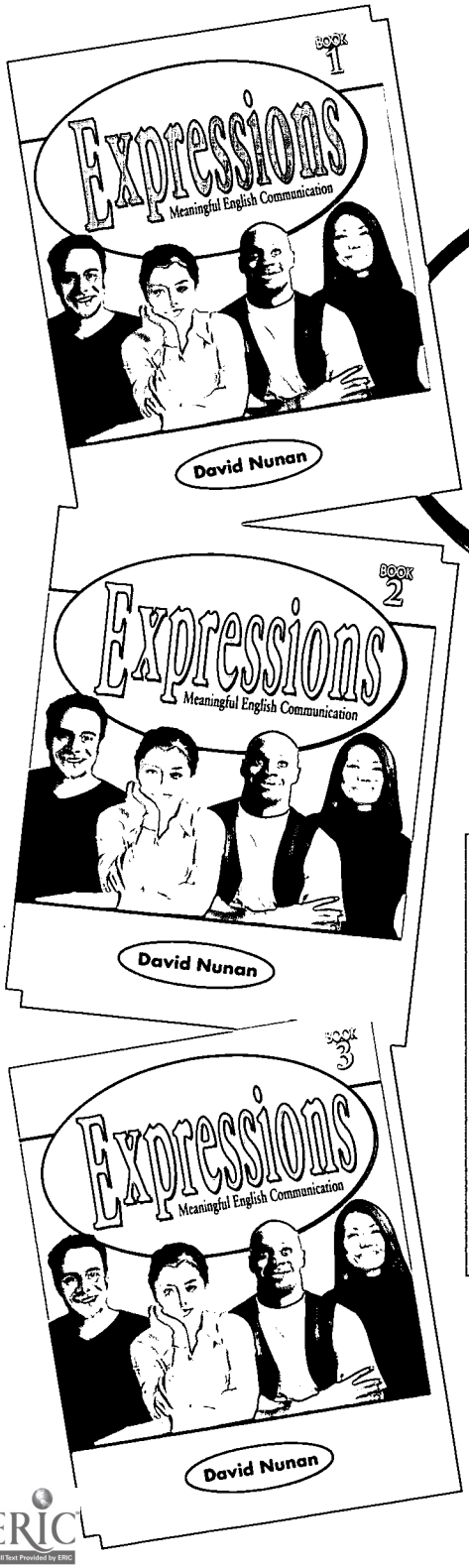

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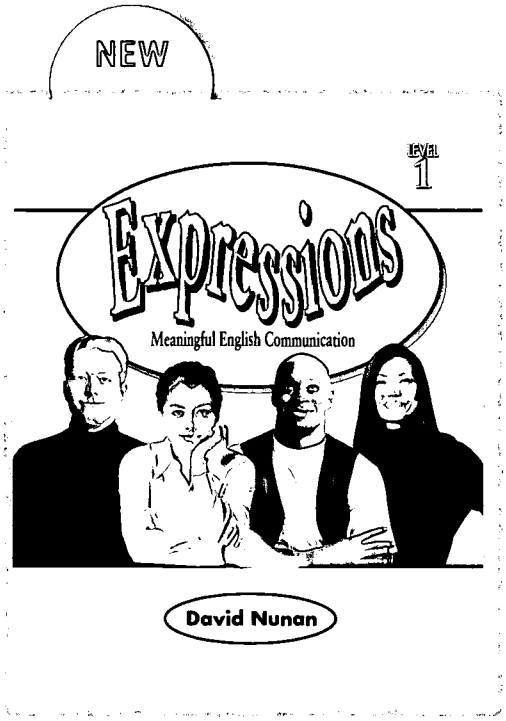

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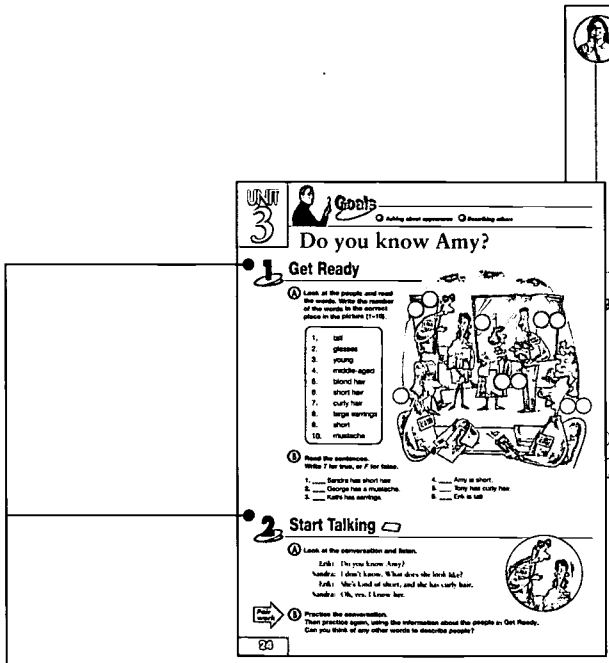

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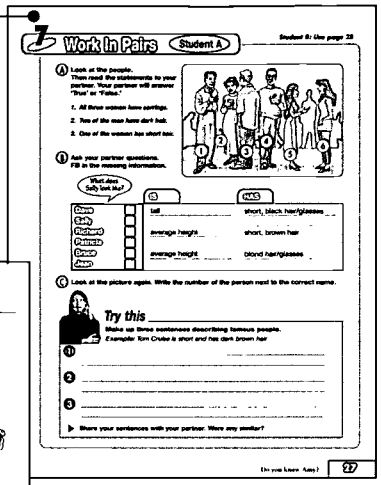
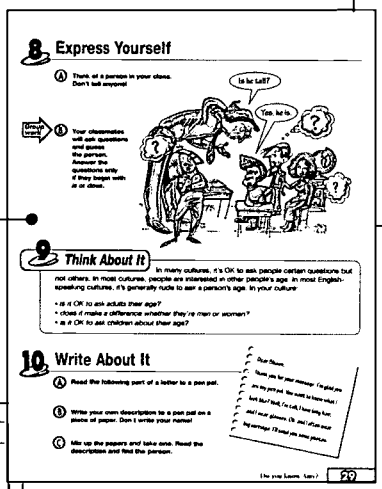
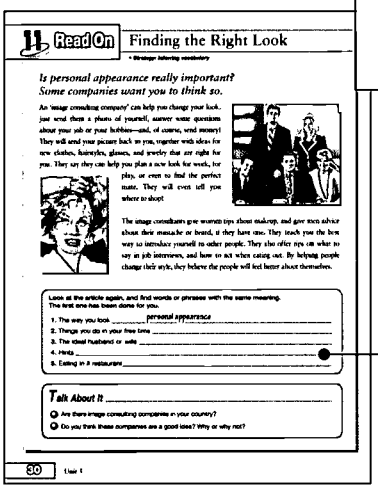


cross-cultural aspects of communication are highlighted, with opportunities for discussion





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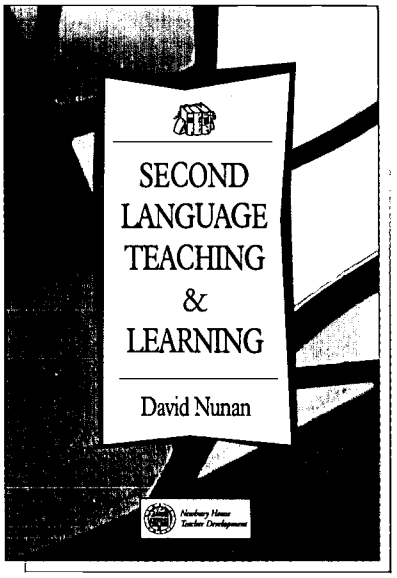

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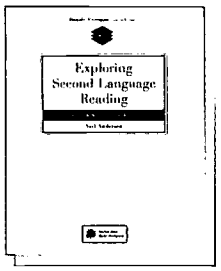

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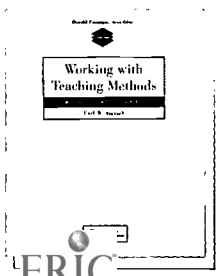

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edited by scott gardner & oishi harumi

Teaching Hiragana Using a Communicative Project-Based Approach

Miyuki Endo, *Jakarta International School, Indonesia*

The following Communicative Project-Based Approach is an effective, meaningful, and enjoyable method of teaching Japanese as a foreign language at the secondary level. It is often the case that students work harder and learn more when they can make their own learning materials. These projects require students to demonstrate all the skills and new knowledge they have acquired in relation to a particular topic. The teacher sets up the project according to the aims of each topic area and presents it to the students at the beginning of each new topic. The projects motivate students and give them reasons to learn new vocabulary and sentence structures. These new elements function like pieces of a jigsaw puzzle: Projects are the context where all the "pieces" of the puzzle can be integrated.

Before the Project

The context chosen for the example project outlined below is a visit to the optometrist. In order to prepare for the project, the students must have been taught the Hiragana characters (including variations of some of the 46 basic syllables), demonstrative pronouns, and a few question sentences and instructions which might be observed in a real context which the students are likely to have experienced. At this preparatory stage, the teacher must also have taught numbers from 1-100 and direction words (みぎ、ひだり、うえ、した、みぎうえ、みぎした、ひだりうえ、ひだりした). Once these basics have been introduced and practiced in class, the students should be given the following guidelines to begin work on their projects.

Project Activities

Task: Make an eye chart and role-play in pairs
Situation: Optometrist, eyewear shop
Requirements for the eye chart—the following must be included:

- some of the 46 basic Hiragana symbols
- some of the voiced consonants
- some of the voiceless consonants
- some contracted consonants
- some of the numbers from 1-100
- all of the direction words (using circles with openings in the various directions)

The teacher shows a sample of an eye chart for students to refer to. My students enjoy being able to produce Hiragana, which they have just learnt, in such a way that they are involved in constructing the project materials (i.e., the eye chart). They pay close attention to each stroke and write Hiragana as neatly as they can. The following assessment criteria should also be shown to students in order for them to know what they are expected to achieve in this project.

Assessment Criteria:

A. Eye chart	
1) Meets the requirements above	/10
2) Made neatly	/10
B. Oral performance	
1) Able to read Hiragana	/20
2) Able to say numbers in Japanese	/20
3) Able to say directions in Japanese	/20
4) Able to say instructions in Japanese	/20

Greetings, self-introductions (name and age, accompanied by appropriate body language), or filling in a form (name, age and address) can be added as compulsory elements of the situation. Students are given approximately 40 minutes to prepare the chart and to practice a dialogue that they can use with it. The following is a possible dialogue:

Eye practitioner
Patient

こんにちは
　こんにちは
たなかさんですか。
　はい、そうです（たなかです）。よろしくおねがいします。
どうぞ。すわってください。
　はい、どうも。
じゃ、はじめますよ。
　はい。
これがみえますか。
　はい（いいえ）。
じゃ、よんでください。
　「る」です。
これは？
　「きゃ」です。
こっちをみてください。どこがあいていますか。
　みぎしたです。
これはわかりますか。
　うえです。
これをみてください。このすうじをよんでください。
　「よんじゅうよん」です。
はい、おわりですよ。
　どうもありがとうございました。
どういたしまして。

Preparation and performance of these projects involves all of the four language skills: writing (Hiragana), reading (Hiragana, numbers and direction marks), listening (following instructions), and

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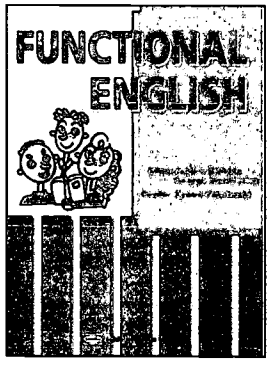

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speaking (giving instructions and answering questions).

Conclusions

In my teaching experience using this approach, my students have enjoyed making their own materials for learning. They have also had fun performing the role-plays. Creating a communicative project involving all the four skills in relation to a particular topic or for a particular age group may be difficult; however, when the teacher creates an effective, meaningful and enjoyable project of this type, and when the students become involved and motivated in it, it can be one of the keys to a successful learning experience. It is through the project component that students learn how to use in context the language they are learning. The Communicative Project-Based Approach links the language with a real situation—a link which is often missing when studying Japanese abroad. This approach helps the students to place all the pieces of the linguistic jigsaw that they have encountered into the right position in the language learning puzzle.

Quick Guide
Key Words: Communicative Project, Student-Generated Materials
Learner Japanese Level: Beginner
Learner Maturity Level: Jr. High School
Preparation Time: Approximately 10 minutes; a bit more initially to prepare sample eye chart
Activity Time: Depends on number of students

Timed Conversation: Speak, Speak, and Speak Again!

Brad Deacon, *Nanzan University*

Getting Japanese university students to speak in English is often challenging. In search of an activity that could hold student interest, develop their conversation skills, and give both teacher and student a sense of accomplishment, Timed Conversation was developed. Timed Conversation involves pairs of students speaking about a pre-determined topic for a specific time limit. It can be used for warming up a class or more fully as a main conversation activity to be extended over a period of many weeks. Either way it is a class favorite and will help your students develop their fluency and ability to communicate in longer sustained dialogues in English.

Components

Following are the main steps of Timed Conversation: set-up, timed practice, and follow-up.

Set-up: Organizing the students into pairs beforehand helps the activity run more smoothly, breaks up cliques, and invites students to make new friends. In my system, the students speak first with a partner close by, then a partner sitting behind, next a partner across from them who is sitting behind, and later a partner some distance across the room.

In journals, students write down what percent of "Only English" they would like to speak, to make them more responsible for their own learning and that of their classmates.

Next, I introduce and give students opportunities to practice new language expressions (e.g., "How are you doing today?", "____ and yourself?"), which moves the activity beyond mere "chat." One of my students, Yoshihiro, agrees when he says, "I can remember today's useful English and I can use it!" Over time students learn various discourse skills, including openers, closers, turn taking, and turn giving.

When using Timed Conversation as a warm-up I take topics (e.g., their weekend or hobbies) from a student-generated list from early in the year. In other classes where it serves as a main activity I use topics from textbooks.

Timed practice (3-4 rounds): Initially, Timed Conversation is held for one minute, increasing to four or five minutes by the end of the school year. The time is increased as students become more interested, able, and comfortable using English. I use a timer such as a stopwatch as a signal to let the students know when to stop their conversations.

Follow-up: It is important in Timed Conversation to provide students with frequent opportunities both to practice freely and to receive input which will assist them in improving their conversation skills. Thus, we work on short language exercises between each conversation. Students then write new language from examples on the board. Students begin a new conversation with a new partner with the goal of building greater fluency.

The teacher needs to carefully plan each component of Timed Conversation, including topics, language to be practiced, feedback, partner dynamics, and other components. Having these things in place helps to free the teacher's attention to be more aware of individual learning and to make adjustments.

Adjustments

Simply altering the learning environment is one useful adjustment the teacher can make to increase student involvement. For instance, I might ask students to stand rather than sit. Putting pairs at some distance from each other gets students to speak more loudly and often leads to more active participation. Using upbeat background music is another way to change the environment. Students enjoy the music and feel it prevents their voices from "sticking out" too much.

I also shift emphasis within the four language skills to refocus my learners' energy. For example, instead of speaking, students focus on writing new questions they want to ask their partners about the topic of the day.

Conclusion

I will review some of the many rewards and challenges I have found in teaching Timed Conversation. I will also highlight a list of suggestions for use.

Rewards: In my experience, students become more actively engaged in Timed Conversation over the course of the semester. They learn to sound increasingly more native-like as they acquire more conversation expressions and other useful language each week. Consequently, it is professionally gratifying to see their growth and hear students such as Kumiko say: "I can speak English better than before and I like English more."

Also, since the students are clear about what to do and are actively on task, I am free to assume a number of roles, such as observing and gathering feedback or joining the conversations. Ultimately, the class becomes a pleasant English social meeting venue for us all.

Challenges: Timed Conversation would lose its freshness and students would quickly lose interest if it were conducted in exactly the same manner each time. Thus, I vary the components, language, and other aspects to sustain student interest and participation.

Suggestions: For those who are ready to implement Timed Conversation in their classes, I would like to highlight a few suggestions. These are not quick fixes for success, but lessons learned over time that allow the activity to run more smoothly and effectively. Use a simple timer and decide if you want to provide background music. Invite students to suggest music and bring their own tapes. Pairing the students off at the beginning of each class and asking them to write speaking target percentages helps them to get focused and ready for Timed Conversation. In the first lesson, I suggest introducing simple conversation beginnings and endings to give common starting and finishing points. Then provide variations and lots of other useful language expressions weekly. Use Timed Conversation repeatedly and with lots of topics. Finally, the time should be incrementally increased to coincide with your students' abilities. Remember to join in the fun!

Quick Guide
Key Words: Speaking
Learner English Level: All levels
Learner Maturity Level: University to Adult
Preparation Time: Five minutes
Activity Time: 5 to 30 minutes or more

Motivation in the Mixed-Level Classroom

Sung Kim, *Temple University*

The Mixed-Level Classroom

A "mixed-level" problem with teaching oral English in the classroom is the result of difficulty in finding a group of students who share the same English ability level. The challenge, therefore, is to keep the motivation of the higher level students without boring them with materials and tasks that are too easy, as well as to keep the motivation of the lower level students without frustrating them with materials and tasks that are too difficult. To answer this challenge, the use of role-plays and mixed-level texts is suggested to maintain a high level of motivation in the classroom among all the different levels of students.

Activity Schedule

This three-day (repeatable) activity proposes the following schedule:

Day 1: Introduce and rehearse the chosen lower level target structures from the text. Perform a dialogue based on the text at the end of the period. Assign a higher level text as reading homework.

Day 2: Discuss reading homework. Debrief. Organize class into small groups to develop dialogues for performance.

Day 3: Perform dialogues and take a short comprehension/usage quiz (optional) on both text levels.

The text-based role-play: To encourage diversity in language usage, first teach the students some basic target structures given in several situational con-

texts. The *Expressways* series, 2nd edition, is suggested to best facilitate this. After the students have been given time to practice, have them get into groups of two or three and create a dialogue that is based on the situations they have just practiced. Encourage them to use their imagination and move away from using the text strictly as their sole source. Each member of the group must have at least 30 seconds of speaking time in the dialogue.

Results of the text-based role-play
Generally the higher level students I've encountered in my classes not only use more sophisticated language remembered from their own experiences, but also present for a longer time than required. On the other hand, lower level students use language very similar to that of the textbook examples, and their presentations usually just meet the minimum time requirements. In either case, the students usually construct their dialogues initially in English without any nudging from the teacher. The reasons for this are unclear. It may be that the dialogues they need to construct are based upon examples that are in English, so it would be easier for the students to forego any translation into their native language—the time constraints of one class period may play a role in this.

After giving the students twenty or thirty minutes to construct and practice their dialogues, they are asked to present their dialogue in front of the whole class. While doing this, they may refer to the written script they have composed, but are discouraged from simply reading it. Most do not choose to memorize their dialogues because of time constraints.

The higher level text: After their presentations during the first session, the students are given a reading assignment: a short, half-page story about a topic that is slightly more difficult than that presented in the textbook. At the next class session, students are put into small groups for about 10 to 15 minutes to discuss any questions they may have had about the story. After the students have finished in their small groups, the class is brought together and given a debriefing of the story by the teacher. After the debriefing, the students are then told to get into groups of two or three to create another dialogue based on the story they have read. They are given the rest of the class period to create a dialogue to be presented at the next session.

Results of the higher level text role-play: The inclusion of a higher level story encourages the use of classmates as resources for learning the language; higher level students practice explaining what they know of the background and the situation of the story, while lower level students discover that learning English is not a struggle that needs to be dealt with alone. Some higher level students are motivated to explain the details of the story in English. They may also choose language to adapt to their partners' English comprehension level. Others who are not so motivated explain the story in Japanese. Regardless of the use of Japanese or English as the medium of student-to-student communication, however, useful skills addressing reading, vocabulary, and the communication of English are still attained in this classroom exchange.

The class has fun watching students express themselves while being able to follow the plots of the role-plays because they are familiar with the context. I also find many lower level students incorporate what they have learned from their textbook into their dialogues. Consequently, lower level students enjoy watching the presentations because they are familiar with the context as well as knowing much of the language that is used. Higher level students enjoy them because of the creative and expressive energy that go into them, as well as having the opportunity to show off to their classmates.

Conclusion

If a lower level text were to be solely relied upon without the inclusion of a mixture of higher level stories, then the higher level students would quickly become bored, reviewing target structures and situations which they already have competence for. On the other hand, without a lower level text, lower level students would feel intimidation and decreased motivation. Role-plays based on mixed-level texts create an environment where students feel comfortable in finding a level of discourse that matches their language abilities. It also increases the motivation of the students, as they are encouraged not only to learn the basics, but also to rely on their imagination and their own prior experiences with the language.

References

Molinsky, S., and Bliss, B. (1996). *Expressways* (2nd ed.). NJ: Prentice Hall Regents.

Quick Guide
Key Words: Role-Plays, Motivation, Mixed-Level Classes
Learner English Level: Pre-intermediate and up
Learner Maturity Level: College to Adult
Preparation Time: Approximately 30 minutes to an hour
Activity Time: Three 90-minute class sessions

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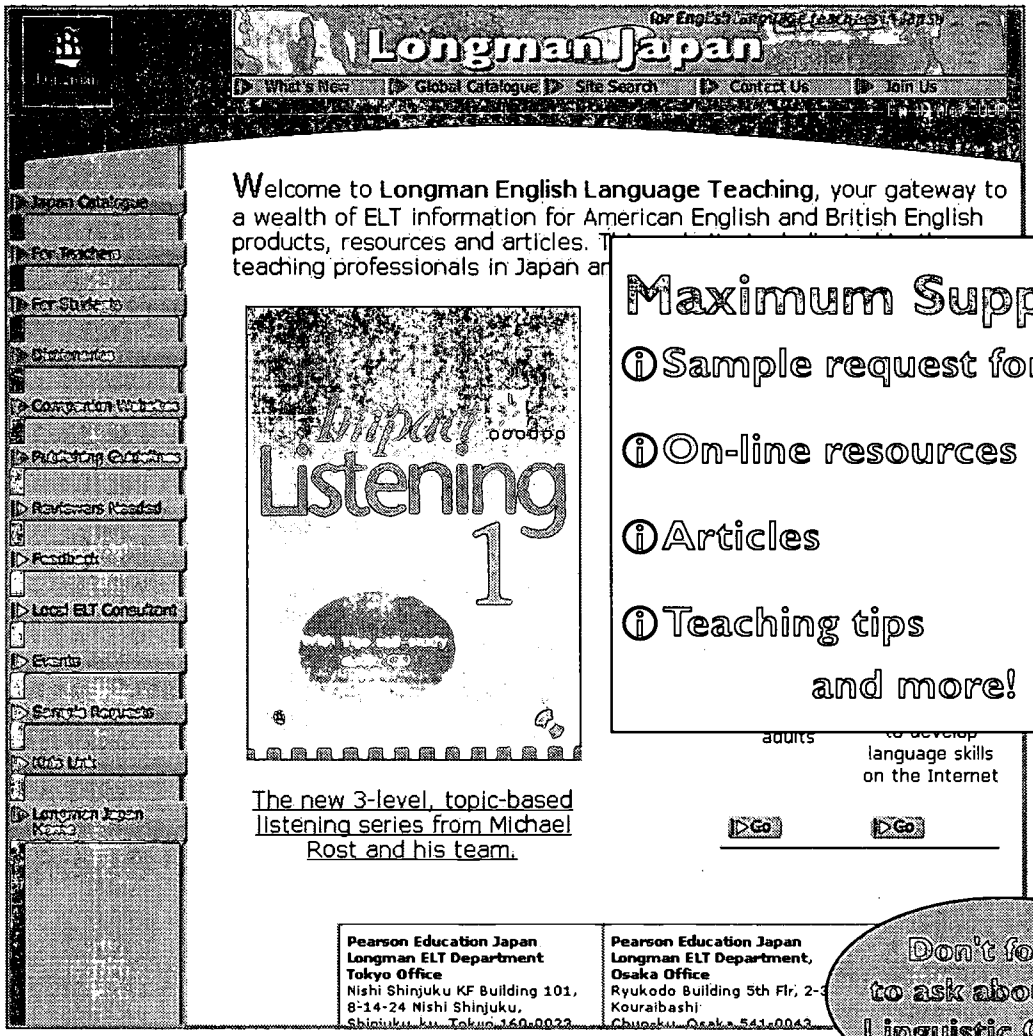

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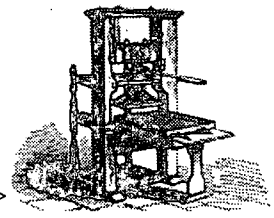

Language Teaching and Longman Japan: Your Perfect Partners

Off the Presses offers readers a glimpse into what is happening in the world of our publishing colleagues. This month we feature an article by Tom Sweeney of Longman Japan. For further inquiries about this column, please contact <tlt_op@jalt.org>

Longman appreciates the efforts of *The Language Teacher* to give educational publishers an opportunity to announce new services and products to its readers. With nearly 40 years of experience providing the most comprehensive ELT service in Japan, Longman is excited about the many positive developments to increase support for educators and students throughout Japan.

The Internet is playing an increasingly important role in language teaching and learning. Longman recognizes this and places great importance on the development and expansion of online resources for both teachers and students. There are three main websites that you can use to get information on our products, download actual activities for classroom use, and discuss teaching ideas with fellow educators.

First, the Longman Website, which is dedicated to teachers and students in Japan, can be found at <www.longman-elt.com/longman_japan/>. Our online catalog easily guides you to the books you are searching for by grouping the titles by category. For those interested in having a closer look at a book, we have a convenient online sample request form that makes evaluating our materials even easier. For current Longman book users, you should look at our page of Companion Websites. Many of our titles have Companion Websites that contain additional online activities and downloadable materials for teachers and students.

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Teachers interested in attending national or local events should consult our event schedule for the latest information on events being held throughout Japan. We are committed to helping JALT and other teacher organizations support their members' professional growth and are always interested in working together to produce workshops and teacher training sessions.

For students, we have a section specifically designed to help language learners improve their English. They will find online activities and discussion boards that put them in contact with others students with similar interests. We have separate sections for young learners, teens, adults, business students, and students studying for exams. Longman Japan's homepage has something for everyone interested in English in Japan!

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These are just a few of the things available on our homepages. Whether you are a teacher or student, we have a wealth of information and activities available at your fingertips. To get a better idea of the full range of free resources and downloadable materials we have to offer, we invite you to take a look. If you have any questions or comments, please don't hesitate to contact us at <elt@pearsoned.co.jp>. Our team of ELT specialists is happy to help!

Finally, our support and service is not limited to the Internet. As a celebration of 40 years of service in Japan and the 21st anniversary of the immensely popular series *Side by Side*, which has entered into its 3rd edition, we are offering the student book audio program for Book 1 for half-price through June 2001! The 3rd edition has many new features including: Vocabulary Preview, How to Say It, Pronunciation, and Side by Side Gazette. For more

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Tom Sweeney, Longman Japan

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Departments

Book Reviews

edited by stephen snyder & oda masaki

Lessons from Nothing. Bruce Marsland. Cambridge: Cambridge University Press, 1998. pp. 104. ¥3,830. ISBN: 0-521-62765-6.

Seeing the title of this book reminded me of more than one time when I had to rush across the city into yet another lesson with no material prepared and no copying facilities available. It seemed that a book called *Lessons from Nothing* was tailor-written for panic situations like mine. In fact, it is "primarily for teachers working in the developing world ... [but] should also be useful for teachers who are working under the pressure of time" (p. 1). Rather than a series of quick lesson recipes, the book consists of a large range of activity types which could be adapted to many situations.

The activities in the book are divided into five sections depending on the resources required. The first and largest section requires no resources, not even paper or a blackboard. The other sections introduce activities using only a blackboard, only paper and pens, or some other commonly available resources. Most teachers in Japan will have access to at least basic classroom facilities, so this division by resources is less useful than it would be in developing countries. However, the activities may encourage teachers to focus on the learning process more closely and serve to lessen the distance between teacher and student imposed by the usual props of chalk, tape recorder, and textbook.

The primary emphasis of the activities is on oral exercises and activities. Many of them such as Debates, Hangman, Fizz Buzz, and Simon Says are familiar. Others such as Alibi and Sentence Games can be found in similar teacher resource books. Apart from the value of assembling these again, the strength of *Lessons from Nothing* lies in the large range of activities which will not be familiar to most teachers. For example, Clapping Vocab, one of several similar activities, provides an interesting variant of group brainstorming. Students maintain a steady rhythm of two claps followed by two finger clicks. Each student should say an additional piece of vocabulary during the clicks. The claps provide a very short bit of thinking time for the next person and maintain a brisk pace. My initial feeling was that this would not work well with Japanese students who often take considerable time in answering, but this activity turned out to be a useful activity in countering this reticence.

Some of the instructions for the activities are not as clearly written as they could be which can be frustrating in a book which aims to save time for the teacher. Also, more examples of dialogue which emerged from the activities would have been helpful in judging their applicability. Quite a few of the activities are aimed at intermediate students and above, but with adaptation this book could be used by teachers in almost any situation. It would be useful to those who find themselves in situations with few resources. While *Lessons from Nothing* is not the quick fix for a lesson that my more disorganized self was hoping for, it does provide a useful addition to a teacher's bookshelf and could provide many delightful ideas for spicing up classes for both new and experienced teachers.

Brian Cullen
Nagoya Institute of Technology

Context in Language Learning & Language Understanding. Kisten Malmkjaer & John Williams, Eds. Cambridge: Cambridge University Press, 1998. pp. v + 198. ¥4,530. ISBN: 0-521-63355-9.

Have you ever had a student or colleague ask you what a word or phrase means? I have, and in many cases I have had to say, "Well, it really depends on the context." The definition of context in language teaching is "the parts of a sentence, paragraph, discourse, etc. immediately next to or surrounding a specific word or passage and determining its exact meaning" (*Webster's New World Dictionary*, p. 307) while the intercultural communication definition is "the setting and environment in which communication takes place" (Samovar & Porter, p. 314). A third less-used definition is "the whole situation, background, or environment relevant to a particular event, personality, creation, etc." (*Webster's New World Dictionary*, p. 307).

In *Context*, the contributors have very distinct and sometimes contradictory approaches to context as it affects language acquisition and comprehension. Its eight chapters explore context as it roughly corresponds to the three definitions above. That is to say, context 1) provided by linguistic code, 2) determined by interpersonal and social contexts, or 3) established by schematic knowledge of speech or discourse communities.

In the opening chapter, Widdowson gives a critical review of often cited statements on context and points out many of the conflicting notions of context that he believes have confused the relationship between code and context. His analysis de-emphasizes context as a concrete setting and/or something completely separate from language and emphasizes the schematic nature of contextual assumptions. He argues that there is a continuum "from code to text to context" (p. 23) and that the best pedagogical prospect for teaching communication is helping students to understand and activate this continuum.

Fillmore next provides an overview of the deictic systems of language, i.e., the "linguistic choices that reveal something of the speaker's involvement in the spatial, temporal or social context" (p. 27). Fillmore notes that although languages may use deixis differently, all languages have deictic words which provide the schemes for matching contexts in conversation.

Later, Blackmore argues that discourse markers or cue phrases are not a homogeneous group in either the semantic or pragmatic sense. She uses a relevance theoretical framework to point out that it is people's search for relevance, not coherence, that allows some discourse markers to be used in non-linguistic contexts while constraining other discourse markers to textual or linguistic contexts.

Clark argues that community membership and schematic knowledge lead to communal lexicons: conventions that solve recurrent coordination problems within a community. He then points out that an individual's lexicon is structured by the communal lexicons of the speech communities one was born into and the discourse communities one chooses to join. Clark believes the notion of communal lexicon presents challenges to many traditional views of language and language use including lexical semantics, communication strategies, and comprehension.

While Kellerman touches on some of the same psychological and cognitive issues raised by Clark in the following chapter, Kellerman's focus is on L2 language users and the communication strategies they employ when words fail them.

The chapter by Allwright explores the language classroom as a social context in its own right. Allwright notes that unlike educational research, applied linguistic research has generally focused on methodological innovations and has overlooked the importance of social inhibition on learning and teaching behavior. He also points out that although communicative language teaching methods stress reproduction, and in effect, attempt to reproduce social contexts by role-plays and simulations, the language classroom is still "like all other classrooms, a setting for social interaction" (p. 124).

In Adamson's article, she introduces the notion of "chronolects"(p. 141), which I have interpreted as temporal or historical dialects which have the same syntactic structures, but with divergent semantic meanings and pragmatic uses. She uses these to explain the potential for mismatching of code and contextual meaning. Although she gives some modern examples where age or chronolectic differences could produce misinterpretation, her analysis focuses primarily on historical stylistic language-change and the interpretation problems it poses when modern chronolects read earlier modern English literature.

Finally, Brown presents the results of two studies done with native English-speaking students of the same speech community and attempts to tie together some of the various views of contexts introduced in the preceding chapters.

Although *Context in Language Learning & Language Understanding* is a fine reference work at the chapter level, as a volume, I felt it fell a bit short of its ambitious title. The theoretical issues of context in language understanding are covered well and are indeed helpful in expanding and redefining one's understanding of context. However, the issues of context in language learning are not so fully addressed, and one is still left wondering how best to help learners activate the code-text-context continuum.

Reviewed by Mark E. Field
Hosei University

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Samovar L., & Porter R. (1991). *Communication Between Cultures.* Belmont, CA: Wadsworth Publishing Company.

Webster's New World Dictionary (1986). New York: Prentice Hall Press.

Longman Grammar of Spoken and Written English. Douglas Biber, Stig Johansson, Geoffrey Leech, Susan Conrad, and Edward Finegan. London: Pearson Education Limited, 1999. pp. xxviii + 1204. £72.45. ISBN: 058223725-4.

Nearly as daunting as Biber and his research team's task in writing the *Longman Grammar of Spoken and Written English* (*LGSWE*) is writing a review of it and keeping it brief. This is a massive tome whose production required six years of work. The authors set out to write a completely new grammar of English based on real-world examples of spoken and written language. To this end they utilized the Longman Spoken and Written English Corpus, a database of over 40 million words. Although corpus-based research is hardly new, this is the first attempt to produce a complete grammar of the language using corpus data. For this reason, for Longman to hail the book on the jacket as a "groundbreaking new grammar" is not an exaggeration.

Despite the size of the *LGSWE*, it is relatively user friendly. There are two tables of contents at the front, a "Contents summary" and "Contents in detail." A quick glance at the "Contents summary" informs the reader that a section on types of nouns can be found on page 241. The "Contents in detail" goes further and specifies what types of nouns are described. These two tables of contents, in addition to two indexes at the back (a lexical index and a conceptual index), aid in navigating the well over 1000 pages of detailed description of English grammar. This main part of the book is divided into five sections. Section A introduces corpus linguistics, and includes a description of the four registers represented in the book—conversation, fiction, news, and academic prose. Section B provides an overview of basic grammar with corpus information on words, phrases, and clauses. The key parts of speech in English are covered in Section C. Section D looks at more complex structures such as appositives and relative clauses. The final section, Section E, considers wider issues such as word order and idiomatic expressions.

One's reactions to the *LGSWE* of course depend partly on how one intends to use it. In the introduction, the authors write that the book is useful for researchers in such fields as sociolinguistics and dialectology. They also point out that the book is an important resource for teachers and materials writers. As most readers are probably practicing teachers who develop at least some of their own materials, let us briefly look at the *LGSWE* from that perspective.

What makes the LGSWE invaluable for teachers and materials writers is not information on *how* to teach, but *what* to teach. More specifically, it tells us which words and structures are found in the language, and how frequently they occur in different contexts. As an example, let us look at expressions of obligation/necessity. This issue is something that all teachers (and some materials writers) must deal with at some point. Are *must* and *have to* interchangeable? How about *have got to*? Consulting the section on modals and semi-modals in the *LGSWE* (arrived at by looking up *must* or *have to* in the lexical index), one learns that which form to use depends not only on register, but also on the kind of obligation/necessity being described. In speech, *have to* is most commonly used to express personal obligation, while *must* is more often used to mark logical necessity (e.g., *You must be tired*). In writing, on the other hand, *must* is commonly used to express *both* personal obligation and logical necessity. *Have got to* is common in conversation, especially in British English, but extremely rare in writing. This kind of information, a minute sampling of the information available in the *LGSWE*, is critically important for teaching students how to communicate naturally.

Although the *LGSWE* contains a large amount of information, of course it does not have everything. A few times, this reviewer has looked for information on certain topics, but was unable to find answers (e.g., information about order of adjectives could not be found). However, this does not change the fact that the *LGWSE* is a tremendous resource for teachers, materials writers, and advanced students with an interest in English grammar. While including everything may be nearly impossible, let us hope the authors continue their work and publish additional volumes so that the impossible grows within reach.

Michael Crawford
Hokkaido University of Education, Hakodate

Advertiser Index

Key: IFC = inside front cover
IBC = inside back cover
OBC = outside back cover

CUP 2
Longman 20
MacMillan 26, 36
OUP ..... IFC, 28
Pearson ..... 26, 42, OBC
Seido 32
SIT 20
Temple University 25
Thomson ..... center

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of January. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

!**What's It Like? Life and Culture in Britain Today** (student's, teacher's, cassette). Collie, J., & Martin, A. Cambridge: Cambridge University Press, 2000.

Reading & Writing Skills

Focusing on IELTS Reading and Writing Skills. O'Sullivan, K., & Lindeck, J. Sydney: NCELTR, 2000.

Culture

*__Exploring Hidden Culture: Deeper Values and Differences between Japan and North America.__ Stapleton, P. Tokyo: Kinseido Publishing Co. Ltd., 2001.

For Teachers

!**Grammar for English Language Teachers: With exercises and a key.** Parrott, M. Cambridge: Cambridge University Press, 2000.

*__Teachers' Voices 5: A New Look at Reading Practices.__ De Silva Joyce, J. (Ed.). Sydney: NCELTR, 2000.

*__Teachers' Voices 6: Teaching Casual Conversation.__ Burns, A., & De Silva Joyce, J. (Ed.). Sydney: NCELTR, 2000.

JALT News

edited by amy e. hawley

The JALT News column is rather lean this month because of the conference having just finished at the time of writing this. This month features the results of the Director of Treasury election and NEC News courtesy of Peter Gray. Next month, I hope to have a longer column back, so please get me anything you may feel is relevant for this column. I look forward to hearing from you all. Happy New Year!!!

JALT Director of Treasury Election Results

Because no candidates for the position of Director of Treasury were found by the end of the regular nominations deadline for the 2000 JALT National Election, that position was not listed on the postcard ballot. However, two candidates were found by the end of the extended deadline of October 15: Ron Hulkenberg and David Neill.

Following JALT's bylaws, a special election for this position was held at the JALT2000 Conference, and the following results were announced at the JALT Ordinary General Meeting on Saturday, November 4.

David Neill: 81 votes
Ron Hulkenberg: 31 votes

Other NEC News

Michelle Nagashima is the NEC chair for the year 2001, and she will conduct the JALT National Election for the positions of President, Vice President, Director of Membership, and Director of Records.

At the JALT Ordinary General Meeting, Edward Haig was elected as NEC Chair Designate for 2001. He will automatically become the NEC Chair in 2002. The two NEC alternates for 2001 are Larry Cisar and Arudo Debido.

Submitted by Peter Gray (2000 NEC Chair)

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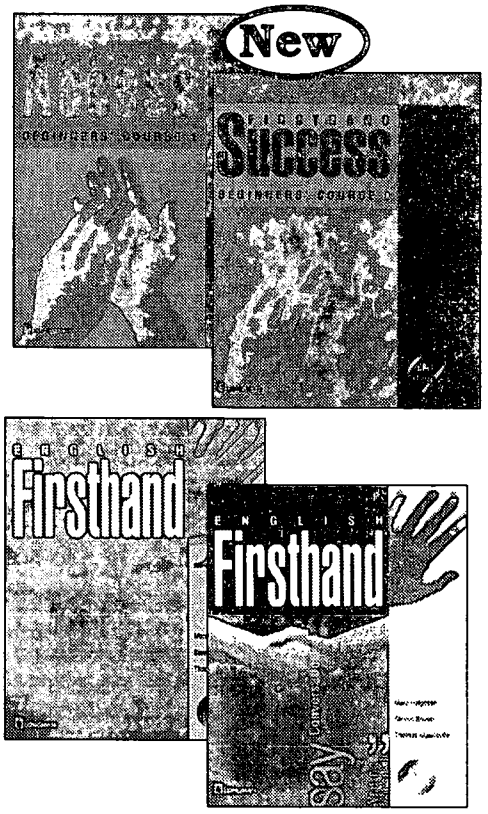

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SIG Focus

edited by aleda krause

The SIG Focus column offers a chance for a closer look at one of JALT's Special Interest Groups. Each month we publish an introduction to a SIG and some samples from its publications. Readers please note that the sample articles come directly from the SIG's publications and reflect the concerns of its members, not necessarily those of The Language Teacher.

CALL SIG

The JALT CALL SIG (Computer Assisted Language Learning Special Interest Group) fosters research, issues publications, holds periodic conferences, and carries out other activities to further its aims. We are currently the second largest SIG with about 240 members.

This year the CALL SIG has published two books on CALL. One, *Recipes for Wired Teachers*, is a collection of 77 CALL activities written by CALL enthusiasts from around the world. The second, *CALLing Asia Conference Proceedings*, contains 48 papers presented at our international conference last year in Kyoto, Japan. We have recently published two other collections of CALL articles. Our newsletter exists in both print and web form and comes out three times a year. The conference proceedings and our newsletters are free to members. To order books from the CALL SIG, please visit <http://jaltcall.org/shop/>.

Our yearly conference has become international. CALLing Japan in Kyoto was our largest with over 300 participants but last year's JALTCALL2000 showed again that the use of computer technology is an enormously popular and exciting area of ELT by attracting 200 visitors from all over Japan and nine countries overseas. Over 60 sessions were given covering a range of topics from the practical (using email to promote writing) to the theoretical (principles of online course design). To cater for the variety of computer literacy levels among the visitors, each presentation was given a level ranging from "newbie" for beginners to "guru" for advanced users. This year's conference will be held in Gunma at Kanto Gakuen University on May 26th and 27th.

Other activities include smaller workshops, our email list CALLTALK, and participation in the annual JALT conference. This year we sponsored a forum similar to a software fair, a colloquium, a discussion, and a paper.

For more information please visit our website at <http://jaltcall.org>. Richard Taylor is the CALL SIG Coordinator and can be contacted at <taylor@hum.nagoya-cu.ac.jp>.

Two Articles from *CALLing Asia: The Proceedings of the 4th Annual JALT CALL SIG Conference*. 1999. Ed. by P. Lewis. Kyoto, Japan.

Preparing Students for the Computer TOEFL

Michael Kruse & T. Bruce Shaver
Chukyo University Open College, Japan

Abstract

By July 2000, a TOEFL test taken on computer will replace the paper-and-pencil version in Japan. The computer-based TOEFL (CBT) test will differ from the present one in ways which may make it more difficult for Japanese students. Current TOEFL preparation courses need to be revised to accommodate these changes. In particular, they must include writing, analytical reading, and computing skills as standard.

Introduction

There is not room here to describe either the Computer-Based TOEFL (CBT) or the paper-and-pencil TOEFL (Test of English as a Foreign Language) in detail. It is assumed that the reader is already familiar with the paper-and-pencil TOEFL, its design and objectives, and also with the ITP (Institutional Testing Program—a form of the current TOEFL administered by participating institutions for wholly internal assessment purposes). This paper will concentrate on the changes incorporated in the CBT and their implications for prospective Japanese CBT candidates.

The Computer-Based TOEFL

The CBT has already been introduced in many countries, and is currently being phased-in in Japan. It is planned that, by July 2000, the CBT will be the only form of TOEFL available anywhere in the world. The CBT differs from the traditional TOEFL in a number of ways, the most obvious being that it

is done almost entirely on computer. Candidates for the TWE (Test of Written English), in which candidates compose a brief academic essay, may still opt to complete this portion by hand.

The Listening and Structure sections (the phrase "Written Expression" has been dropped) of the CBT are computer-adaptive. That is, candidates are not all given all the same questions: everyone is given the same initial Structure question; those who choose the correct answer are then given more difficult questions, while those who err are given easier ones. This homeostatic procedure continues until the computer program determines that a candidate's natural level has been reached, after which the candidate proceeds to the end of the section with questions of a similar standard of difficulty. Easier questions carry lower marks, while more difficult questions carry higher marks.

Reading, listening, and TWE sections

The Reading section is not computer-adaptive, but differs from the current TOEFL in other ways. In questions of pronoun reference, candidates are asked to "blacken" the appropriate word or phrase in the text itself: Candidates must distinguish the correct answer from hundreds of alternatives. In questions of sentence completion or substitution, students are now asked to "drag-and-drop" answers onto the text itself. In questions of word order, candidates are no longer given a choice of answers—they must rearrange the text itself.

The Listening and Reading sections of the CBT include visual material. Often, this is contextual, but sometimes the visual material forms the topic of the question. As an example, candidates are asked questions about a diagram or technical drawing.

One of the most important changes is that the TWE is no longer optional, and is a component of every CBT score. The TWE is given at every administration of the CBT, and is included as approximately 16.5% of the final TOEFL score.

As with the current TOEFL, the CBT is only available at designated test centres, but it is planned that there will be fewer centres for the CBT than at present for the standard TOEFL. Consequently, many candidates will have to travel to take the test. Otherwise, the CBT is generally more "candidate-friendly" than the current TOEFL. Candidates may take the test at their own convenience. Candidates can, to some degree, determine the pace of the test, as they take the test at individual consoles. A candidate can extend the time between questions in the Listening section, for example, to suit his or her confidence. Naturally, there is a trade-off here: the longer a candidate takes to complete one question, the less time will be available for remaining ones. The CBT comprises fewer questions overall than the current TOEFL, although it usually takes approximately thirty minutes longer to complete. This is since all candidates work through a simple computer tutorial at the beginning of each test to familiarise them with the computer itself. Nearly complete scores (the TWE must still be marked by hand) are shown on candidates' screens as soon as candidates complete the test. Candidates are then free to decide whether and where they would like scores to be sent. Finally, the CBT is expected to be twice as expensive as the current TOEFL.

Implications of the introduction of the CBT for teaching

The CBT tests the same language skills in much the same way, and using the same kinds of material, as the current TOEFL. Preparatory English study for the CBT need not be different from that for the current TOEFL. However, candidates for the CBT must develop test-techniques markedly different in some ways. They would best be familiar with working in English on a computer; they must understand that questions in the listening or structure sections of the CBT can only be attempted in the assigned order; and all students must cultivate essay-writing skills. The last requirement is clearly the most daunting for prospective candidates and their teachers alike.

It is our judgement that the CBT will effectively make the TOEFL more difficult for Japanese students than has formerly been the case. While it is one of the world's leading producers of technology, Japan compares poorly with other industrial nations in terms of general computer literacy. Japanese students are among the worst prepared in the world to take any kind of test on computer. Although ETS (Educational Testing Service—the producer of TOEFL) has created a test-site computer tutorial to teach the non-user how to operate the computer, it is unlikely that this will be enough to calm the fears of Japanese students.

In addition, Japanese students seem stronger at passive than active English-language skills, and are not noted for speed or decisiveness. The changes in the CBT give students more control of the examination environment, more possible answers from which to choose, and demand more actual language production than has been possible in the TOEFL...all of which add up to greater—and, in terms of test success, dangerous—hesitation on the part of Japanese candidates.

At present, very few Japanese students seem able to write academic essays competently in English, particularly under examination conditions. Equipping students with the skills needed to score the requisite 5 or 6 on the TWE (the highest grades, and the only ones considered acceptable) would involve a full course of study in itself.

Finally, it should be noted that ETS apparently

has no plans to change the ITP along the lines of the CBT. Since the ITP is accepted in lieu of TOEFL by some overseas institutions that have sister-relationships with universities in Japan, some students will be preparing for both the ITP and the CBT jointly, and teachers will have to equip such students with techniques appropriate to each examination.

It seems not unlikely that the computerisation of the TOEFL represents only a beginning. ETS publicises the CBT as being the first stage in a program of development which will culminate in the "TOEFL 2000." Exactly what this will be has not been disclosed, but the suggestion is that, in comparison with the prototype CBT, it will be more academic and more interactive (candidates will have to demonstrate more active language skills). It will make greater use of multimedia, and may even include a computerised TSE (the now little-used Test of Spoken English) as standard. It may also be that in the CBT's wake will come computerised forms of other major English-language tests—TOEIC, IELTS, the various Cambridge examinations, and perhaps Eiken. Students will need to hone fine computer skills as a matter of course. One of the frustrations of which teachers preparing students for TOEFL or other examinations frequently complain is that the students have not left themselves enough time for a realistic degree of preparation. Unfortunately, this perennial headache can only get worse.

Note

Most of the information in this paper was gathered from presentations and discussions held by Dan Douglas, consultant to ETS, at Chukyo University, Nagoya in spring, 1999. Those interested in getting a taste of CBT material are referred to the TOEFL sampler, below.

Author's note, December 2000

The preceding article was written in the summer of 1999. Now, the CBT is available throughout Japan. The test centre in Nagoya has apparently been taking reservations since the beginning of August, and the same ETS/TOEFL Bulletin that contains this information ("policies effective July 1, 2000") contains registration forms only for the CBT. We at Chukyo University have certainly had students who have taken both kinds of test this year. We are not sure how much longer the conventional TOEFL will be available (if it is now available at all), but we understand that the original schedule for its phasing out has had to be staggered. We have not been able to get a clear statement from either ETS or Sylvan Learning Systems (who have the international franchise on the CBT) as to why the original plan was changed; we assume it was because the Japanese proportion of TOEFL-takers is significantly higher than those of other nationalities (some 16% of the total, we understand), and ETS are naturally reluctant to kill the goose that lays the golden egg.

One other big change from our predictions: ETS have received numerous complaints about the high price of the CBT, and have brought it down to $110 (at current exchange rates) per test.

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An introduction to taking the TOEFL test on computer. (1998). [CD-ROM]. Princeton, NJ: Educational Testing Service.

Designing Webpages to Introduce EFL Students to the Internet

Bill Pellowe
Kinki University, Japan

The author created online materials for computer lab lessons to teach computer-novice EFL students at Aso Foreign Language College how to use the Internet. Since 1996, these materials have been revised and expanded based on information gleaned through observing students using them. In this paper, the author outlines the principles and processes which led to certain design decisions, including scaffolding from the known to the unknown, not letting standard web design principles interfere with learning goals, and providing purposeful tasks.

Introduction

Many EFL teachers are eager to get their students online, and much effort is devoted to discussing and devising appropriate pedagogical tasks for students. Yet, as any teacher having held classes in computer labs can attest, students are not all equally proficient in using the software—the tools—necessary for the tasks we set.

Each year since 1996 I have surveyed students about their computer experience. Every year, the results are strikingly similar: For every dozen students, usually two or three have used computers before, and only one has a computer at home. Within those two groups, it is rare to have one student who has used the Internet. These results are from students in my Internet course.

The initial goals of the course, then, necessarily include acquiring a basic technological proficiency. To help accomplish this, I created web-based tutorials. These materials are online (see Appendix for URL), and are freely available for other teachers to use. To date, the materials have been used with EFL students in several countries in Asia, with ESL students in Australia (see, for example, Cholewka, 1997) and North America, and with native speakers of English in technology education seminars for teachers in Alabama and California. These materials are a small, yet vital, component of my Internet

course. In this paper, I focus on some design decisions underpinning these materials.

From the known to the unknown

Sound educational principles require scaffolding from the known to the unknown; thus, to accommodate the vast majority of students, the first lesson is aimed squarely at EFL learners with no computer experience. As an introduction to the Internet, it provides a hands-on approach to teaching both techniques of navigation and the English language associated with these techniques. The first page, for example, defines the verb "click," and asks students to click the picture of a mouse.

The first time my students enter our computer lab, they find the computers on and the first page of the first lesson already loaded into Netscape. By the end of class, they have the necessary vocabulary to understand instructions to close Netscape and shut down the computer. At the beginning of the second class, they learn how to turn on the computers and start up Netscape.

Base design decisions on learning goals

Observing students going through the lesson materials often provides humbling evidence of good intentions gone wrong. In response to watching students progress through the materials in class each year, several existing features of the first version have been modified or deleted, and new features added. Revisions based on discerned weaknesses required certain decisions that may appear at odds with general tenets of good webpage design.

For example, one "rule" is that webpages should identify themselves as part of a larger whole through standard devices like site titles and links to a "home" page. In fact, the 1996 pages each contained a footer section with an "information" link, a "home" link, and a "contact" link. While this design is good for general purpose webpages, it proved detrimental when included on the lesson pages. Many students could not distinguish between those elements and the actual components of the lessons. Some would inadvertently click on these links, exiting the lesson sequence and losing themselves in (for example) the teacher's notes. Updated versions contain only the links which bring the student to the next page of the lesson.

Furthermore, though each chapter ends with an activity sending the students off-site to complete a task, there is no link back to a general contents page, and most chapters do not link into the subsequent one. This was not always so. In the 1996 version of the course materials, the end of each chapter linked directly to the next. These links were removed in 1997, mainly because some students were mechanically progressing through to the subsequent chapters instead of focusing on the assigned task.

This is not an argument against allowing students to progress beyond a schedule set by the teacher. The decision to isolate chapters was motivated partly by the fact that the materials are not designed for self-access distance learning, but rather so that teachers can direct students to the relevant starting page when they are ready to use them. Once that page is accessed, students proceed at their own pace. When the chapter is finished, the chain ends, putting the choice of what to do next into the hands of the instructor.

At the end of the first chapter, for example, students are sent into Kyoto Sangyo University's "Famous Personages in Japan" site to answer some questions about a few of the famous people profiled there. When the students are finished, the instructor has several options:

1. Based on information on that site about students' own favorite celebrities, students could write questions to be answered by the teacher, by other students, or during trivia games in speaking classes.
2. Students could be directed to the second chapter by teaching them how to enter a URL into the browser by hand.
3. Students could be directed to another site of general interest.

Furthermore, once students' email accounts are active, teachers can send a lesson's URL to students in the body of an email message; in Netscape, this text is automatically rendered as a link.

Provide purposeful activities

In addition to scaffolding from the known to the unknown, tasks should be purposeful. This purpose can often be the retrieval of an artifact (such as an answer to a question or a picture of something). This general principle can be illustrated through the following description of an activity which was added to the 1999 version of the first chapter.

One page provides a photo of three men and three children. The text beneath the photo explains that the man in the middle is me and the girl is my daughter. The others in the photo are also identified. The next page teaches students about the "back" button of the web browser. Earlier versions of this page simply asked students to try the back button to see what happens, and to use the "forward" button to return to the page.

However, the 1999 version of this page includes an additional activity: Students view a small photo of one of the men and his child, and are asked for their names. Because students did not read the earlier texts with the expectation of a quiz, nearly all need to use the "back" button to retrieve the answers. In short, students are provided with a pur-

pose for performing the new action. Writing down answers gives them something physical to accomplish. Handing in the answers provides a sense of closure, and shows the teacher that the student was able to complete the task. (Do students cheat? In my experience, I find that, rather than cheating, those experiencing difficulties ask others for help finding answers.)

Not just online handouts

Delivering training content over the Internet poses a challenge to make each experience useful. There should be a reason why an Internet page is a preferable option to a paper handout. One of the lessons in the 1997 course aimed to teach pull-down menus. The instruction page featured an image of one such menu from CNN's weather forecast site with an explanation of how to use one. However, this proved inadequate. When students followed on to the activity (going to CNN's weather forecasts page to answer questions about weather in international locations), many were unable to use the menus. In short, the instructional page failed. Without anything to do on the page, students had difficulty understanding the instruction, and they had no opportunity to check their understanding. The 1999 version contains actual pull-down menus with instructions. If students do something wrong, they come to a page telling them they made a mistake, and are then provided an opportunity to try again.

Conclusion

Currently, most first-year students entering my classes each April have little to no technical knowledge. This situation will undoubtedly change as students begin receiving technical instruction at younger ages in school and as more and more households acquire personal computers. However, at present, one of the initial goals of the course is to provide instruction (in English) towards basic-level technical proficiency. For the reader who explores these materials, it is hoped that this brief discussion will shed light on the decisions made in creating the tutorials.

References

Cholewka, S. Technology-enhanced language tuition: Incorporating computer assisted language learning multimedia resources and the Internet in the curriculum. *Literacy Broadsheet* 47, December 1997, 14-19.

Appendix

Website: <www2.gol.com/users/billp/course>
These tutorials were initially designed for Windows, though recently, alternative pages have been created for Macintosh users. See the site's contents page for full details.

Special Interest Groups News

edited by gregory hadley

JALT2000 in Shizuoka proved to be a fruitful time for all of JALT's Special Interest Groups (SIGs). Here is a sample of some of the activities and decisions that took place. If you are interested in joining a SIG, don't put off contacting one of the coordinators listed below.

CALL: Two new CALL SIG books *Recipes for Wired Teachers* and *CALLing Asia Conference Proceedings* are now available from the CALL SIG Online Store at <www.jaltcall.org/shop/>. CALL SIG will publish and edit another CALL book in 2001. The 5th Annual JALT CALL SIG Conference on Computer Assisted Language Learning will be held on May 26-27 at Kanto Gakuen University in Gunma, just north of Tokyo. For more information visit <www.jaltcall.org> or contact Richard Taylor at <taylor@hum.nagoya-cu.ac.jp>.

College and University Educators: CUE has more members than ever before (301 at the AGM and 334 by conference end). The SIG is financially very well off with a projected bank balance of ¥500,000 at the end of the financial year, even though CUE has been more active than ever this year. A mini-conference, "Developing Autonomy" is planned for May 12-13th in Shimizu, and a book on Projects for the University Classroom for members and are the usual *On CUE* and conference proceedings is also in the making.

GALE: GALE now has over 90 members, 70 of whom are JALT members. GALE membership is well over the minimum 50 required by JALT in order to remain a SIG group. Discussion is underway to search for ways to recruit more men into GALE and how to be a more men-friendly group. There will be a joint GALE-EASH conference titled "The Other Hokkaido: Minorities and Diversity in Sapporo," September 29-30. Gale members are encouraged to submit proposals for presentations, workshops, demonstrations, and seminars for this conference.

Teaching Children: At JALT2001 in Kita-Kyushu, the TC-SIG, with the conference committee, is planning a separate space for presentations focused on teaching children, tentatively called "JALT2001 Junior." Presenters are urgently needed, especially people with new things to say. At the recent AGM, four proposals were discussed. One was to produce a bilingual book of teaching theory, ideas, and methods for children that could be used in conjunction with workshops and training events, generate publicity, and help increase JALT membership. The sec-

ond proposal addressed the TC-SIG's presence in TLT, and it was decided to try and develop a My Share-type column for teachers of children. The third proposal dealt with the question, "How can the SIG support the introduction of English into elementary schools which will be implemented in 2002?" This was discussed only in general terms. Proposal 4 was to create an expanded Member's Directory, to include more information about members and maybe pictures. Anyone who would like to help out with these projects or the newsletter, please contact the new editor Chris Hunt at <knowbody@ddt.or.jp>. We're really proud of our new webpage at <www.jalt.org/teachingchildren/>. Please check it out!

Testing and Evaluation: Tim Newfields will be officially assuming the duties of the T&E SIG Coordinator at the beginning of 2001. The Testing SIG's treasurer and membership chairs will remain the same.

SIG Contacts

edited by gregory hadley

Applied Linguistics (forming)—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Richard Taylor; t: 052-872- 5815; f: 052-704-1017; <taylor@hum.nagoya-cu.ac.jp>; website <www.jaltcall.org>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>; website <www.wild-e.org/cue/>

Cross Culture (forming)—David Brooks; t: 042-778-8052(w); f: 042-778-9233; <dbrooks@tkb.att.ne.jp>; website <http://home.att.ne.jp/gold/db/ccsig/>

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <http://www2.gol.com/users/ath/gale/>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Japanese as a Second Language—Stacey Tarvin Isomura; <stacey@gol.com>

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>; website <http://www.esl.sakuragaoka.ac.jp/tsh/>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <http://odyssey.miyazaki-mu.ac.jp/html/hnicoll/learnerdev/homeE>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Pragmatics (forming)—Yamashita Sayoko; t/f: 03-5803-5908(w); <yama@cmn.tmd.ac.jp>

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Teacher Education—Lois Scott-Conley; <lois.scott-conley@sit.edu>; website <www.jalt.org/teach/>

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com>; website <www.jalt.org/teachingchildren/>

Testing and Evaluation—Tim Newfields t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <newfield@dream.ocn.ne.jp>; website <www.geocities.com/~newfields/>

Video—Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

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

「すばらしい授業！、これを他の人にも試してもらいたい！」

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

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

For more information, please contact the editor <tlt_ms@jalt.org>

詳しくは、<tlt_ms@jalt.org>へご連絡ください。

Chapter Reports

edited by diane pelyk

Gifu: October—***Presentation One: Utilization of the Internet for Motivating Students to Learn English*** by Suzuki Yuko. The presenter reviewed the research of Computer Mediated Communication (CMC) and reported on her experience with email exchanges between Japanese and Korean junior high school students. She found that the Korean-Japanese pen pal exchange was good because both sets of students had about the same level of English abilities. This helped the students feel comfortable with each other. The email task involved monthly or bimonthly exchanges, in which students wrote about pre-assigned topics. Questionnaires given to the students afterward showed they felt using email helped them to communicate in English. They also reported enjoying the challenge of using English. Some URL's for finding pen pals are IECC at <www.stolaf.edu/network/iecc/> and Epals Classroom Exchange at <www.epals.com/>. Free folders on the Internet for storing and sending a large amount of data can be found at Driveway <http://driveway.com/>.

Presentation Two: Split Stories for Intensive Student Interaction by Brad Deacon and Tim Murphey. The presenters gave a hands-on demonstration of the technique of telling "split stories" in which the teacher gives a dramatic presentation of a simple story, and then at a crucial point, stops. This theoretically puts students into a curious state at which time the teacher can teach their regular material with attentive students. Alternative activities include asking students to suggest possible endings to the story and to vote on which ending is best or most probable. The advantages of split storytelling are twofold. First, students work with meaningful language in context. Second, by leaving the story unfinished at a peak moment, teachers create curiosity that can carry over to other input. Some tips for telling good stories are the following:

1. Keep it short;
2. Pre-teach difficult words before telling the story;
3. Draw pictures on the board;
4. Use real props;
5. Use exaggerated gestures;
6. Repeat often;
7. Provide short chunks of language with long pauses to allow processing time; and
8. Get excited!

Following demonstrations by Tim and Brad, participants in pairs told their own stories and tried stopping at a crucial point to generate curiosity. It was a source of great fun, laughter, and a lot of interaction.

For more information on storytelling see *The Medium is the Message* (2000) by Tim Murphey and look for a book in progress on the topic of split story telling due to be published at the beginning of the year by Murphey and Deacon.

Reported by Donna Erickson

Ibaraki: September—***Teaching Bilingual Children to Read and Write*** by Brian Purdue. The presenter reported on his observations and research of a small group of bicultural (Japanese-British), bilingual children who were learning to read English in a weekly three-hour lesson for which they were excused from their local Japanese school.

Japanese-dominant bilingual children with very weak English skills made reading progress comparable to that of native-English speaking children. Progress was determined by their age and cognitive/affective development, not their overall language ability. Despite efforts by their teachers and parents, learning to read well did not improve their speaking, listening, or writing abilities.

The presenter concluded that reading ability develops independently of the other skills. Therefore, successfully learning to read the repressed language will not necessarily lead to balanced bilinguality.

Reported by Martin Pauly

Nagasaki: October—**Pause, Prompt, and Praise** by Steven Donald, Mario McKenna, and Oliver Bayley. Donald and McKenna presented a remedial reading technique called Pause, Prompt, and Praise, first developed in New Zealand to be use by parents who wanted to help their children read. Since then, the technique has also been used and tested in the United Kingdom and Australia.

The presenters outlined the method, how to use it, and the possible applications for ESL and EFL contexts. For young or adolescent learners with few ingrained errors or mistakes, no help is really necessary from a tutor, and self-correction is satisfactory. For other young learners, the technique is useful. For example, if a word does not make sense, the teacher or facilitator should pause. This means to say nothing, to give no nonverbal signals, and merely to wait for the child to think and engage in problem solving. Prompting involves directing attention to clues, meaning, the appearance of the printed words, and their pronunciation. Finally praise should be given for correct reading, prompted and unprompted self-corrections, and general positive efforts.

Bayley presented an introduction to extensive reading. His talk illustrated the difference between current extensive reading materials used at Japanese educational institutions and the rich resources of the Oxford University Press Bookworms Library series of graded readers.

Reported by Tim Allan

Chapter Meetings

edited by tom merner

Fukuoka—*Annual Book Fair*. Get top-quality advice about the texts, computer software, audio, and videos that are best for your classes. Consultants from the top publishing companies will listen to you to help you find materials to suit your needs. Presentations all day, starting from 10:00. See how the newest texts were designed to be used, and get practical ideas to take into your classes. *Sunday January 28, 10:00-17:00; Kyushu Building, 8F and 9F, Hakataeki-minami 1-8-31, Hakata, Fukuoka; map and schedule on the book fair website: <http://kyushu.com/jalt/bookfair>; free for everyone.*

Gunma—*Baby Warrior and Issun Boshi* by Kim Eung-gyo, Waseda University. The presenter will introduce the differences between the archetypes of Korean culture and Japanese culture through the comparative study of two old folk tales. Details can be found at <http://202.236.153.60/JALT/default.htm.>. *Sunday January 14, 14:00-16:30; Maebashi Kyoai Gakuen College; one-day members 1000 yen, students 200 yen, newcomers free.*

Hiroshima—*Hiroshima JALT Bookfair*. The largest language-teaching book fair in the Chugoku region, with publishers' displays, presentations, distributors' sales, audio, video and computer software, JALT Special Interest Group (SIG) tables, and drawings for prizes. Everyone is welcome. *Sunday January 21, 10:00-17:00; Hiroshima YMCA; free for all. For details contact, Fujishima Naomi, t/f: 082-291-8645; <nfujishi@pent.yasuda-u.ac.jp> or Caroline Lloyd, t: 082-223-1292; f: 082-227-3876; <Caroline@hiroshima-ymca.or.jp>.*

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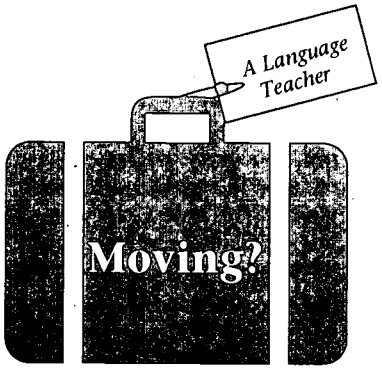
Hokkaido—*How Language Teachers Can Benefit From Second Language Acquisition Research* by Keiko Okada, Hokkaido Tokai University. The presenter's research bridges the gap between research and classroom curriculum. *Sunday January 28, 13:30-16:00 (doors open at 13:00); Hokkaido International School (5 minutes from Sumikawa Station); one-day members 1000 yen.*

北海道東海大学の岡田圭子氏が第二言語習得研究をいかに教育現場に生かせるかについて講演します。氏の研究は理論と実践の橋渡しとなるでしょう。

Ibaraki—*Interactive Dictation: Integrating the Four Macro Skills* by P. Charles Brown, Ibaraki University. Using the principles of communicative language teaching/learning and of collaborative learning, the presenter will lead a workshop-style session in which the participants will be involved in exploiting the four macro-skills as well as integrating grammar through various activities culminating with the much maligned dictation. *Sunday January 28, 13:30-17:00; Mito Shimin Kaikan; one-day members 500 yen.*

Iwate—The speaker has not yet been decided for January. Please contact Mary Burkitt after December 20th for details of the January meeting.



Make sure *The Language Teacher* moves with you.

Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

Name: _____

New Address: _____

_____

Tel. _____ Fax _____

Email _____ New Employer _____

Kagoshima—Although details have not been finalized, a meeting is scheduled in January at our regular venue, the Iris Kyuden Plaza. Chapter members are to be informed by mail soon.

Kanazawa—***Setting up an Extensive Reading Program*** by Thomas Robb, Kyoto Sangyo University and Robert Habbick, Oxford University Press. The presentation will introduce the Extensive Reading Approach and explain how such a program can be started. Practical advice on overcoming some initial hurdles and building enthusiasm for the graded reader approach will also be offered, and The Extensive Reading website will be introduced. Robert Habbick will introduce OUP's Campus Support Program and the OUP website, discuss the use of OUP graded readers, and offer participants a guide to extensive reading and free starter sets of 12 Oxford Graded Readers. *Sunday January 21, 14:00-16:00 Shakai Kyoiku Center, Honda machi, Kanazawa.*

Kobe—***Capitalizing On the Nonverbal in English Classes in Japan*** by Donna Fujimoto, Kobe University of Commerce. Language teachers naturally focus on what students say, and how they say it. However, teachers can maximize student learning by focusing on elements of communication which are not expressed linguistically. Facial expression, gestures, personal distance, body language, and the use of silence are also important in successful communication. This presentation will demonstrate effective lessons and strategies for transforming students into more active language learners. *Sunday January 28, 13:30-16:30; Kobe YMCA 4F LETS; one-day members 1000 yen.*

Nagasaki—***2001 Shinnenkai Party.*** For our first gathering of the new millennium, we will have a Getting-To-Know-You *Shinnenkai* party. If you would like to attend, please contact Matt Kujawa (t/f: 0957-52-0239; <mattkujawa@hotmail.com>) by January 7. Please note that we will be explaining the 2001 program schedule during the party. *Sunday January 21, 16:00-18:00; Chikyukan International Centre (next to Dutch Slope. Access is best by public transportation: the closest streetcar stops are Shimin Byoinmae or Ishibashi); 2000 yen (including a meal and drinks).*

Nagoya—***Course Development*** by Michael Hunter, Elin Melchior, and Gillian Sano-Giles, Komaki English Teaching Center/Ohio University. In order to teach a course well, the concerns facing both student and teacher need to be brought into perspective. This workshop presents and gives participants the chance to use a course development outline which provides a simple template for recording and organizing level, focus, goals, and activities. *Sunday January 28, 13:30-16:00; Nagoya International Center.*

Niigata—There is a meeting scheduled in January. Details to be announced in our newsletter.

Omiya—*1)* ***Card Games to Get Students to Talk*** by Aleda Krause, author of *SuperKids* and *SuperTots.* Games are great language practice. Aleda will introduce two easy-to-learn card games that encourage maximum use of English and are adaptable for many different levels and content areas. *2)* ***Make Your Own Web-Based CALL Program*** by Larry Cisar and Dann Gossman, Kanto Gakuen. Integrating Web-based CALL into your program is easier than you think. See how a program is set up in a private university, get a hands-on feel for the materials and software, and discuss the program's implementation, design, goals, coordination, and impact. Laptop computers with PowerPoint are requested. *Sunday January 14, 14:00-17:00; Omiya Jack, 6F (near Omiya JR Station, west exit).*

Shizuoka—***K to 12: Exploring New Ideas*** by Michelle Nagashima. Children are active and enthusiastic in the classroom and are receptive to almost all activities introduced by the teacher. It is always important that the same material be reviewed and reinforced in an EFL classroom. Using a minimum of materials for the curriculum currently being taught, and developing activities from these basics allows children to develop skills in the classroom at their own pace and level. *Sunday January 21, 13:30-16:30; Kyoiku Kaikan (next to Mr. Donut's across from Shin Shizuoka station).*

Tokyo—***Shizuoka Conference Roundtable.*** There is no main speaker for this event. You are invited to share your experiences from last November's annual conference, and it is an opportunity to hear about some presentations that you might have missed. Which were the best presentations you attended? Did you find a useful new book? What did you come away from the conference with? *Saturday January 27, 14:00-17:00; Sophia University (Yotsuya Station); room 9-252; one-day members 1000 yen.*

Toyohashi—***Enhancing Perceived Value in the Language Classroom.*** From Apathy to Autonomy in Language Learning by Paul Raymond Doyon (Asahi University) and Brad Deacon (Nanzan University). Using anecdotes from their own lives and classrooms, the speakers will introduce the concept of "Perceived Value" and demonstrate techniques on how a teacher can shift students'

perceptions, and in turn, create autonomy out of apathy in the language classroom. Moreover, the Kolb Experiential Learning Model—experience, reflection, conceptualization, and experimentation—will be introduced as a model for teacher development and problem solving in the classroom. *Sunday January 28, 13:30- 16:00; Aichi University Building 5 Room 53A.*

Yamagata—***Religious Philosophy and the English Language*** by Paula Stapley, GEOS Language System. The presenter will give a presentation on the above mentioned topic, focusing on Kirkegore, Nietzsche, Sartre, etc. in terms of English language instruction and acquisition. *Sunday January 28, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—***Intgegrating the Four Skills Through Debate*** by Charles LeBeau, co-author of *Discover Debate*. In many four-skills courses, the skills of reading and writing become a gratuitous afterthought tagged onto the edges of listening and speaking activities. Debate links listening comprehension to oral production, and moreover, the skills of reading and writing are also vital to the practice of debate. This workshop will first present a model for argumentation that adapts itself equally well to spoken and written expression. Then, participants will cycle through a variety of speaking, listening, reading, and writings. *Sunday January 14, 14:00-16:30; Gino Bunka Kaikan, 6F; one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Yukiko Watanabe; <joebella@pk.highway.ne.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <watanabe@ma.interbroad.or.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; <jjarman@pent.yasuda-u.ac.jp>; website <http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html>

Hokkaido—Dave Hyre; t: 011-387-7344; <davdhyre@gol.com>; website <www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>

Kagawa—David Juteau; t:0883-53-8844; <davidjuteau@mailcity.com>

Kagoshima—Nick Walters; t: 0996-21-2062; <walterskaori@hotmail.com>; Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Brent Jones; t/f: 0797-31-2068; <bjones@gol.com>

Kumamoto—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>

Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-934-9055; <lindak@shinonome.ac.jp>

Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; <spayne@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>

Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>

Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781-4334; <claire_gelder@yahoo.com>

Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>

Niigata—Robin Nagano; t/f: 0258-47-9810; <robin@vos.nagaokaut.ac.jp>

Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>

Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>

Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>; website <www2.gol.com/users/ljc/jan.html>

Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-

inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <BXU01356@niftyserve.or.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

conference calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus January 15th is the deadline for an April conference in Japan or a May conference overseas, especially when the conference is early in the month.

Upcoming Conferences

January 11-13, 2001—***The Fifth HIL Phonology Conference (HILP 5): Conflicts in Phonology*** will be held at the University of Potsdam, Germany. Conflicts between different aspects of phonology and between phonology and other domains of grammar like syntax, morphology and semantics have been an important research area. A workshop on language acquisition, emphasizing the areas of learnability, acquisition and typology, and acquisition of stored representations, looks particularly useful to *Language Teacher* readers. For more information, see the web site at <www.ling.uni-potsdam.de/aktuelles/hilp5_aktuell.html>, contact Caroline Fery at <hilp5@kronos.ling.uni-potsdam.de>, or write to: HILP 5 Committee, Institute for Linguistics, Univ-2950; f: 049-331-977-2761.

February 4, 2001—***Temple University Applied Linguistics Colloquium***, to be held at Temple University Japan's Osaka campus, will bring together researchers working in all areas of second language acquisition, whether their papers have been completed or are still in progress. For details, please email David Beglar at <david_beglar@kmug.org> or write to him at Temple University Japan Osaka, 1-2-2-800 Benten, Minato-ku, Osaka 552; t: 06-6577-1277; f: 06-6577-1281.

February 27-March 3, 2001—***TESOL 2001: Gateway to the Future***, this year's 35th Annual Convention and Exposition for Teachers of English to Speakers of Other Languages (TESOL), will be held in St. Louis, Missouri, USA. For more information about the many different types of activities featured in this giant conference, go to the website at <www.tesol.org> or contact TESOL Conference Services, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-7864; <conventions@tesol.org>.

March 29 - April 1, 2001—***Language, the Media and International Communication,*** a conference at St Catherine's College, Oxford, sponsored by the Faculty of English, University of Oxford, including Jean Aitchison of Worcester College. At this conference, both theoreticians and practitioners will explore a) the use of language by the media, and b) globalisation, that is, the use of relatively few languages, especially English, in the worldwide media and the Internet. Invited speakers include Allan Bell, Douglas Biber of Northern Arizona University, Caroline van den Brul of the BBC, Robin Lakoff of the University of California at Berkeley, and Raymond Snoddy of *The Times*. For further information, see the website at

For information on advertising in *TLT*, please contact the JALT Central Office:
Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
t: 03-3837-1630; f: 03-3837-1631; tlt_adv@jalt.org

<www.english.ox.ac.uk/language>, email to <enquiries.oxconf@pp3.hiway.co.uok>, or write to Oxford Conference Management, 10b Littlegate St., Oxford OX1 1QT, UK.

March 29 - April 2, 2001—***Corpus Linguistics 2001***, a celebration of the life and works of Geoffrey Leech in the form of a forum at Lancaster University, UK, for all concerned with the computer-assisted empirical analysis of natural language, in short, with corpus linguistics in a broad sense. Invited talks from Douglas Biber, Jennifer Thomas, Geoffrey Sampson and Mick Short will accompany a program of papers and workshops, all of which aim to encourage cross-fertilisation between language engineering (e.g. information extraction, parsing) and linguistics. A sample list of topics can be found at <linguistlist.org/issues/11/11-2468.html>. Otherwise, contact Programme Committee, Corpus Linguistics 2001, Department of Linguistics and MEL, Lancaster University, Lancaster LA1 4YT, UK; t: 44 1524 843085; f: 44 1524 593024; <mcenery@comp.lancs.ac.uk>.

Calls For Papers / Posters (In Order Of Deadlines)

February 1, 2000 (for June 1-6, 2000)—***Language Globalization in the Pacific***, Session XII of the Pacific Science 10th Inter-Congress (theme: "Integration of Natural and Social Sciences in the New Pacific Millenium"), will be held at Hilton Guam Resort & Spa, Tumon, Guam. This session aims to explore the loss of linguistic diversity, to grasp what historical linguistics reveals about the peopling of the Pacific and the spread of Austronesian languages during prehistoric times, and to find solutions to problems and challenges facing indigenous languages in the Pacific. Linguists, anthropologists, language planners, political scientists, historians, elders, and community organizations are invited to share their ideas of the roles that indigenous languages play in a modern society. The web site at <www.10psicguam.org> may have updated information and details on abstract submission, etc. Inquiries regarding submissions should be sent to the Session Coordinator, Rosa Palamo <rpalomo@uog9.uog.edu>, or Session Co-Chair, Joan Wylie <taga@hawaii.edu>. For all other matters, please contact Joyce Camacho <jcamacho@uog9.uog.edu>.

Reminders—Conferences

January 23-26, 2001—***Seventh International Symposium on Social Communication***, to be held in Santiago de Cuba, Cuba, by the Center of Applied Linguistics of the Santiago de Cuba's branch of the Ministry of Science, Technology and the Environment. This interdisciplinary event will focus on social communication processes from the points of view of Applied Linguistics, Computational Linguistics, Medicine, Voice Processing, Mass Media, and Ethnology and Folklore. Seminars, papers, workshops, and posters in applied linguistics address foreign language teaching, phonetics and phonology, sociolinguistics, psycholinguistics, textual linguists and pragmalinguistics, and translations. See <parlevink.cs.utwente.nl/Cuba/english.html> for complete information. Contact: Eloina Miyares Bermudez, Secretaria Ejecutiva, Comite Organizador, VII Simposio Internacional de Comunicacion, Social Centro de Linguistica Aplicada, Apartado Postal 4067, Vista Alegre, Santiago de Cuba 4, Cuba 90400; t: 53-226-42760 or 53-226-41081; f: 53-22-6 41579; <leonel@lingapli.ciges.inf.cu>.

Job Information Center

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center. Please send emails to <tlt_jic@jalt.org> and faxes to 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Ehime-ken—The Economics Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 2001. **Qualifications**: native-speaker competency with an MA in TEFL/TESL/TESOL; knowledge of Japan and/or experience in teaching Japanese students would be helpful. **Duties**: teach six 90-minute classes a week, including large classes of around 60 students. **Salary & Benefits**: two-year, nonrenewable contract includes salary of roughly 4,300,000 yen/year; air fare to and from Matsuyama; partial payment of health insurance; research funds. **Application Materials**: resume, transcripts, copy of diploma, list of academic achievements, references, and an essay on English language education; application materials will not be returned. **Deadline**: January 10, 2001. **Contact**: Dean of the Economics Faculty; Matsuyama University, 4-2 Bunkyo-cho,

Matsuyama 790-8578; no email or telephone inquiries.

Hiroshima-ken—The Kure YWCA is seeking a full-time English instructor for children and adults. **Qualifications:** university degree. **Duties:** planning, preparation, and teaching; 22 classroom hours/week. **Salary & Benefits:** 260,000 yen/month. **Application Materials:** resume, two letters of recommendation. **Deadline:** January 10, 2001. **Contact:** Ms. Tomoko Yamasaki; Kure YWCA, 3-1 Saiwaicho, Kure, Hiroshima 737-0028; t/f: 0823-21-2424.

Hokkaido—Shichida Child Academy in Sapporo is looking for an English teacher to begin work in February 2001. **Qualifications:** experience teaching English. **Duties:** teach an established English program to children of a variety of ages from Monday to Friday. Contact the school for more detailed information (contact information below). **Salary & Benefits:** 250,000 yen per month. **Contact:** Yoshii or Elly at Shichida Child Academy; t: 011-812-4200.

Tokyo—The School of Literature, Waseda University, is seeking candidates for a full-time, tenured faculty position to begin April 2002. **Qualifications:** PhD level in EFL, applied linguistics, or similar area of study; solid and ongoing high-quality research and publication; teaching and research interests in one or more of the following areas: CALL, language testing and evaluation, curriculum development. Conversational ability in Japanese would be an advantage. **Duties:** perform departmental and university teaching and other duties in line with appointed, tenured position. **Salary & Benefits:** competitive salary and other allowances. **Application Materials:** CV/resume, cover letter, names and addresses of three referees who will provide recommendations. **Deadline:** February 15, 2001. **Contact:** EFL Position, Department of English, School of Literature, Waseda University, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644; <eflpost@list.waseda.ac.jp>. **Other information:** Please note that notification will be made only to those candidates whose recommendations are taken up. It is expected that the first stage of selection will be completed by the end of April 2001.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below).

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers (in order of deadlines)

JALT Hokkaido Annual Language Conference--JALT Hokkaido is announcing a call for presenta-

tions at its 18th Annual Language Conference to be held on May 19-20, 2001. It is open to members and non-members to attend or present on all aspects of foreign language teaching and learning. The conference will be held over two days at the Hokkaido International School in Sapporo. Last year over 170 participants attended. Each presentation is for 45 minutes, scheduled during five periods from 10:00 am to 5:00 pm. After receiving your abstract, we will send you a reply confirming that we received it. A selection committee of JALT Hokkaido officers will determine how many presenters and which presentations will be accepted. You will be notified by an email message as to whether your presentation is accepted or not by the middle of March. Abstracts should be clearly written to show your purpose, background knowledge, key points, how you present, and what the participants will learn. Practical presentations useful for classroom teachers will be given priority. Topics presented in Japanese and topics on teaching younger students are especially encouraged. To submit a presentation proposal, please visit our homepage at <www.crosswinds.net/~hyrejalthokkaido/JALTPage/> and follow the instructions. There is an easy-to-use form. Send the form to Don Hinkelman at <hinkel@sgu.ac.jp> no later than **February 15, 2001**. Please send the form using the subject header: "May Conference Submission."

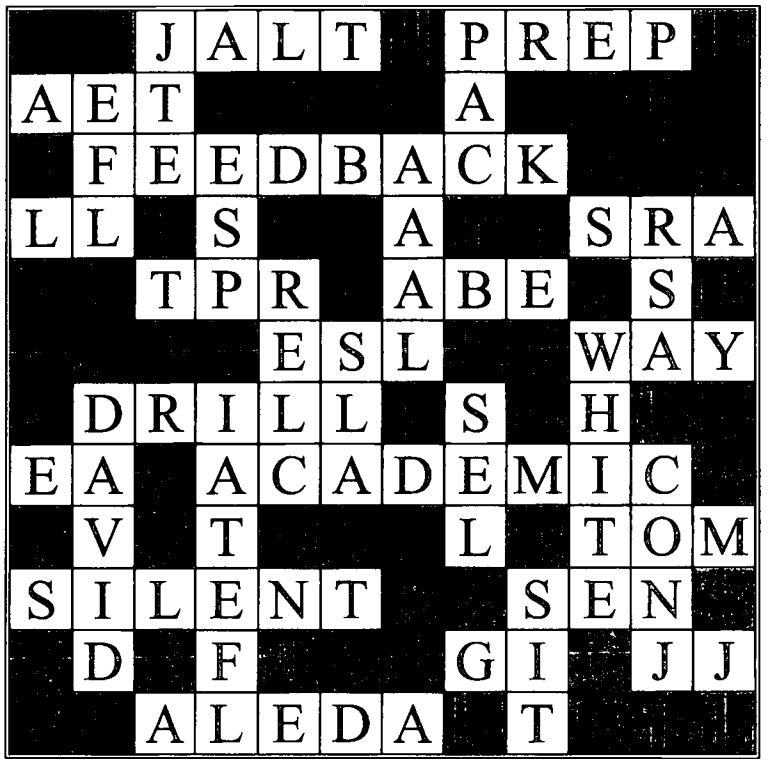
CUE 2001: ***The Second Annual CUE Conference***--The CUE 2001 conference will be held on May 12-13, 2001 at Miho Kenshukan of Tokai University in Shimizu City, Shizuoka. The conference theme is "Autonomy: a two-day exploration into how learner and teacher autonomy is developing and how we can help it to develop." Examples of questions to be explored are: Is autonomy a natural development of human thinking, a human right, a culturally loaded question, an overblown ideology? and What techniques, methods, materials and ideas can we use to enable ourselves and our students develop their own sense of autonomy? One-hour papers, demonstrations, workshops and roundtable discussions from both theoretical and practical perspectives are sought as well as proposals for a limited number of two-hour sessions. The deadline for proposals is **January 25, 2001**. Information: <www.wilde.org/cue/conferences/autonomy.html> or <www.wild-e.org/cue/conferences/content.html>. Contact: Alan Mackenzie <asm@typhoon.co.jp> or Eamon McCafferty <eamon@gol.com>. Those wishing to submit a proposal specifically aimed at Japanese teachers of English, please refer inquiries in Japanese or English to Goshi Masahiko <goshi@scc.u-tokai.ac.jp>.

TLT Japan's Meritocratic Education Special Issue—A special issue of *The Language Teacher* is scheduled for publication in November 2001. This special issue will analyse whether Japan's education system, being historically based on merit (i.e., that entrance into universities has traditionally been decided exclusively by students' entrance examination scores), is in need of qualitative reform. The editor encourages papers which examine this method of selection and other issues of social responsibility stemming from it (e.g., ranking schools, *juku*, *ijime*), thereby providing useful insight into the education system teachers are working in, which might in turn promote more socially aware classrooms. Submissions, in either English or Japanese (if possible, please include an abstract in English), of feature, opinion, and perspective articles investigating these or related issues are especially invited. Please submit your manuscripts by **February 1, 2001**. Send submissions and enquiries to: Kent Hill; 202 Hikone-so, 3461-1 Tokiwa-cho, Machida City, Tokyo 194-0213; t/f: 042-798-1599; <kentokun@twics.com>.

Papers and New Members: ***JALA***—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

PacSLRF 2001—The Pacific Second Language Research Forum conference will be held from October 4-7, 2001 at the University of Hawai'i at Manoa, Honolulu, Hawai'i, USA. This conference will focus on research in second language acquisition, particularly in Asian and Pacific languages. Invited plenary speakers will include Kevin Gregg (St. Andrew's University in Osaka, Japan), William O'Grady (University of Hawai'i at Manoa), Jeff Siegel (University of New England in New South Wales, Australia), Noeau Warner (University of Hawai'i at Manoa), Karen Watson-Gegeo (University of California, Davis), and Lydia White (McGill University in Montreal, Canada). Proposals for papers, posters, and colloquia regarding any aspect of research in second language acquisition, particularly in Asian and Pacific languages, are invited. For submission guidelines or further information, please visit our website at <www.LLL.hawaii.edu/pacslrf>.The submission deadline is **April 2, 2001**. Contact: PacSLRF 2001, c/o National Foreign Language Resource Center, University of Hawai'i at Manoa, 1859 East-West Road #106, Honolulu, HI 96822 USA; t: 001-808-956-9424; f: 1-808-956-5983; <pacslrf@hawaii.edu>.

Solution to the crossword on page 28.



Other Announcements

Join the JALT2001 Proposal Reading Committee—Here's your chance to do your bit for JALT. Volunteers are needed to read and score proposal abstracts for presentations at the JALT2001 National Conference. Reading Committee members should be JALT members, should have attended at least one JALT national conference and should be available (in Japan and near your mailbox) from early February through mid-March. No travel necessary. Just fill out the details below and mail or fax by January 21 to: Gwendolyn Gallagher, Takasagodai 6 chome Asahikawa 070-8061; t/f: 0166-63-1493; <gallaghr@eolas-net.ne.jp>.

Name:
Mailing address:
Phone: Fax: (Please specify home or work.)
Years of language teaching experience:
Current teaching situation:
How many JALT national conferences have you attended?
Do you have any proposal reading experience?
Are there any dates between February 1 and March 15 when you would not be available to read? If so, please explain.

New Members—A Teaching for Charity group was formed at JALT2000 in Shizuoka. The group is dedicated to alleviating global suffering by teaching classes for charity. Principally this involves teaching a class in our community and donating the proceeds to charity. The group is also interested in getting students involved in volunteer projects, both in Japan and abroad. We are currently gathering information to help teachers start such volunteer projects. Group members may also be interested in teaching community classes for free as a goodwill gesture to Japanese. We plan to network on an ongoing basis in order to share information about worthwhile charity organizations and projects, as well as global issues teaching materials. Check out the web site: <www.charityteaching.f2s.com> or join the email discussion at <charityteaching@egroups.com> or contact John at <small@nagasaki-gaigo.ac.jp>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認のSpecial Interest Groupで、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にSIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJob Information Center/Positions 編集者必着です。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
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tlt_psg@jalt.org
Members: *Andy Barfield, Wayne K. Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower*

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JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. Local chapter meetings are held on a monthly or bi-monthly basis in each JALT chapter, and Special Interest Groups, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育(準分野別研究部会)、外国語リテラシー(準分野別研究部会)、ジェンダーと語学教育(準分野別研究部会)。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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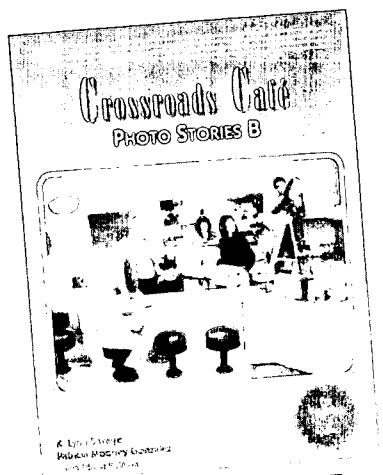
Crossroads Café

by K Lynn Savage, Series Editor, Anna Cuomo, Mary McMullin, Elizabeth Minicz, Lydia Omari, and Kathryn Powell



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第二十五巻 第一号 平成十三年一月一日発行 〒110 0016 東京都台東区台東一―三七―九 アーバンエッジビル五階（毎月一日発行）デビッド・マクマレー
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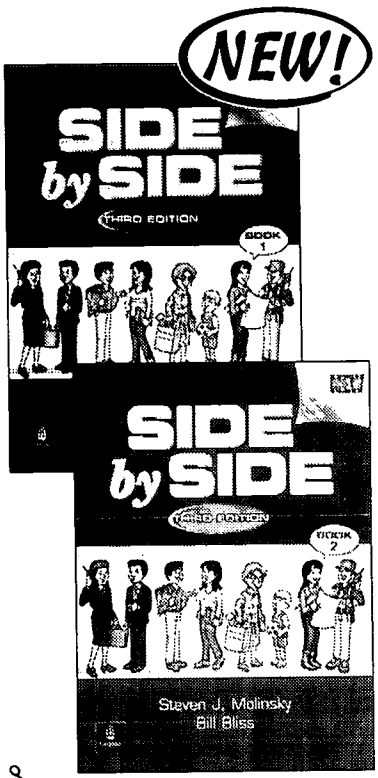

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昭和五十四年四月二十一日　第三種郵便物認可
第二十五巻　第二号　平成十三年二月一日発行（毎月一日発行）

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ISSN 0289-7938
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13 ***GALE*: "There Are No Men and Women" An Interview with Aneta Pavlenko**
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Prisca Molotsi

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Daniel T. Kirk

34 ***Learner Development*: The Usefulness of Learning Diaries in Learner Training**
Usuki Miyuki

36 ***CALL*: *Recipes for Wired Teachers***
Jodi Nooyen, Mark Peterson, Susan L. Schwartz

2

February, 2001
Volume 25, Number 2
全国語学教育学会
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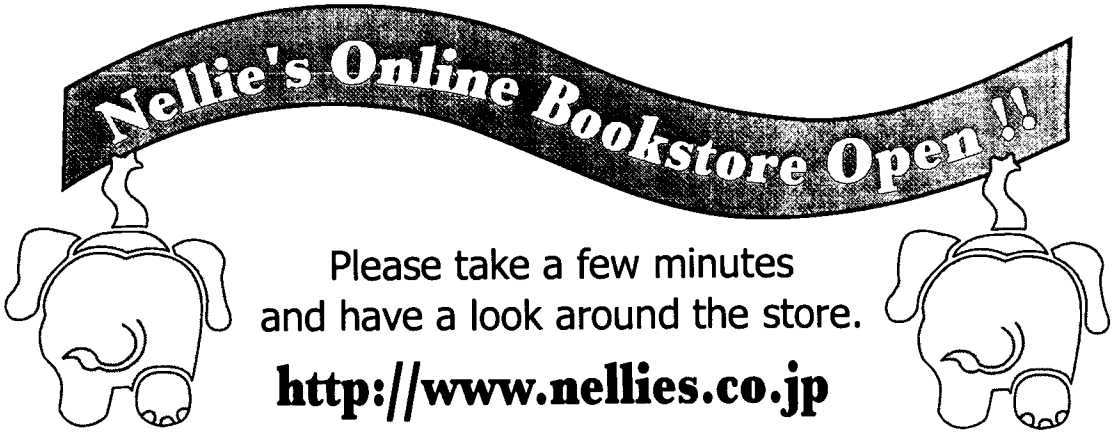

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One of the most enjoyable aspects of English language teaching is that we have a seemingly endless list of areas to study, research, or to apply to our own instruction or material development. Indeed, when I edit each issue of the *TLT* or take part in a JALT conference, I am struck by the number of interest areas and research topics of teachers. Such variety, I think, is one reason why our profession is so attractive—one can never really get bored.

Thus, this issue is dedicated to our diverse interests. Malcolm and I asked each of JALT's *Special Interest Groups* (SIGs) to submit what they considered to be their most representative article from their own publications: Nine SIGS responded, and with articles covering topics such as poetry, labor issues, charity, learner diaries, and gender (to name a few), we don't think you will have a chance to get bored. And if you would like to learn more about the topic or area in which the article came from, please contact—or better yet—join that particular SIG. In short, learning about new techniques, approaches, theories, and concepts can make life a bit more interesting—it is our hope that these articles will open new doors, or, at least, shed more light on what you feel you already know.

Robert Long
TLT *Co-editor*
<*tlt_sub@jalt.org*>

contents

features

5 **GILE**: Teaching for Charity
9 **Pragmatics**: Requests by Japanese Learners of English
13 **GALE**: An Interview with Aneta Pavlenko
17 **Video**: Using Video Feedback for Nurturing Self-Monitoring Skills
21 **Foreign Language Literacy**: Expressive Writing Skills Enhanced Through the Use of Poetry
25 **Teaching Children**: Here Comes Supergran!
31 **PALE**: Limited-Term Appointments and Their Effect on Curriculum Development
34 **Learner Development**: The Usefulness of Learning Diaries in Learner Training
36 **CALL**: *Recipes for Wired Teachers*

a chapter in your life

44 On Being a Volunteer in JALT

my share

45 Thinking About Learning
46 A "Learner-Centered Classroom" in a General English Class

departments

48 Book Reviews
50 Recently Received
50 JALT News
53 SIG Contacts
53 Advertiser Index
54 Chapter Reports
54 Chapter Meetings
56 Chapter Contacts
57 Conference Calendar
59 Job Information Center
60 Web Corner
60 Bulletin Board
62 Submissions
63 Staff List

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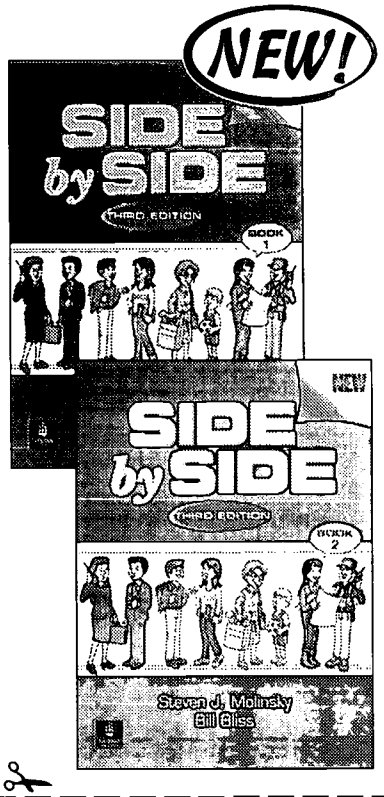

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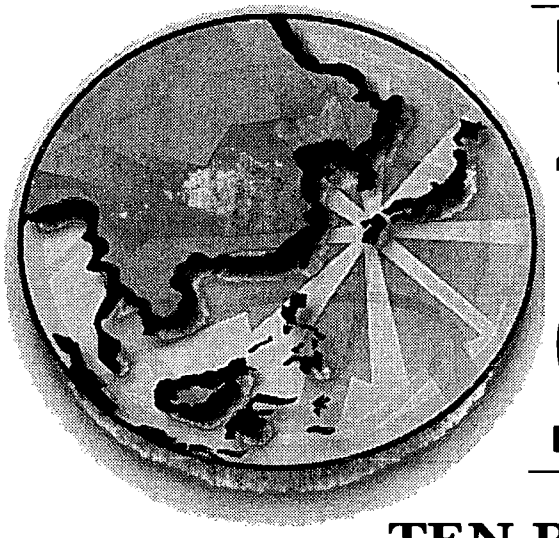

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Teaching for Charity

John Small

By teaching charity language classes teachers alleviate global suffering by donating class fees to the charity of their choice. Teaching such classes may also involve getting students involved in volunteer work. Making contributions to charity organizations and/or volunteering give more relevance to the Peace Education materials the teacher may use in the charity class. This article explains how teachers can make a charity class a reality in her or his community.

世界の苦しんでいる人々を救うために、教師は、チャリティー語学授業をし、任意の慈善団体にその授業料を寄付することにことができる。このような授業をすると学生がボランティアを始めるかもしれない。慈善団体への寄付やボランティアをすることは、教師が授業で使用する平和教育教材の理解を深める。本論では、教師が自己のコミュニティでチャリティー授業をいかに実現するかについて論じる。

At JALT 2000 in Shizuoka, a group of teachers met to discuss ideas related to charity language teaching. Many other teachers I spoke with were also keen to learn more and get involved with charity teaching on some level. The original idea behind charity classes is for a teacher to organize a class for the purpose of donating all class fees to charity. It's based on the Kansai-based Save the Children program that invites teachers to volunteer teach one class a month with student fees being donated to needy children. While starting your own charity class can involve more time and energy, the possibilities and rewards are greater. The group that met at JALT also discussed forming a Charity Teaching group for the purposes of sharing information, ideas, and materials for teaching charity classes.

My American friend's Japanese wife likes to remind us about how good English-speaking foreigners have it in Japan. She's right. We may have some challenges, but in some ways we are quite lucky, especially financially. We can make money relatively easily teaching. Charity language teaching allows us to put that money making potential to a purpose beyond our personal finances. We can do something concrete to address some of the social problems we teach about in our language classes.

Charities

It's exciting to consider the sort of positive effects the proceeds of a typical class can have. My charity classes typically meet for ten 60-minute classes and have collected from 60,000 yen to 120,000 yen per term. Should several teachers independently teach classes for a particular charity, the combined donation could be very impressive.

I have taught classes for several organizations including PTEF (The Patchaporn Thai Education Fund), the YMCA (for earthquake relief in Taiwan

and Turkey), Sri Ram Orphanage in India, One Cambodia Village, and a project to build a hospital in rural Guatemala. I have enjoyed seeking out new, worthwhile causes.

At the first class, I give everyone the chance to suggest a charity, but thus far we have ultimately gone with my choices, the first of which was the Patcharaporn Thai Education Fund (PTEF). A British man living in Thailand started this organization to help poor Thai girls—who often end up in Bangkok as prostitutes—gain an education and a better life. PTEF has built a dorm, paid for books for students, and taken care of the basic needs of the over thirty female students for several years now. PTEF also helps finance a hill tribe village school, providing learning materials and a small teacher's salary. A month after finishing teaching my charity class I had the chance to visit PTEF and its founder Graham Enwright in Chiangmai, Thailand. Graham invited me to stay at the school and teach for awhile, but unfortunately my schedule didn't allow for it.

Charity language teaching allows us to put that money making potential to a purpose beyond our personal finances. We can do something concrete to address some of the social problems we teach about in our language classes.

When trying to decide on an organization for this class, I considered the fact that PTEF is not a registered charity a positive. Charity organizations that are not registered can more fully utilize donations; big organizations have high administration costs. To determine the legitimacy of PTEF, I read newspaper articles about it, and I corresponded with a man in Japan who had visited there. Thus, the teachers who join the Charity Teaching group we have formed can share and get information about various worthwhile grassroots charities.

Volunteering

Tourism is the world's second largest industry. Considering the economic power and size of the tourist industry it seems fair to ask how much good all the traveling and package tours to foreign cultures is doing. There are many negative repercussions. Many Native South Americans have been expelled from their traditional territories when those lands get designated as national parks to attract tourists; across Southeast Asia tens of thousands of women, boys and girls are caught in the slavery of prostitution. Since young Japanese, Koreans, Taiwanese, and Chinese are traveling more, teachers could provide a valuable service by introducing them to volunteerism as an alternative to mass tourism. This will not only funnel money spent from multinational corporations to the local communities of those countries, but also provide student travelers with a valuable cultural and life experience where they probably will have a far greater chance to use English. Thus far my charity classes have been offered to the community rather than students at the community college where I teach full time. A charity class for community adults could be taught with an optional trip to do volunteer work at the end. As I learned with my lost chance to volunteer teach in Thailand, doing volunteer work needs to be carefully arranged beforehand. Also, doing volunteer work in Japan may be more feasible. Doing volunteer work, however, need not be limited to the type of community charity classes mentioned above, it can as easily be a part of a teacher's regular college, university, high school, or adult education class.

One NGO supporting student volunteers abroad is the American-Vietnamese Friendship Foundation. Participants journey to Vietnam to not only visit cultural and historical sites but volunteer at various locations to help people, especially children. Participants have assisted at orphanages, hospitals and homes for the disabled. They have taught English classes in high schools and at colleges as well as remote village schools. They have had the opportunity to meet and talk with government officials, educators, students, business people and ordinary citizens.

Junaline Banez, a member of the charity-teaching group, writes of her experience volunteering in Vietnam.

> It hit me, reading Elaine Mew's article in last year's JET Journal about the Project in Vietnam, that that was something I wanted to do. I wanted to get away from the commercialism and materialism that seems to permeate the developed world.
>
> To begin my mission, I embarked on a fundraising campaign in my town, raising awareness of Vietnam by staging a charity concert. From money to toys to school supplies, gifts of love poured forth from my community. It was rewarding to see people's enthusiasm for and involvement in this worthy humanitarian cause.
>
> Before I left for Vietnam, I told my Japanese students that Vietnamese children are poor. Some may go to school, and some may not be able to. But all children have the same need for shelter, education, health, nutrition, fun and happiness! I wanted to let my Japanese students know how they must appreciate what they have. They're not necessarily luckier than their Vietnamese counterparts, but they do have more.

My students felt compassion and joined in the charitable drive for the Project. They enthusiastically made Christmas cards, posters and donated used toys and goods. Their eyes lit up when I told them how happy this would make a Vietnamese child or orphan. Friendships were forged right there.

I had many beautiful and poignant experiences while in Vietnam, but one that I shall never forget happened while visiting the home for the elderly and disabled in Ho Chi Minh City. It was here, while handing out packets of noodles, cookies and 10,000 dong to each resident, that I met Nguyen Thi Hai. She was paralyzed from the waist down, probably due to a stroke. For a brief moment, I thought I was seeing my own grandmother in her nursing home. I held her hand while she uttered something in Vietnamese. I found out that she was 95 years old and had been abandoned by her family. Her strength was belied by the softness of her speech and the gentleness of her manner. I couldn't help thinking that she must have lived through French colonial rule, World War II, and the American War, as they call it. Despite her tears, I sensed there was little that could faze her, certainly not death.

I didn't realize to what extent I would love Vietnam. I rediscovered more than the magic of giving; I rediscovered LIFE! It was an honor to coordinate and organize something truly worthwhile that will stay with me forever. The essence of it all was we received more than we gave. The Project was truly for children, both in Japan and Vietnam. It was dedicated to them, for they are the hopes and dreams of the future.

Teaching for Free

The concept of charity teaching need not be limited to teaching for a cause. It could be the simpler act of offering free language practice to neighborhood children or community adults. In Nagasaki there are at least three free classes for those who want to study Japanese; when I first came to Japan I frequently took classes at the International Community House in Kyoto. These acts of generosity on the part of the Japanese have been an inspiration for me. Adam Beck, also a member of the charity-teaching group, writes of his experience teaching free classes.

> Several teachers from Hiroshima International School have been frequenting a small okonomiyaki shop for the past year or so . . . but the workers there—four friendly young men—were frustrated because they didn't know enough English to communicate with their foreign customers. So one night, about three months ago, I told them that I'd be willing to teach them once a week for free . . . and since then we've met nearly every Friday morning from 8:00-9:00. I must admit, some Friday mornings I groan at the thought of teaching this early lesson, but after I arrive and see their eager smiles (they've made swift progress because they're such enthusiastic learners), I'm instantly reminded of how gratifying the pure act of teaching English can be, without the expectation of any compensation (beyond the occasional *okonomiyaki*!).

The concept of charity teaching need not be limited to teaching for a cause. It could be the simpler act of offering free language practice to neighborhood children or community adults.

Starting a Charity Class: Two main challenges are finding students and a venue. After a couple of semesters of scrambling to get enough students I found an easy way. A friend wrote my ad in Japanese and we faxed it to several local newspapers, for free. Between old students and those answering the ads, it's been easy to get nearly ten students for each of the last two semesters.

Ideas for a venue include a local religious institution (for example, a Catholic priest who runs a local youth hostel lets me use a classroom for free); a YMCA, Rotary or Lions club; a local international community center; and the school where you teach. Finally, finding time is always an issue with no easy solution. In "A Path With Heart" Jack Kornfield rhetorically asks, "Where do we put our time, strength, creativity, love? Does what we are choosing reflect what we most deeply value?" (p. 18).

Materials

Another way that the Charity Teaching group members could support each other is by sharing appropriate teaching materials. This will include not only general Peace Education materials, but materials specific to a particular charity as well. For example, I am preparing exercises related to PTEF and the social problem of the sex trade that could be shared with other teachers. Other materials I plan to include will be about the many positive aspects of Thai culture. The charity-teaching group could put together packets of materials for a particular culture or cause.

Students in charity classes respond more eagerly to all peace education issues. My classes have discussed issues such as education, child and spouse abuse, and death even though they were not directly related to our cause. And just by attending

and contributing, students were actively involved in alleviating suffering somewhere in the world. Ideally, appropriate peace education materials will be part of a fully integrated program, such as one described by Adam Beck below.

A Model Program

TEACH PEACE is a program at Hiroshima International School that offers short-term English classes to the Japanese community and the fees received for these classes are donated to charitable organizations in Japan and around the world, especially those that work with underprivileged children. There are five mission goals: (a) to generate contributions (both monetary and material) for charitable organizations, (b) to offer Japanese students both a useful experience of English and the meaningful experience of supporting charitable organizations through their class fees, (c) to offer teachers the meaningful experience of supporting charitable organizations through volunteer service, (d) to offer a model of meaningful volunteer service for English teachers in Japan and around the world, (e) to unite the HIS community in the meaningful experience of supporting charitable organizations.

There are several characteristics of the TEACH PEACE class. Each class supports two charitable organizations, one in the Hiroshima area and one overseas. Classes are also content-based. Relationships with two charitable organizations—one local, one international—are established and the content of the class is prepared according to the specifics of these relationships. For example, if a relationship is established with an orphanage in China, the content of the class will reflect the location of this orphanage, its facilities, its work, the staff, the children who live there, etc. When possible, a class will culminate in taking a trip to one or both sites of the two charitable organizations to meet the people and experience the work firsthand. The visits will be voluntary and will be paid for by individual participants. The community will also be encouraged to contribute to charitable organizations by donating needed material items or by offering letters, artwork, and along with class fees, these materials will either be mailed to the charitable organizations or delivered in person.

The Ripple Effect

Beyond all the materials, advice and ideas members of a charity teaching group can share, perhaps the biggest plus is the support of like-minded teachers, the knowledge that if another teacher can make a tangible donation to the world, I can too. After listening to a teacher at JALT2000 explain about her project to mail old clothes to the Burmese Relief Fund in Thailand, I have done likewise. With the inspiration of Junaline and others, I hope to find the time to introduce students to the concept of volunteer work and get involved myself.

An Invitation

Why not consider becoming part of the Charity Teaching group and organizing your own class for the winter? While this article has given concrete suggestions for charity classes every teacher can design such a class her or himself. For example, after traveling in Indonesia, my friend decided to help a young Indonesian man fulfill his dream to earn a university degree. He did this by allocating the money earned from a private student. On the simplest level, charity teaching can work fine with a private student.

Conclusion

In Asia, many consider alms-giving a way to make merit for future births, but actually the immediate benefits of philanthropy for people, animals, and the earth are easily apparent. We make a tangible connection with those outside ourselves; we look beyond personal issues and problems; we put into practice a root teaching of all religions: to help others. An entire branch of yoga known as karma yoga is based on selfless service. Again quoting Jack Kornfield, "The longing for love and the movement of love is underneath all of our activities. The happiness we discover in life is not about possessing or owning or even understanding. Instead, it is the discovery of this capacity to love . . . . Out of love, our path can lead us to learn to use our gifts to heal and serve, to create peace around us, to honor the sacred in life, to bless whatever we encounter, and to wish all beings well."

John Small teaches at Nagasaki Junior College of Foreign Languages. He has been teaching charity classes to the Nagasaki community for five semesters.

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Kornfield, J. (1993). *A path with heart.* Bantam Books, New York

Notes

Email Contacts:

English for charity chat group:
<charityteaching@egroups.com>.

American-Vietnamese Friendship Foundation:
<FFAUN@centuryinter.net>

Web Sites:

English for charity web site:
<www.charityteaching.f2s.com>.

The Rainforest Site: <www.therainforestsite.com>.

Charity consumer guide: <www.give.org>

200 charitable groups: (Buy products) <GreaterGood.com>

Volunteer projects in Japan: www.vfp.org

Pragmatics SIG

Pragmatics SPECIAL INTEREST GROUP was founded in 1999 specifically to address issues of pragmatics and cross/intercultural communication in language teaching. Among the JALT members who had attended the 1993 IPRA conference held in Kobe and had since that time become active in pragmatics research in Japan, there was a consensus that JALT needed a SIG that was dedicated to the exchange of ideas on pragmatics, language and human communication. Communication among SIG members is facilitated through our own eGroup <pragmatics@egroups.com> and newsletter (three times a year) that will soon be available on the Internet. The newsletter endeavors to meet the needs of three distinct populations: (a) those who are interested in cross-cultural pragmatics but new to the field, (b) those familiar with basic concepts in pragmatics and want to keep up with current research, and (c) those who are actively engaged in research and the teaching of pragmatics and are looking for a forum or networking opportunity with similar professionals.

The one article selected to represent *Pragmatics SIG* in this special issue of *TLT* is especially relevant to language teaching; it is by Eton Churchill and it surveys the current research into the ways that learners produce requests in English. He summarizes the findings based on cross-sectional and longitudinal studies using a variety of data collection methods available for this research (role-plays, DCTs, MCQ, etc.). Worthy of note to language teachers is the fact that much of this research has been done at the tertiary level with intermediate to advanced proficiency learners but that research on the pragmatic competence of younger or less generally proficient learners has been neglected. This area, like the previously mentioned pragmatics-focused performance assessments, is ripe for research that will help teachers make even better pedagogical choices.

Eton Churchill
Kyoto Nishi High School

Requests by Japanese Learners of English: Where We Are and the Road Ahead

Characteristic of much of the work on interlanguage pragmatics, the investigation of request realizations by Japanese learners of English has focused on language use by learners at the tertiary level with intermediate to advanced proficiency (although see Churchill, 1999; Kawamura & Sato, 1996; Kite, 1999). Furthermore, the studies have either been single-moment or cross-sectional (see Rose, 1999, for a discussion of the difference between cross-sectional, single-moment, and longitudinal studies), and data has commonly been elicited using a Role-Play, a DCT, a MCQ or some other production questionnaire.

This body of research has allowed for some tentative proposals on an order of acquisition (Hill, 1997; Takahashi & Dufon, 1989), on the interaction of proficiency and transfer (Hill, 1997; Takahashi, 1996), on learner sensitivity to situational factors (Fukushima, 1990; Iyanaga, Sakikawa & Matsumura, in press; Kawamura & Sato, 1996; Kitao, 1990; Kite, 1999; Sasaki, 1998; Tanaka, 1988; Tanaka & Kawade, 1982) and on method effect (Rose, 1992; Rose & Ono, 1992; Sasaki, 1998). Recently, work has also been conducted on the question of reliability and validity of six important data elicitation techniques (Enochs & Yamashitake-Strain, 1999).

本論は、日本人英語学習者にとって必要とされてきた先行研究の現在までの総論である。使用された研究方法や研究結果が簡潔に概説されている。最後に、自然なデータを使った、より長期的な研究の必要性が主張されている。

One of the most robust findings is that learners across several levels of proficiency are capable of perceiving differences in situational factors (Kawamura & Sato, 1996; Kitao, 1990; Iyanaga, et al., in press; Tanaka & Kawade, 1982). However, they vary in their ability to exhibit this knowledge on measurements, which require production (RPs and DCTs). Lower-level learners fail to demonstrate systematic variation in their request strategies, while learners at more advanced levels of proficiency perform according to the distance-politeness hypothesis and use more conventionally indirect strategies (Fukushima, 1990; Kawamura & Sato, 1996; Hill, 1997; Sasaki, 1998; Takahashi & Dufon, 1989; Tanaka, 1988; Tanaka & Kawade, 1982). The more advanced learners also use more supportive moves, which has led Rose (1998) to suggest that there may be a developmental threshold for supportive moves. Despite these differences, even the most advanced learners fail to demonstrate the full range of strategies and forms used by native speakers. While there appears to be a developmental trend from direct to conventionally indirect strategies with an increase in supportive moves, these single-moment and cross-sectional studies do not address how this development may occur.

Such an approach might suggest the need for data collected longitudinally that could be compared with concurrent data on learner request realizations in their L1. Having data in both languages would allow the researcher to make definitive claims as to when transfer was occurring with which linguistic feature for the learners in question.

With regard to transfer, several proposals have been put forth, but evidence supporting a linear relationship with proficiency is lacking. Takahashi and Beebe (1987) first proposed that L2 proficiency positively correlated with pragmatic transfer, but their findings did not support this hypothesis. Takahashi (1996) also found no effect for proficiency on transfer in her study of EFL learners as both low and high proficiency learners relied on some L1 based strategies. Rather, the transfer of indirect strategies appeared to interact with perceptions of degree of imposition of the request. At higher levels of proficiency, Hill (1997) found negative transfer of some indirect strategies. This is a finding that Iyanaga, et al. (in press) support by claiming that *Want Statements* such as "I want you to correct this letter," which are considered direct in English, may actually be transferred from an indirect strategy in the L1 where the sentence final particle *ga* indicates that the requester is intentionally omitting the *Head Act* to mitigate the imposition, as in *"kono tegami o kouseishite itadakitai n desu ga. . . ."* On the other hand, Churchill (1999) has provided evidence that transfer of strong hints in the form of the negative (e.g. "I don't have this print") occur at very low levels of proficiency. Thus, it appears that the relationship between transfer and proficiency is not simply linear as Takahashi and Beebe first proposed. Rather, with pragmatic transfer, it may be more appropriate to gather evidence on when specific kinds of transfer occur and to compare these findings with concurrent changes in grammatical competence. Such an approach might suggest the need for data collected longitudinally that could be compared with concurrent data on learner request realizations in their L1. Having data in both languages would allow the researcher to make definitive claims as to when transfer was occurring with which linguistic feature for the learners in question.

We are gaining a better understanding of how our current data collection techniques are affecting the data we obtain (see Rose, 1994; Rose & Ono, 1995 for a comparison of MCQs and DCTs; and Sasaki, 1998 for a discussion of RPs and production questionnaires). Also, important work has been done on the validity and reliability of several measures (Self-Assessment Test, Listening Lab Production Test, Open DCT, Multiple Choice DCT, role-play Self-Assessment Test, and Role-Play Test) (Enochs & Yamashitake-Strain, 1999). Furthermore, additional elicitation techniques (e.g. Cartoon Oral Production Test) have been developed to facilitate work with learners at lower-levels of proficiency (Rose, 1998). However, studies of Japanese pragmatic competence in the area of requests have yet to respond to the growing demand for studies that directly address pragmatic development and its interaction with pragmalinguistic awareness, grammatical competence and the learning environment (Kasper & Rose, 1999; Rose, 1998; and Bardovi-Harlig, in press). This evolving research agenda requires that we come to a more thorough understanding of how our elicitation instruments (DCTs, RPs, Production Questionnaires, etc.) affect our findings and that we investigate alternative approaches (longitudinal and ethnographic investigations) to the study of speech act realization by Japanese learners of English.

Two alternative research approaches are currently being undertaken in Japan. Kite (1999) is conducting a longitudinal repeated measures study using the Cartoon Oral Production Test (COPT) with grade school participants. Kite is supplementing her quantitative data with learner, teacher, and parent interviews, class observations, and the collection of

materials, to provide an ethnographic perspective. Churchill (1999) is obtaining learner request realizations in context using notebook data (Beebe, 1994) in a naturalistic approach. Preliminary findings of this longitudinal study support the developmental trend found through the cross-sectional studies mentioned above and further suggest that the transition from direct to conventionally indirect strategies may occur as a result of combining formulaic modal forms with imperative structures. To address the call in the field of interlanguage pragmatics for studies that directly address the question of development and its interaction with grammatical competence and the learning environment, more studies involving a repeated measures design, an ethnographic approach and longitudinal collection of data are needed. The members of the Pragmatics SIG are ideally situated to conduct such research.

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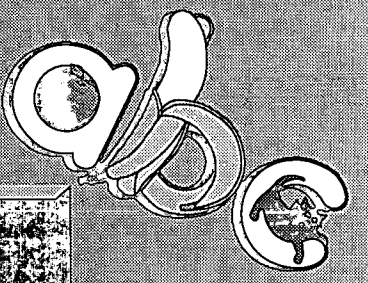

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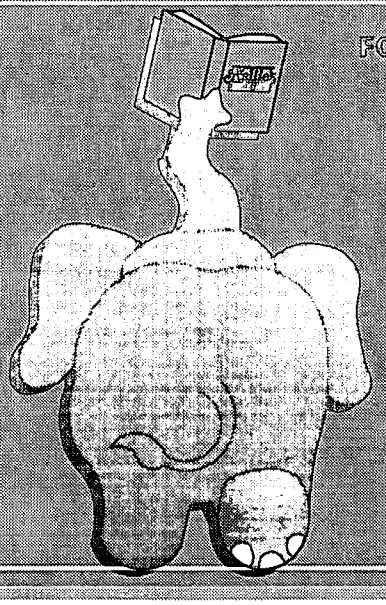

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GALE the Gender Awareness in Language Education SIG, aims to help members explore gender as a factor in linguistic interaction, in teaching, in research, and in teacher training. We also hope to encourage such research and its applications to the foreign language classroom. The interview with Aneta Pavlenko appeared in our December 2000 issue. It points to some of the cutting-edge research being done in this area and shows the interrelationship of gender with other important factors in language acquisition, especially race and class. For more information about GALE, contact co-coordinator Jane Joritz-Nakagawa <vf2j-nkgw@asahi-net.or.jp>. Regarding newsletter submissions or inquiries, contact Kathy Riley <rileykb@gol.com> or Louise Haynes <aidsed@gol.com>.

Cheiron McMahill

"There Are No Men and Women" An Interview with Aneta Pavlenko

(Author's note: Aneta Pavlenko, an Assistant Professor at Temple University in Philadelphia taught a weekend seminar on gender and language education research for Temple University Japan, which unfortunately conflicted with the June, 2000, GALE symposium and retreat in Hiroshima. For those of you who were unable to attend, or who attended but wanted to know more about her, here are some excerpts of an email interview with a dynamic young professor who is shaking up the world of applied linguistics and inspiring many GALE members to take even greater risks with our own research.)

Q: When I first saw you at the AAAL conference in Vancouver, I was struck by your cosmopolitan air, poise, and determination. Please tell us about your background. Where are you from? How did you end up in the U.S. and in your current position?

A: I was born in Kiev, Ukraine, and lived there for 26 years. I got my B.A. and M.A. in French and Applied Linguistics and have always been interested in teaching and learning languages. My mother, who is herself an English teacher, got me started on languages quite early, by speaking English to me from time to time, and by hiring a teacher of Polish for me when I was 7, and then a teacher of Spanish. Soon, I was hooked, and by the time I graduated from high school I spoke 6 languages, including Russian, Ukrainian, Polish, English, French and Spanish. I also dabbled a little in Swedish, Finnish, and German but not very successfully, as I was a very interactive learner and at the time there wasn't much contact with the speakers of these languages (while we did have international students from English- and French-speaking African countries, and

from Spanish-speaking South American countries). I have continued practicing my languages with my international friends and reading books in a variety of languages and that exposure to the world (remember that I was growing up in the 1970s and 1980s at the time when the Iron Fence was still present as a shadow) made me realize that a woman's position in the former Soviet Union was not very enviable. At the same time, while living there I never identified myself as a feminist. In 1989, I had a child as a single mother and was very concerned about raising the child in the country that did not treat either Jews or single mothers fairly. My mother and I decided to emigrate and left Kiev in December of 1989 as refugees stripped of citizenship. While many of our friends were leaving for Israel, we opted for the US, as we believed that there may be more opportunities there for a single woman with a mother and a child to support.

Q: One of the things that attracted me to you and your work was your research bringing together bilingualism, identity, gender, and personal narratives. How did you get interested in these topics? How did you become a feminist?

A: In the US, we settled in Reading, Pennsylvania, and I immediately started interviewing for teaching positions. I went to work as a part-time instructor of Russian and Spanish in two respective colleges, and soon took my GREs and TOEFL to apply to graduate school (part-time teaching did not seem like an appealing option forever). Two years later my family followed me to Ithaca, NY, where I got my Ph.D. in Linguistics. By that time, my personal history pretty much informed my studies and I conducted research on cognitive aspects of bilingualism. At the same time, the study of bilingualism seemed pretty stripped of personal insights and I felt that this was rather unfortunate—thus, my interest in personal narratives, that was quite well received by colleagues. As I analyzed autobiographic narratives of various famous writers, I contacted as many of them as I could to check my analysis with them. One of them, Andrei Codrescu, sent me a very perceptive insight, saying that my analysis of these writings is very much like the surgeon operating on his/her own hand. Unfortunately, in our field one's own personal insights do not carry the same value as one's analysis of others' stories, which is why I continue analyzing other people's stories and, through them, telling my own.

What is most important here is to emphasize that current research on brain differences has been severely criticized by a number of leading neurolinguists due to problems with research design, data analysis and numbers of research participants.

My explicit interest in gender issues and my full conversion to feminism occurred in the summer of 1997 as I was taking a language and gender course during the Summer Linguistic Institute with two wonderful linguists, Bonnie McElhinny and Kira Hall, who pretty much opened my eyes to the powerful ways in which contemporary poststructuralist feminist theory can theorize gender. I immediately thought of ways in which this theory can be applied to theorize the role of gender relations in bilingualism and L2 learning. Soon after this course, I went back to my native country to collect some research data and to see my family. One day I was riding a bus with my brother, and he got out first and tried to give me a hand as I was getting out. Unconsciously I recoiled from his hand and he looked at me strangely and asked if I became an Americanized feminist or something along those lines. It was then that I realized that indeed I did and that I no longer fit really well in a society which prides itself in putting its women on a pedestal, but in reality constrains them in a myriad of ways. American feminism is hard if not impossible to explain back home, as to many it seems trivial.

Q: What direction do you see your research going in the near future?

A: My big agenda is to argue that at least some, if not all, research should be concerned with issues of power and social justice. At present, I am editing a special issue of the International Journal of Bilingualism with my British colleague, Dr. Adrian Blackledge, on "Negotiation of Identity in Multilingual Contexts." In the intro to the special issue we argue that poststructuralist theory provides a very sophisticated theoretical framework both in its ability to frame the social in the sociolinguistic and in its emphasis on power relations, which, in turn, allows us to talk about issues of social justice. So, I guess, while I continue my research on various aspects of the bilingual mental lexicon, I will also continue examining how L2 users's identities both structure access to linguistic resources and interactional opportunities and get reshaped in the process. (A list of Pavlenko's past and forthcoming publications is provided at the end of this interview).

Q: I think many of us feel it is still a bit risky to address gender in our teaching or research. We may worry that our work will not be taken as "academic" if we focus on the issues dear also to our hearts or our politics. Do you have any words of encouragement for us?

A: Yes, I do see potential for not being taken seriously enough, but at the same time I see that studies that are strongly grounded in the data and theory do get well received, despite the political agenda. My personal opinion is that Bourdieu's theory for once does provide a very nice framework which allows us to combine sophisticated data analysis with powerful social justice arguments. For the most part, I have seen a lot of positive reactions to my own work and arguments. So far I had only one gender paper rejected and the reasons may have had to do more with the write up than with the content. At this point, I have the volume on SLL, bilingualism and gender coming out with Mouton De Gruyter; an article in the International Journal *of Bilingualism* on bilingualism, ideology and gender, and an article in *Applied Linguistics* on how language learning memoirs are a gendered genre. So I'd say in my personal experience the response has been positive.

Q: Often in my own presentations related to gender, I am asked questions about how men and women are different as language learners, whether male and female students should do pair-work together or not, and so on. These questions seem to assume essential categories of male and female that do not overlap and about which we can make overarching assumptions. Do you have any suggestions for responding to such questions?

A: I don't feel that we can change people's minds immediately, but I always do try by first throwing out the controversial statement, "There are no men and women" and then explaining what I mean. What I mean is that apart from general biological makeup, there are no general characteristics that all men and all women share. Oftentimes, men and women of a particular social class, cultural group or ethnicity would have more commonalities than differences. Thus, upper-middle class white women may have more in common with upper-middle class white men than with inner-city African-American women at times. Similarly, middle-class young Japanese females getting reading for their university entrance exams may have very different needs from young inner-city African-American women in Detroit dealing with drug issues and pregnancies. It doesn't make any sense to talk about just men and women, but rather about people as a whole and about gender as a system of social relations rather than an attribute of individuals. Once that point is made, I always bring in the notions of needs analysis and learner-centered instruction, which I think are very contemporary and powerful ones, and just say that we will need to treat each situation differently. And in some cases we will see that people will need to be grouped with people on the basis of other criteria than gender (class, linguistic background, etc.) and in other cases, single-sex groups may work better (in contexts where women otherwise may not be participating). As to who is better at language learning, the better student is whoever has better access to linguistic resources and interactional opportunities and more motivation. In contexts where men have more access they will be much more successful; in contexts where the access is equal but motivation is different, women may outperform men; yet, in contexts where men and women have equal access and equal motivation we won't see any gender differences at all. What is most important here is to emphasize that current research on brain differences has been severely criticized by a number of leading neurolinguists due to problems with research design, data analysis and numbers of research participants.

A: Thank you so much for taking time out of your busy schedule to talk with the members of GALE. I hope you will be coming back to Japan again soon to teach at TUJ.

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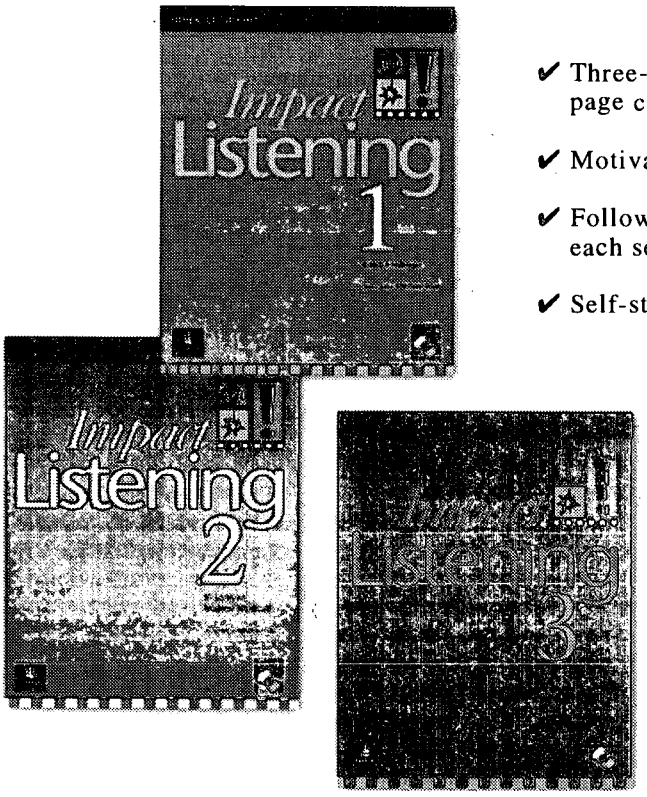

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THE VIDEO SIG

The *Video SIG* encourages members to explore all forms of video media —this goes beyond the familiar VHS cassettes to DVDs and video via Internet—in order to develop effective techniques for both language instruction and research. Our newsletter, *Video Rising*, editor Scott Petersen comments that selecting one article was a hard choice, but Randall Cotton's "Using Video Feedback for Nurturing Self-Monitoring Skills" presents a broad picture of one potential for video to enrich teaching/learning. Those interested in more specific teaching techniques might enjoy Video SIG's recently published collection of practical lesson ideas. Details available from Daniel Walsh <walsh@hagoromo.ac.jp>; Tel: 0722-99-5127.

Randall Cotton

Using Video Feedback for Nurturing Self-Monitoring Skills

本論は、スピーチコミュニケーションの授業におけるビデオカメラ使用の有効性について論じる。学生のスピーチをビデオに録ることは、２つの利点を生み出す。第１は、録画により、教師が学生のスピーチの評価や学生個々へのフィードバックをより簡単にできるようになる。また、学生個々のスピーチの変化を時間を追って確認することができる。第２は、学生が、各自のスピーチをビデオで見ることにより、自分が観客にどのようにうつっているかを意識することができる。これにより、学生は自己モニタースキルを身につけることができる。

One of the biggest difficulties in evaluating student production in a speech class is that the teacher is interacting concurrently on various levels with both the class and individual students. Among the many roles that a teacher has are supporter; classroom manager; advisor, or language expert (Curran, 1976); and evaluator. All language teachers carry out these roles (or more) during one class period, yet perhaps evaluation requires the most of our concentration, if we are to be objective and be able to give students useful feedback that will help them improve.

Speeches are a type of one-way communication and, as such, speakers receive little immediate, overt feedback like that which occurs in informal conversations. To introduce a means of receiving direct feedback, a video camera can be used to record student performances. Watching a video playback of one's speech in the sole presence of the teacher provides a way for students to receive meaningful feedback in the least embarrassing manner. At first, students may be a little embarrassed to listen to their English; however, when the teacher guides their attention to attainable skill areas that they have not yet mastered, they can reflect on their performance and narrow their focus to specific areas, which they can readily correct.

Class Description

Recently, I was given the opportunity to teach a graduation seminar (*sotsugyou enshu*) to fourth year students at my university. Most Japanese teachers are in charge of one of these seminars, with most of them basing the content of the class on their particular area of study. As I would be the first foreign teacher to teach a graduation seminar, it seemed that an oral communication course would be the most

beneficial for the students who elected to take my class. Since I would use only English in class, it would be easier to design and implement a skills-based course rather than one pertaining to a single content area. Moreover, in previous years, there had been few or no opportunities for students who had wished to take an oral communication course in their final year. The normally light course load of fourth-year students would allow them plenty of time (once the job search is over) to prepare for their speeches.

The course was based on a textbook called *Speaking of Speech* (Harrington & LeBean, 1996). It began by teaching some basic presentation skills: having effective posture, maintaining good eye contact, developing good voice volume and inflection, and choosing and implementing appropriate gestures. After each skill was introduced and practiced, students gave a short speech in which they were expected to effectively use the target skills. Successive speeches became more and more difficult as the students needed to use all the skills that they had learned up to that point.

The use of the camera eased the burden on me of making real-time evaluations and may have helped the students forget that they were (in fact) being evaluated

In addition to performance skills, speech-making skills were also taught. Students learned the following: (a) what information is said in the introduction, (b) greeting the audience and briefly introducing the main ideas, (c) what information to include in the body, (d) giving details and examples to support the main idea and making smooth transitions between these main points, (e) then they learned what information to include in the conclusion, and (f) restating the main points and emphasizing the specific information they wanted the audience to remember. Also, we discussed the importance to consider the audience. Exercises were given to help students determine what information is necessary depending on the knowledge and interests of their audience.

Students always selected the topic; I only assigned them the general type of speech to make, such as an instructive speech (e.g., how to make an *origami* crane), informative speech (e.g., describe your hometown), or a persuasive speech (e.g., compare instant noodles X with instant noodles Y). Students wrote the first draft of their speeches, and I checked them. Any sentence level errors or organizational problems were corrected, pronunciation trouble spots were practiced, and together we discussed the ways in which they would demonstrate their ability to use accumulated target skill areas (e.g., use of voice inflection, gestures, visual aids). Some students required several meetings to check their revisions before they were ready to give their speech in front of the classroom audience.

Written Evaluations

The speeches given at the beginning of the first semester were short and focused on very limited skills areas. At this point, students received feedback from their fellow classmates and me. While the speeches were being given, class members had two roles to carry out: that of audience and evaluator. I prepared a detailed checklist of things the students should check for when listening to/viewing speeches. These items included all of the skill areas that had been practiced up to that point in the class. There was also space for the student-evaluators to make added comments about specific content and or skills areas they liked. I used a similar checklist when giving my evaluation to each student, but also included more detailed comments about areas that needed improvement. The peer evaluations were given to students immediately after all of the speeches had been finished in one class. It took longer for me to write the evaluations, so students did not receive feedback from me until the following lesson, one week later.

As the speeches grew in length and as the skill areas increased, it became increasingly difficult to evaluate the students effectively. Although I took notes during the speech, I found that I could not write fast enough. Even a small lapse of time made it difficult to remember the difficulties that individual students had. Also, I realized that I was becoming a poor role model because, while I had strongly encouraged students to be attentive and ask questions about the content of their peers' speeches, I had my head down taking notes and was not really listening to what they were actually saying. Moreover, since my notes tended not to be very substantial, the feedback that I gave to each student was neither detailed nor sufficiently individualized. Each student had his or her specific problem areas, yet I was unable to clearly recall those areas and, consequently, was not able to give effective feedback. It was at this point that I decided to try videotaping the students' speeches in order to make the evaluation process easier and more effective with the desired result being to provide better feedback to the students. Yamashiro and Johnson (1997) note the effectiveness of using video as a means for giving students feedback on their public speaking. Below, I have outlined the steps I used in providing this feedback.

Video Evaluations

An 8mm videotape camera was set up at the rear of the classroom, behind all of the student-audience members. At the beginning and end of each speech, I stood up to turn the camera on and off and do any

readjustment that was needed, but otherwise, I sat down so as not to be too conspicuous. I wanted to blend in and be as much as a part of the audience as possible. I only became a *teacher* again when carrying out classroom management duties such as calling up the next student, helping them to set up visual aids, or asking students to become quiet before the next speaker began.

In both the speakers' lack of additional visible nervousness and in their comments about the class given at year end, videotaping their speech performances created no excessive stress on the students. Most of them forgot that there was even a camera trained on them throughout their speeches. In hindsight, the fact that I was listening directly to them and not taking notes while they were talking seems to have actually taken away a significant stress factor. Imagine someone hurriedly dashing off notes after a glaring mistake you had made. It is, to say the least, unsettling. The use of the camera eased the burden on me of making real-time evaluations and may have helped the students forget that they were (in fact) being evaluated.

In the days immediately following a speech, I watched the video alone and evaluated each student's performance using an evaluation form prepared beforehand (see Appendix), and made notes about how well students demonstrated their knowledge of the accumulated target skills areas. In addition, I made comments about specific pronunciation problems, any reoccurring problems that they still had not corrected, and any general comments that would be useful. I typed my comments using a word processor, making one copy for my files and one printed copy to give to each speechmaker. The printed form gave the student a take-home evaluation of his or her speech and served as a reference tool during the next step: teacher-student evaluation conferences.

During the evaluation conferences, I met with each student in my office where we watched their speech and afterwards discussed the quality of their performance. On average, one session took about 20 or 25 minutes to complete. Each conferencing period followed more or less the same steps as outlined below:

1) First viewing. When a student came to my office at a pre-arranged meeting time, we sat down and watched his or her speech. I refrained from making any comments or stopping the tape during the viewing. It was often the case that a conferencing session took place one week or more after the student gave a speech, so I simply wanted to refresh the student's memory.

2) Self evaluation. Most of us are aware of our own strengths and weaknesses and we may not want someone to tell us about them. This being the case, I wanted students to first reflect on their speech performance and vocalize their opinions of what the strong points and the weak points were. I urged them to express a variety of ideas about not only the language, but about the skill areas that we had practiced in class.

3) Teacher evaluation. Next, I gave the student my written evaluation of his or her speech. I purposely left off a letter grade at this point because I wanted them to focus on the content of the evaluation. I informed them of their grade at the end of the conferencing session. After explaining each point and encouraging the student to ask questions they had about it, we watched the videotape again.

4) Second viewing. While watching the speech again, I frequently paused the tape to illustrate specific points in the written evaluation. Actually seeing specific problem points usually helped clarify anything that was not fully understood in the written evaluation. I hoped that, as students reviewed the written evaluation when preparing for their next speech, they would be able to visually recall the areas that they needed to work on.

Marked improvement was noticed immediately after the first or second conferencing sessions with very few regular problems reoccurring.

While the evaluation conference ended here, the process of continuing to improve one's speech performance did not. During the process of preparing for future speeches, I often showed a student the videotape of one of his or her past speeches in order to remind them of recurring areas where there were still problems.

Conclusion

At the beginning of the year, students were understandably shy about watching a videotaped performance of their speech, but they soon became accustomed to this method as the evaluation sessions were both regular and frequent. Marked improvement was noticed immediately after the first or second conferencing sessions with very few regular problems reoccurring. However, some students were still uncomfortable with using gestures and voice inflection effectively in successive speeches. This is perhaps because they do not use them so frequently when using their native language.

Because of the relative lack of reoccurring problems, I felt that the video conferencing sessions were effective in teaching students self-monitoring skills. A by-product of the emphasis on self-monitoring was that students also started to evaluate

their peers according to their own set of personal monitoring criteria. While these peer evaluations were not formally exploited during the class, students could be heard giving their peers informal feedback after class. It is these skills that students take with them after the school year is finished and will enable them to keep learning and improving.

Randall Cotten *has taught EFL in Japan and the United States for over ten years. He spent four years teaching at Ohu University in Fukushima Prefecture. His research interests include student assessment, reading/writing connections and, vocabulary learning. At the beginning of May 1999, he took on a new position in the English Department at Gifu City Women's College.*

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Appendix

Oral Presentation Evaluation

Name:	Student number:
Speech:	Topic:

Posture:	Grade:	Comments:
• feet position • hand position • eye contact		

Gestures:	Grade:	Comments:
• appropriateness • support spoken message • natural execution		

Voice inflection:	Grade:	Comments:
• volume • stressing / stretching • pausing		

Visual aids:	Grade:	Comments:
• appropriateness • support spoken message • easy to see		

Speech construction:	Grade:	Comments:
• introduction • transitions & sequencers • conclusion		

Additional comments:
Final grade:

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The *Foreign Language Literacy SIG* was founded by David Dycus and Charles Jannuzi. Through its international publication, *Literacy Across Cultures* (LAC), it focuses its scholarly activities on reading, writing and literacy in the teaching and learning of EFL and other foreign languages. It also puts out a newsletter three times a year. For more information about the SIG and LAC, contact David Dycus at <dcdycus@asu.aasa.ac.jp>. To join a free electronic mailing list which distributes LAC articles and other information, contact Charles Jannuzi <jannuzi@mint.ocn.ne.jp>.

We have put forward "Expressive Writing Skills Enhanced Through the Use of Poetry" by Prisca Molotsi as a "best of" article because it typifies what *Literacy Across Cultures* is all about—the explication of ideas and techniques to promote the use of reading, writing and literacy across cultures and languages.

Expressive Writing Skills Enhanced Through the Use of Poetry

Prisca Molotsi
Nanzan University

日本の英語教師は、詩やcreative writingにとても興味を持っているが、授業ではそれらをほとんど使っていない。著者は、英語力があまり高くない学生に詩やcreative writingを紹介することの是非を論じる。さらに、言語教育や言語学習に対して、教師がいかに人間らしいアプローチをすることができるかについても提示している。

A problem that I have often encountered while teaching both oral communication and writing classes here in Japan is what I see as a lack of expression on the part of the students. Students seem to be inhibited, either for cultural or social reasons, from expressing their thoughts and feelings. Conversation and written exercises, therefore, tend to be dull and void of the *colorings* that add life to language. Using poetry, I have found, greatly helps enhance the students' writing and speaking skills. In this paper I will describe a series of activities I have found useful for using poetry to bring out students' expressiveness and creativity.

There are many reasons why poetry is beneficial in helping students develop both their writing and speaking skills: (a) poetry is an expression of our personal feelings which are important in any language, (b) the rhythms of a language are easier to assimilate through poetry, (c) ideas and personal ideas can be brought into play more so than in other types of writing, and (d) poetry enables us to experience the information relayed to us (Perrine, 1977, p.4). There are two ways in which to approach the utilization of poetry in language: the technical approach, involving the formal analysis of poetry and techniques for writing it, and the emotional approach, which focuses on self-expression. While I believe that concentrating on the technical approach is beneficial for those aspiring to be great poets, in the series of exercises described below I concentrate on the emotional approach, for the aim of this exercise is to enable students to express themselves freely and in ways in which their language will be enriched. Expressing oneself freely is something that can be quite alien to Japanese students. It is often said that Japanese have an inner and an outer self, the former

being symbolized by the heart and the latter by the face, in particular the mouth (Lebra, 1976, p. 159). Encouraged not to reveal too much by the outer self and not to believe too much in it, Japanese tend to think that the inner self is thus the truer self. It is, therefore, very difficult to extract comments and opinions from Japanese students, unlike classes in America or in South Africa where students are encouraged to be as intellectually vocal as possible. In Japan, an old saying holds that "mouths are to eat with, not to speak with" (*Kuchi wa motte kuubeshi, motte iu bekarazu*).

Aware of the difficulties in getting students to be more expressive, I use poetry in a series of *loosening* exercises, incorporated into lessons over several weeks, which target the inner self, or the truer self, of the students. Regardless of whether the class is an oral communication class or a writing class, the first step in targeting the inner self is through writing because, as Lebra (1976) states, Japanese find

Encouraged not to reveal too much by the outer self and not to believe too much in it, Japanese tend to think that the inner self is thus the truer self.

their individuality in self-reflection, and proof of one's introspection is usually in some written form, for example, a diary (p.159).

Preparing to Write

As I mentioned above, little emphasis is placed on the technical aspects of poetry. It is important, however, for students to be aware of certain important features such as rhyme, rhythm, alliteration, metaphor, onomatopoeia, similes, and personification. These aspects of language are used more frequently in poetry (of which musical lyrics are a part) than in any other written genre, and they add a rich dimension to the written word. Existing poems can be used to illustrate these resources to the students. Therefore, in the first class where poetry is used, students are asked to bring in poems that they enjoy. I encourage them to bring in poems that they enjoyed in their childhood because I find that this type of enjoyment is innocent and pure, unbiased by what they learn as they grow older (for example, "correct" stanzas, "proper" rhyme). Students write reasons why they enjoy the poems, this being done to reopen the students' appreciation of poetry. Poems need not necessarily be in English, and you will find that the great majority of poems enjoyed by people in their childhood will be in their native language. The purpose of this exercise is to rekindle those feelings of enjoyment in the students. The purpose of the second exercise is to work on the students' senses, the sense of touch, smell, sound, sight and taste. To do this, I begin with the sense of sight. I bring a red apple into the classroom and ask the students to write down the color of the apple without stating that it is red. Students are encouraged to use their other senses to help them. Here are two examples of such sentences:

It is the color of blood.

It is the color I feel after drinking too much.

(In the second sentence, the student has used both the senses of touch and taste.) The same is done with the sense of taste. Students are given, for example, a pickled plum to taste and once again they are requested to write down what it tastes like without actually saying it tastes salty or sour. Here are two examples:

Tastes of the sea.

It tastes like my tears when my boyfriend said good-bye.

This is done with all of the five senses. The purpose is to encourage students to start to think poetically and thus to think expressively, to communicate their ideas not in a static and practical way, but in a deeper, more intense way, thus giving both the writer and the reader a greater awareness of the information being communicated.

The third exercise concentrates on feelings. For this, music is played and students write down what they feel. Initially, responses are often short or limited to adjectives: I feel sad; I feel happy. However, as this exercise progresses I have noticed that students, once comfortable with what they are doing, will write longer phrases. For example, "I'm in a dark room, and it's raining outside" was written by one student to describe the melancholic feelings that a piece of gospel music invoked in her.

Writing the Poem

The final step is for students to write a poem. The aim, once again, is not to develop a classroom of Wordsworths and Shakespeares, but to get students to communicate in a sensuous, emotional, and imaginative way (Perrine, 1977, p.10), thus enriching their language. In an idea borrowed from *Poem into Poem* (Maley and Moulding, 1992), students are asked to write down memories of their first school, paying particular attention to color, sound, taste, smell, and feelings. Because the students are now used to exploring and expressing the sensory parts of language, this proves to be an easy exercise to do. Depending on the types of students one has, this exercise can be done individually or in very small groups. I find the latter works for students who are

Regardless of whether the class is an oral communication class or a writingclass, the first step in targeting the inner self is through writing because, as Lebra (1976) states, Japanese find their individuality in self-reflection, and proof of one's introspection is usually in some written form, for example, a diary.

still shy about expressing themselves openly. The next step is for the students to write sentences about each area of feeling, and finally to collaborate these sentences into a poem. The following is a result of this exercise. It is an excerpt taken from a poem written by a group of second-year Japanese students majoring in English:

I remember making a journey
Around the elephant mountain
Surrounded with blooming sunflowers
Under the clear blue sky.
Little flying friends chirping
Calling for us to play.
I remember smashing our hands together
Dancing to the tune, singing a melody
Sounds made by our clever teacher's fingers.

Conclusion

I have found that by doing these exercises, students become more aware of the different ways in which they can communicate a range of feelings. Because there is no correct or incorrect way of expressing these feelings, it becomes very personal and allows inhibited students to open up, if not verbally, then through the written language. This exercise can also be taken one step further, where the written poems become the objects of discussion, therefore adding an oral dimension to the exercises. Furthermore, students can be requested to keep a journal in which they record their experiences on a daily or weekly basis. They should be encouraged to use what they have learned from these exercises to be as expressive as possible without inhibition.

I have observed that not only do students enjoy working with poetry, but also, because they are being so expressive, their vocabulary base broadens immensely. Most important of all, their writing ceases to be dull and non-captivating and becomes rich and interesting. As Keith Waterhouse states, writing can either drone or it can sing: "Aim for the singing kind—writing that has life, rhythm, harmony, style—and you will never lose your reader" (1994, p.143). Through these exercises, I believe that students are taking one step to achieving this goal.

***Prisca Molotsi** teaches at Nanzan University and enjoys both creative writing and poetry.*

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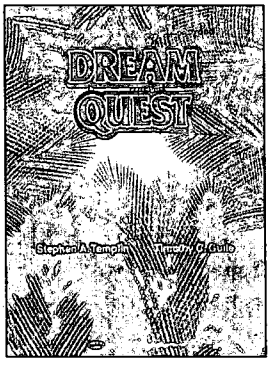

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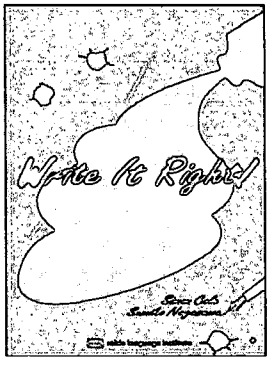

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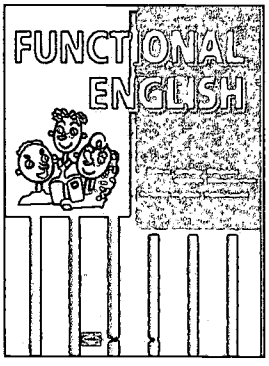

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is a network for teachers who are concerned about children's education. We deal with a broad spectrum of teaching situations, from pre-kindergarten children to junior high school, to teachers who teach the children and trainers who train the teachers. The *TLC* (Teachers Learning with Children), the TC-SIG's newsletter, is published four times a year, with feature articles, regular columns, news, a calendar of events and much more. Teaching children means much more than teaching English. We try to expand our English classes to include a variety of social and moral issues. One of these issues is perceptions of the elderly. A longer version of the following article appeared in *TLC* in August 2000.

Gwendolyn Gallagher

Here Comes Supergran!

New Images of the Elderly in English-language Picture Books

We're getting old. A week does not go by without the daily newspaper reminding us that industrialized countries, and Japan in particular, are getting proportionally grayer. It doesn't necessarily follow, however, that children have more contact with the elderly. Increased mobility means that children are less likely to live near their older relatives, and the increase in families with two working parents means that children spend less before-school or after-school time at home, lessening the opportunity to get to know neighbors of any age, including elderly ones. And in Japan, where the idea of ageism hasn't quite caught on, mandatory retirement ensures that children will not be meeting any senior citizens at school either . . . unless perhaps it is in books.

Of course, people you meet in books are not the same as people you meet on the street, nor should they be. Larger-than-life older characters that are unique and interesting can make children more positive toward and receptive to real senior citizens. Are there such elderly characters in children's books? There are now, but this is a big change over just a few decades ago.

In the wake of the great surge in awareness of racial and gender discrimination in the '60s and '70s, concern arose about the marginalization and stereotyping of the elderly. The word "ageism" was coined in 1969. In addition, as with gender and ethnicity, scholars scrutinized children's books to see how the elderly were depicted.

The results were bleak. The elderly were found to be misunderstood and misrepresented when visible at all. Barnum (1977) analyzed a random sampling of books recommended to schools and libraries between 1950-1959 and 1964-1974 by *The Children's Catalog*. Only 3.3% of the main characters and 5.3% of the people illustrated were elderly.

1960-70年代以前、年配者の登場が少なかったこども向けの物語にもジェンダーや人種等に対する意識の高まりとともに、1980年代以降次第に多くの年配者が登場し、その存在感も今までにないものが多くなった。このような様々なスーパーおばあちゃんやおじいちゃん達が登場する物語を簡単な内容とともに紹介する。物語の中で出会う人々は実際の生活の中のものとは異なるが、こども達の人々に対する意識に影響を与えることは間違いないものと考えられる。

Naturally, children are over-represented in juvenile literature, but even when Barnum focused on adult characters only, she found elderly people appearing in much lower proportions than they do in society. Ansello's in-depth study of 656 picture books and easy readers in one Maryland county library system found only 108 books with any aged characters at all (1977).

Ansello also pointed out that 55% of the elderly characters viewed in his study were men and 41% women (the rest indeterminate), despite a 69:100 male:female ratio in the over-65 group according to the US census. Barnum's study supported this, as did two studies of basal readers (Robin, 1977; Ribovich, 1979). This is perhaps unsurprising considering that females of all ages were shown to be under represented in juvenile literature (Weitzman, et al., 1972; Stahlecker, 1980). Analyzing the characters and activities of older people in his sample, Ansello commented: "One is struck by the repetition of routine and mundane behaviors of older characters, by the absence of the creative spark or the ingenious among them, by the superficial, tangential nature of their involvement with the stories" (1977, p. 255).

He also found them seldom involved in problem solving, not very self-sufficient, and rarely emotional. "The cumulative stereotype . . . non-creative and boring" (p. 270). Barnum also showed that seniors in picture books engage in few social activities (the women even less than the men) and that they "lack a full range of realistic emotions" (1976b, p. 305).

Happily, things do change. Picture books and early readers featuring senior citizens have become much more common. Grandparents, in particular, are "in." From July 1989 to December 1999, 512 hardcover young children's books about grandparents were published in the US alone (Horn Book Guide). Most focused on one grandparent or the other, and now grandmothers are in ascendancy at 55%.

An increase in the non-entities Ansello described would not be a development to celebrate, but the new oldsters have pizzazz. In the decades since Barnum and Anselo's studies, and from all across the English-speaking world, new elderly characters have emerged who are worth knowing and remembering.

New Images

There are many fine books about warm relationships between children and their grandparents. John Burningham's *Grandpa* (1984), Amy Hest's *The crack-of-dawn walkers* (1984), Angela Johnson's *When I am old with you* (1990), and Tomi DePaola's *Tom* (1993) celebrate the myriad joys of being with grandfather. *A Sunday with Grandpa* (Dupasquier, 1988) lovingly recounts a day in the country that any child would relish. Moreover, the grandfather is very true to life. Though not quite up to football with the kids, he raises vegetables and rabbits, makes things in his workshop, and is confident in his knowledge of woodland lore. And while he is a bit lonely, he is staunchly independent. In Nigel Gray's *A balloon for Grandad* (1988), a bicultural boy is comforted that his escaped balloon will cross the mountains and sea to connect him with his grandfather on another continent. The focus is off the older man, but the warmth of the relationship is clearly felt.

Grandparents are shown to impart more than just love. The grandmother in Patricia Polacco's *Thundercake* (1990) uses the ingenious ruse of an old recipe to help her granddaughter conquer her fear of thunder, and in her *The bee tree* (1993) a grandfather orchestrates a rollicking cross-country honey hunt to teach the value of working toward a goal. The grandfather in *Knots on a counting rope* (Martin & Archambault, 1987) teaches his grandson the strength to persevere through a life of blindness. In the beautifully illustrated, *Morning on the lake* (Waboose, 1997) a boy enjoys perfect communion with his grandfather, and through him, with creatures of the lake, mountain and forest. In the conclusion, complete confidence in his grandfather's wisdom brings him triumphantly through a terrifying night encounter with wolves.

Recent literature offers children grandparents of heroic proportions. The old woman in Halak's *A grandmother's story* (1992) is a monumental figure of courage and perseverance, with a love as deep and mysterious as the sea. Ignoring her neighbors taunts of madness, she rows out into the open ocean until she comes to the place where her heart tells her she will find her ship-lost grandson. The mystical grandmother of *Grandmother's pigeon* (1996) exits on page 2–last seen heading for Greenland on the back of a porpoise–leaving her earth-bound family to deal with the hatching of extinct passenger pigeons in her bird nest collection. She never reappears in person, but her presence is felt throughout the book. This story by the renowned adult novelist Louise Erdrich and illustrated with great intimacy by Jim LaMarche, also includes an ornithologist whose gray hair and spectacles do not mask her knowledge and wisdom. In *Hurry home Grandma!* (Olson, 1984), two children await Christmas and Grandma in their snowbound suburban home. Alternate pages record the preparations of the children and the trepidations of the safari-suited elderly explorer, as she paddles her crocodile-mangled canoe through a herd of hippos, rides an elephant, and finally pilots her own plane home, just in time.

It is interesting that heroes of these fantastic tales

are mostly female. Indeed, of those mentioned above, it is Cole's Grandad who is least in control of events, although he responds to them admirably. We may be witnessing the emergence of a new type, the Supergran, whose appeal lies in watching her overturn all expectations of what an old lady ought to be.

However, heroes need not always be outrageous. Elderly people are honored for a lifetime of service in *My Great-Aunt Arizona* (Houston, 1992), whose 57 years of teaching in a country school inspired generations of children to go where she couldn't, and in *Uncle Jed's barbershop* (Mitchell, 1993), whose selfless and persevering hero taught his grand-niece to dream. In the latter book, as in Barbara Cooney's *Miss Rumphius* (1982), older people without descendants are shown to be valued and fulfilled. James Ransome's illustrations depict the 79-year-old Uncle Jed giving the first haircut in his new barbershop surrounded by a happy crowd of young and middle-aged admirers. No one could look at it and imagine him "a lonely old man." Not at all heroic, but certainly not the "lonely old lady" her family considers her is *Granny MacGinty* (Conlon-McKenna, 1999). The fun is that the reader can see that she really is a happy, contented woman–with a refreshingly loud wardrobe–while her family strives to match her with a serious of unsuitable pets.

The value of the elderly to society is one theme of the ecological folktale *The old ladies who liked cats* (Greene, 1991). The eponymous old ladies are not personalized, as is often the case in folktales, but they are wise enough to know "how things work together," in a way that the government does not. When the old ladies are heeded, their good sense saves the day.

The "creative spark" is alive and well in many other new books. In Gilman's *Something for nothing* (1992) a loving grandfather makes and remakes his grandson's favorite blanket into increasingly smaller objects until the last, a button, is lost. But the boy has learned his lesson well, and turns it into a good story. A wonderfully inventive storyteller mesmerizes his grandchildren in *The great big especially beautiful Easter egg* (1983), one of a delightful series by James Stevenson, whose illustrations of the elderly enhance numerous works by other authors. New ways of looking at things are what creativity is all about, and the grandfather in *Grandaddy's stars* (Griffith, 1995) has the gift of turning the mundane into the extraordinary.

Loss of individuality is the harvest of any sort of stereotype. Contrast is one way to demonstrate individual difference, as in *Katie Morag and the two grandmothers* (Hedderwick, 1985). In this tale set on a Scottish island, Grannie Mainland is a prim and petite coquette, while Grannie Island is a sturdy and resourceful sheep breeder. In Emily Arnold McCully's early readers *Grandmas at the lake* (1990) and *Grandmas at bat* (1993), Grandma Sal is white-haired, plump and easy-going while Grandma Nan is brown-haired, mini-skirted and strict. But they are both very active–hiking, swimming, boating, playing baseball, leading cheers–and with Grannie Island present a refreshing contrast to the image of picture book women "significantly more likely to be described as *tired* or *sick* than . . . males" (Ansello 1977 p. 269). In *Little Cliff and the porch people* (Taulbert, 1999) no less than seven elderly characters are distinctly and beautifully portrayed, as a small boy, out on an errand for his great-grandmother, encounters neighbors who each contribute an ingredient for a special dish.

Both Barnum and Ansello commented on the lack of emotional complexity in picture book oldsters. Usually in a traditional tale, the old-couple-who-wanted-a-baby are stock characters without much depth. But in Melmed's magical *The rainbabies* (1992) Jim La Marche's luminous and entrancing illustrations paint a noble old couple in a rainbow of emotions: boredom, discontent, sorrow, resolution, uneasiness, deep content, desperation, wonder, joy and, of course, love. The emotional complexity of the immigrant experience is explored in Alan Say's Caldecott-winning *Grandfather's journey* (1993). The continuity of life and the connection between generations are also revealed as Say finds his experience–and his feelings–mirrored in those of his long-dead grandfather. The immigration experience also forms the backdrop of Polacco's *The keeping quilt* (1988) in which the quilt ties six generations of women to each other, and the old culture to the new.

While there are now many fine books about grandparents and other elderly relatives, there are still few books for young children celebrating relationships between a young person and an unrelated elderly one. Some excellent books on this theme have been published, of which the previously mentioned *Chicken Sunday* is a shining example. The gentle friendship between two children and an elderly immigrant neighbor seen in *Down At Angel's* (Chmielarz, 1994) is the kind no childhood should be without. Another elderly neighbor takes a young boy camping and prepares him for encounters with nature in Maggie Stern's *Acorn magic* (1998). An elderly blind neighbor surprises his young friend by playing "his colors" for her on the saxophone in *Rainbow Joe and me* (Strom, 1999). James Stevenson places a deliciously nasty old curmudgeon on a collision course for friendship with neighborhood kids in *The worst person in the world* (1978), whose main character reappears in subsequent books.

It is perhaps natural that most elderly characters in children's books are presented in relationships

with children. But it is important for children to understand that the elderly are people in their own right, so books in which interesting old people appear without reference to juvenile characters are very welcome. They are also very rare. Among recent additions to this genre are Cynthia Rylant's early reader series *Mr. Putter and Tabby bake the cake* (1994).

Elderly characters have not only become more plentiful but are now presenting children with a broader view of old age. Oldsters who were confined to their rockers in the dusty corners of the previous generation's picture books are now leaping into center stage, demanding recognition of their unique individual characteristics and the essential part they play in society. Recent literature offers today's young readers the opportunity to imagine old people as loving companions, inspiring examples, wise teachers, dynamic heroes, links to our past, and most importantly, as people, each as different from the others as is every child.

***Gwendolyn Gallagher** has been teaching in Hokkaido at the college level for 21 years, and has found that university and adult students of English enjoy and profit by the study of English picture books. She has taught college seminars on the history of English-language picture books and has given community lectures in Japanese on gender in English-language picture books. Her Asahikawa home houses a large collection of children's books for which she has built her own bookshelves. Gallagher is also passionate about books for adults, used book shops, reading to children, chocolate, rose gardening and scuba diving. She is the mother of two apprentice bibliophiles.*

Gwendolyn Gallagher は、北海道において２１年間に渡って大学レベルで教鞭をとっており、大学生や成人の英語学習者が英語の絵本によって楽しく有効に学習ができることに気付きました。英語の絵本の歴史に関する大学セミナーや英語の絵本のジェンダーに関する地域での講演活動も行ってきました。旭川の自宅には自作の本棚に膨大な子ども向けの本のコレクションを持ち、その他にも、大人向けの書籍、古本屋、こどもへの読み聞かせ、チョコレート、ばらの栽培やスキューバダイビング等にも興味をもっています。また、二人の愛読家の卵の母親でもあります。

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Notes

1. Many of these books can be found at <powells.com> a bookstore selling used and new books.
2. There are many worldwide networks of smaller bookshops that can fulfill almost all your biblio-desires. The ones I have found most useful are Bibliofind <Bibliofind.com> and Alibris <alibris.com>.

Calls for Special Issue Papers

Call for Papers
Language and Social Identity

The Language Teacher announces a call for papers for a special-topic issue on *Language Teaching and Social Identity* scheduled for May 2002 (deadline for submissions, March 2001). In this special issue, the editors (Amy Yamashiro and Steve Cornwell) would like to provide a forum in which contributors interested in social identity can share their research and practice. We are particularly interested in:

- The way social identity manifests itself in classrooms and schools;
- how contributors conceptualize identity; and
- what methodologies they use in their research.

Please note that we are interested in pedagogical and curriculum papers dealing with identity as well.

We encourage submissions from a wide constituency, and are interested in full-length, previously unpublished articles that explore social identity in relation to language, gender, race, class, and ethnicity. In addition to full-length articles, we are interested in *My Share* articles that show practical ways to address issues of identity in classrooms and also in book reviews pertinent to this topic.

While contributors do not have to be based in Japan, all contributions should deal with social identity in a Japanese context. If you have questions about whether your topic or context is appropriate, please contact the editors.

To submit a contribution, please send three copies of your article, along with your mailing address, e-mail address, and evening telephone number to the address below by March 31, 2001:

Steve Cornwell;
Osaka Jogakuin Junior College,
2-26-54 Tamatsukuri, Chuo-ku Osaka 540-0004;
<stevec@gol.com> inquiries only

Call for Papers
Using the Narrative Mind

The focus of this special edition is on what Jerome Bruner (1990) has called the "narrative mode" of understanding the world. Our minds naturally develop a predisposition to organize beliefs and understandings through the experiences that we have had, through the stories that we have lived and those that we have heard. When we ask people for reasons why they do something or believe something, they often respond with stories. The use of stories in language teaching has recently been getting more attention as a resource high in human-interest with contextualized language that makes new linguistic items more understandable and memorable, and with great potential to open up students to different ways of thinking and being in the world.

Reference: Bruner, J. (1990). *Acts of Meaning.* Cambridge University Press.

We would like to invite readers who have extended experience with the use of stories (of many kinds and shapes) in classes and have researched their effectiveness to write articles, reviews of books, and to submit "how to" pieces for *My Share.*

Deadline for submissions: February 20, 2001

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PALE Professionalism, Administration and Leadership in Education. We are a group of JALT Members who are concerned with professional and employment issues, particularly in the Japanese university system. In recent years, we have been documenting specific cases that will have long-term effects on the treatment of non-Japanese employees. We choose the article by Daniel Kirk because it is a self-contained, albeit longer, essay on why people should care about contract employment with a case study on its specific effects on professionalism

Limited-Term Appointments and Their Effect on Curriculum Development

Daniel T. Kirk
Prefectural University of Kumamoto

Discriminatory labor practices at the Prefectural University of Kumamoto create an exclusionary environment in which experienced, well-trained EFL teachers are left out of the curriculum development process because they are non-Japanese. The creation of a subclass of teachers who have no avenues for contributing to the curriculum for which they are responsible and who are punished for speaking out has detrimental effects on educational opportunities for the students, teachers, community, and institution itself.

The struggle of English language teachers at the Prefectural University of Kumamoto (PUK) has been to preserve livelihoods as well as to improve the learning environment. The teachers continue struggling to bring legitimacy to themselves as professionals and to their discipline, Teachers of English as a Foreign Language. A significant facet of the education process there—access to the curriculum development process—remains almost entirely out of the hands of the subclass the PUK hiring practices create. Exclusion from that process is evidence of the school's refusal to include non-Japanese in the functions of the institution and that English as a Foreign Language is not treated as a discipline deservng the full attention of professionals. Inevitably, this policy is pursued to the detriment of the students, teachers, community, and the institution itself.

PUK began hiring full-time foreign teachers in 1982. All, until 1994, were employed on one-year appointments, were EFL teachers, and were either affiliated with the Faculty of Letters or, from 1991, with the Foreign Language Education Center. From April of 1994, five non-Japanese teachers were employed on three-year appointments. At PUK, only teachers with nationalities other than Japanese have limited-term appointments. All Japanese *sennin kyouin* teachers employed by PUK and Kumamoto Prefecture are in regular teaching posts available to them until retirement. This segregation of teachers into those with limited-term appointments and those

熊本県立大学で、労働差別により経験豊かな英語教師が日本人ではないという理由でカリキュラム開発から除外された。外国人教師は、自らが責任を負うべきカリキュラムに対して貢献する手段がなく、発言すれば罰せられるのである。これは、学生、教師、コミュニティ、大学自身にとってよい教育ができる環境ではないことを示している。

with regular employment creates a disenfranchised subclass of teachers. This subclass is not trusted with the creation of curriculum, is ineligible for opportunities to study abroad, and is excluded from the organs of university life that support and encourage regular teachers to succeed in this particular system.

At PUK, the non-Japanese subclass is comprised almost entirely of EFL teachers. The only exception is a Korean teacher of economics, who has a three-year appointment. In 1991, when the Foreign Language Center was opened to service PUK as a whole, curriculum development was out of the hands of the qualified teachers who would actually be teaching the classes. When new teachers arrived on April 1, 1991, to begin teaching classes that began in that month, the "curriculum" was handed to them, and a shabby piece of work it was. It was simply a time schedule with names of classes in boxes. When teachers, uncomfortable with the lack of course descriptions, went to speak to the faculties for whom they were teaching, they were told that there was no need for descriptions. Eventually all classes taught by non-Japanese teachers may revert to teachers of Japanese nationality, and they did not want to be limited by a curriculum or course descriptions.

The next opportunity for non-Japanese teachers to be involved in curriculum development came in late 1992 and early 1993. PUK, then a women's college, was to expand to include men and a new faculty, the Faculty of Administration. To make this new school attractive, the university was to offer English on a scale unavailable at almost any other institution, and, to insure a quality program, the prefecture's bureau in charge of colleges vested the non-Japanese teachers with the power to develop the new curriculum. The Japanese teachers would be "hands off." It seemed an exciting breakthrough: finally English teachers who would be responsible for teaching the classes could decide what would be taught. That fantasy was short lived; soon we were told by a senior professor that, in fact, the foreign teachers were "hands off"—excluded from the decision-making processes. Professionals who would be responsible for a set of classes for the next four years would have no input. When the bureaucrats from the Archives Division of the prefecture returned to collect their curriculum, they found that the documentation was not at all what had been expected, and they had very little time to seek improvements. For the next four years that document, a *fait accompli*, was the English curriculum for the faculty.

At the March 31, 1998, end of the four-year probation period enforced by Monbusho on the new faculty, it again became possible to redefine the EFL program in the Faculty of Administration. Again well-intentioned professors asked for opinions from the subclass. By then, the non-Japanese teachers of English were fragmented by differing employment conditions, personal and professional interests, and the need to secure alternative employment. Finally, they put forth a two-page list of suggestions for the faculty to consider. None were accepted.

The EFL teachers at PUK would have another chance to influence the curriculum sooner than they expected, however. In early 1998, the university president, Mr. Teshima, instituted a Foreign Language Curriculum Revision Committee as a means of eliminating the teachers in the Kumamoto General Union. Only two non-Japanese EFL teachers were on the committee; both had three-year appointments. With the terrified silence or indifference of most teachers, the president and his henchmen rammed a revised curriculum through committees in little more than six months. Recommendations by EFL teachers were ignored. Pleas by the few vocal opponents of the destruction of the language program were ignored. Without the interdiction of the Kumamoto Labor Board and its role in facilitating an agreement between the Kumamoto Prefecture and Kumamoto General Union, the effects on the teachers, students, and community would have been catastrophic. The number of classes was reduced. Class sizes were doubled. The Open University Program, a university effort to open courses to the public, had no English course offerings for the first time since 1991. The English Teachers' Recurrent Seminar, in existence since 1991 for junior and senior high school English teachers, was canceled. Again, EFL teachers witnessed a curriculum created by noneducators for the purpose, not of sound education, but the elimination of perceived troublemakers.

In his preface to *The Language Teaching Matrix* (1990) Jack Richards says, ". . . an effective second language program depends upon careful information gathering, planning, development, implementation, monitoring, and evaluation." I will use those prerequisites for effective programming for comparison with the criteria the university actually employed.

The first requirement is "careful information gathering." EFL teachers had been gathering information about classes and student needs for some time. Several had been accumulating data for years. All the data suggested that some students were interested in taking foreign language classes other than English; that students felt the need to become more proficient in a second language, most importantly English; and a vast majority of students wanted more offerings with fewer students in each class. One professor of the Faculty of Administration collected verbally transmitted comments from students, which had been transcribed by teachers of other subjects. The list of comments was interpreted to mean that students were dissatisfied generally with the courses being offered, that they wanted more foreign languages other than English, and that students wanted more classes in translation. They were also interpreted to mean that the present teachers of English were responsible

for any shortcomings despite their teaching a curriculum that they had no hand in developing. Information gathered by English teachers about the English program was ignored, and planning continued.

The issue continued with an interesting take on nationality. The Curriculum Reevaluation Committee had purposely decided to avoid all references to nationality in the planning stages. This decision created strange dynamics, as the intention of the committee to eliminate the positions of non-Japanese teachers who had been active in the labor struggle became obvious. In discussions of content of classes for the Faculty of Administration, descriptions including the Japanese phrases *dokai ryoku* (reading) and *hatsugen ryoku* (expression) appeared. When I asked my Japanese colleagues about what they had in mind by those words, their reply was *translation*. When I pointed out that none of the English teachers in the faculty were interested in or qualified for teaching translation, and that it was another field of endeavor, not EFL, the reply was that they would have to get Japanese teachers. The fact that nationality was not to be discussed, however, led these teachers to take their views underground; they never appeared on paper. (The issue reemerged in early April this year, when one of my colleagues, who had been scheduled to teach an "expression" class, found out on April 2nd that he was not teaching it. When the teachers responsible for scheduling were questioned, their response was that the particular class was intended for a Japanese teacher. We asked to see where in the committee minutes and reports there was any reference to nationality and were told there was no such written reference. These discussions had taken place in committee and left unrecorded. The reality is that decisions had been made on the basis of nationality.)

As for the other steps of Richards' criteria for an effective curriculum, "development, implementation, monitoring, and evaluation," there is the distinct possibility that none of my non-Japanese colleagues will be employed at PUK long enough to witness one cycle of the most recent curriculum or to participate in the later stages. Two of us are on one-year appointments. Six are on three-year appointments, three of which end on March 31, 2000. None of Mr. Richards' prerequisites can be fulfilled without enough data collection, and the short-term nature of our positions makes that compilation a dubious endeavor. Already, our in-house journal, *Language Issues: Journal of the Foreign Language Center*, has suffered. The Foreword to the 1998 issue notes:

> Although a glance over the four issues will show an apparently stable pool of contributors, the contractual insecurity is beginning to take its toll. Of the twelve foreign teachers who are based at the Prefectural University, three left at the end of the 1997-98 academic year, while a fourth left at the end of the previous year. All who left were employed on one-year contracts whose 'part-time' status was in sharp contradiction to the full-time jobs they were happy to do. The insecurity generated by one- and three-year contractual terms has been exacerbated by a recent worsening of the conditions of employment.

Furthermore, at the end of the 1998-99 academic year, one each of the one-year and the three-year staff left for more secure employment. Clearly any possibility of PUK's language department being put on the publications map is being short-circuited by a system that undermines livelihoods. Thus, job security is like oxygen—without it, research suffocates.

Still, our struggle at PUK is not only about preserving livelihoods, but also about the systematic fortification of stereotypes of the EFL teaching profession. EFL teachers are viewed as temporary, yet they are not given the chance to prove otherwise. PUK, for example, refused to give foreign EFL teachers responsibilities that would have made them more valuable to the university, proven their professionalism, and justified the need for their permanence. It is as though EFL teachers are being blamed for their own plight. Any educator knows, as should administrators, that one must establish the most effective curricula possible for students and the community, with the support and encouragement of their colleagues. But in systems like PUK's, even the establishment of the obvious involves unnecessary struggle.

PUK has decided that, instead of allowing input from the professionals who actually teach the classes or from the students who take them, it is best to sacrifice its language program to stifle dissent from the foreigners. Because neither these educators nor their many supporters have just allowed things to pass, this decision has not eliminated those teachers from the faculty or silenced them. It has, though, seriously damaged the integrity of PUK's newly accredited and promising language program. Disenfranchising educators, simply because they are foreign, does no one—the staff, the school, or the students—any good.

***Daniel T. Kirk** is an Assistant Professor (*koushi*) on a three-year contract at the Prefectural University of Kumamoto. He was recently passed over for promotion to Associate Professor (*jokyouju*) without a verbal or written explanation. One reason could be that his former job status at PUK, that of a full-timer on a one-year contract, was considered as equivalent to "part-time" (*hijoukin*) work and therefore countable as only one-third the number of years served. Eight years of accumulated workplace loyalty was thus reduced to six years of recorded service.*

Reference

Richards, J. (1990). *The Language Teaching Matrix*. New York: Cambridge University Press.

THE LEARNER DEVELOPMENT SIG was founded in 1994 with the goal of providing a forum for research and community-building in the areas of learner training, communication strategies training, language awareness training, self-access, project work, study skills and other areas related to the promotion of greater learner autonomy. We publish a bilingual newsletter, *Learning Learning*, and are primarily concerned with pursuing these research areas and fostering learner autonomy within the Japanese context. We also pursue the collaborative exchange of research and its implementation in language classrooms through our partnerships with research groups in organizations such as AILA and IATEFL. We have selected Ms. Usuki's article as our contribution to the best of the SIGs issue because it illustrates our commitments to practical research and its implementation in our classrooms.

The Usefulness of Learning Diaries in Learner Training

Usuki Miyuki

English translation by Trevor Hughes Parry

In the following article, Usuki Miyuki discusses experiences that have brought her closer to her students. She discusses her use of learning diaries in the classroom, noting how these have not only sensitized her students to their learning, but have also enabled her to become more attuned to them as learners.

本論では、日本語版、英語版（翻訳：Trevor Hughes Parry)両方で、教師が学生に近づいた経験について論じられている。学習ダイアリーの使用により学生がいかに自己の学習に敏感になったか、また教師がいかに学習者としての学生に慣れることができたかについて論述されている。

学習・トレーニングとしての言語学習日記の効用臼杵美由紀95年5月14日に静岡で行われたシンポジウム「学習・の自・のためのストラテジー」では、優れた学習・の使うストラテジーを単純に教え込むことを基本的な考え方としたストラテジー・トレーニングのあり方への疑問（浜田・村岡,1995)や、学習・トレーニングは自・性を強調しながらも学習・を一つの型にはめ込むことにつながるのではないかという批判的見解（Benson, 1995)が示された。

学習・の自・性を高めるために、教師が学習・にトレーニングを施すという考え方よりも、むしろ学習・自身が自分で気づく、自分で自分の学習を・識化していくという機会を持てるように方向づけることのほうが望ましいのではないだろうか。その機会をどうとらえていくか、自・の必要性を認識し実行していけるか否かは、学習・自身の選択と自覚によると思われる。 学習・が自ら自・を・識していく機会を作るという・味で、筆・は4月以来、大学1年生の選択英語クラス（27名）に言語学習日記の記録を実行させている。語学（中国語）を専門としているが、英語は選択として履修しており、クラス全体の英語学習に対する動機はさほど強くない。また、オックスフォード（1994)のSILL（言語学習ストラテジー調査）を行ったところ、クラス平均の学習ストラテジー使用頻度は「中」であった。 英語の授業は一週・に一度であるが、毎授業の終わりに各自の言語日記に、その日の授業の感想をはじめ、自分の言語学習に対する気持ち、学習方法、問題点、外国や外国語に関する興味、質問事項など何でも自由に買い手もらっている。（英語学習を主にしているが、専門である中国語を含めて考えてもよいことにしている。）そして、教師からも、感じたことなどをコメントして次の週に渡す。次第に、教師のほうから強制されなくても授業の終わりには、学生自身が進んで言語学習日記を提出するようになった。時には、授業の終わりだけではなく、自主的に日記を書いて教師のところまで持ってくる学生もいる。 言語学習日記は、学習・が自己反省・自己評価を行うことによって自分自身をみつめ、学習の改善をはかる手助けになるばかりではない。日記へのコメントを・じて教師が学生一人一人を受け入れる姿勢を示し、個々に自・学習への・識づけを続けることは、学習・の学習・度や・欲の工場にもつながって行くように思われる。過去において、受け身的な学習に慣らさ

れてきた学習・たちが、少しずつ自分の学習に対する視点を変えはじめている。　さらに、授業が学生にどう受け止められているかというフィードバックが即・ってくるということは、教師の授業改善にもつながる。学習活動の工夫や学習・の要望への対応など、学習・側に視点をおいた授業への構えを教師に・識づけることにもなると思われる。　言語学習日記を取り入れる場合、特に、大規模クラスでは時・がかかるという問題がある。また、今回は教師、学習・とも共・する母語である日本語を使用してのコミュニケーションが可能であったが、対象言語以外に媒介語がない場合には「書く」という手段を用いた言語日記は取扱が難しくなる。さらに、言語学習日記が学習ストラテジーの一つだと知れば、このストラテジー自体が学習・によっては自分の学習スタイルに合わないという場合もあるであろう。以上、様々な問題点は残るが、学習・トレーニングの一つの方法として、言語学習日記を考えてみてはどうだろうか。連絡先：臼杵美由紀920-11 金沢市太陽が丘1-1北陸大学国際交流センターphone (h): 0762-24-6696
参考文献：ベンソン, P. (1995). 「学習・トレーニングの批判的考察」『学習の学習』2/2. 7-10.浜田麻里・村岡英裕(1995). 「集中日本語コースにおける自立学習スキルの養成」シンポジウム：学習・の自・のためのストラテジー　口頭発表.オックスフォード, R. (1994).『言語学習ストラテジー：外国語教師が知っておかなければならないこと』宍戸・庸・伴紀子訳　東京：凡人・

Among the presentations at the Shizuoka symposium ("Strategies for Learner Autonomy," 1995) were several that questioned the value of teaching learner strategies to learners in an overly explicit manner. Hamada Mari and Muraoka Hidehiro focused on the problems of considering "strategy training" too narrowly, namely as the mere transmission by the teacher to students of strategies developed previously by other successful language learners (Hamada & Muraoka,1995), while Phil Benson pointed out the paradox of preaching learner autonomy while at the same time demanding that all learners conform to a single role (Benson, 1995).

It would appear to be counter-productive for teachers to *train* their students, if their ultimate aim is actually to foster an independent attitude amongst those very learners. To this end, teachers may enjoy greater success if instead they create opportunities for their students to discover for themselves ways of learning that work for them. Whether or not learners grasp the opportunity afforded them, and whether or not they embrace the chance to take responsibility for their own learning is a choice that must be left to them to make.

In order to ascertain what possible benefits might accrue from giving learners the chance to become more independent in their attitudes to learning, I have been encouraging a class of 27 first-year university students to keep a regular learning diary since April of this year. Since the students are Chinese majors and are only taking English as an optional class, their level of motivation is not particularly high. Assessment of the students according to Oxford's (1990) SILL criteria (which show the extent to which they consciously use strategies in their learning) has revealed that they are generally "average" in their strategy use.

The class meets weekly, and students are given an opportunity to write in their diaries at the end of each lesson. Students are encouraged to describe their feelings, both in regard to that week's lesson in particular and language learning in general. They are also asked to write freely about their learning methods, any problems they have come up against, their interest in foreign countries and languages, and any questions they may have (although the emphasis is on English, they are also encouraged to mention experiences in the learning of their foreign language major, Chinese). At the end of class, the diaries are collected and then during the week, I add comments before returning the diaries at the beginning of the next lesson. As the year has progressed, students have begun submitting their diaries without prompting from me at the end of the lesson. Students have even been known to write entries in their diary in response to events in the lesson, submitting them before the class has finished.

For students, a learning diary provides an opportunity for self-analysis since it gives them a chance to reflect on their difficulties and achievements. For the teacher, the chance to write comments in the diaries provides the opportunity to interact with students on an individual basis, which in turn appears to have a positive effect on their behavior and motivation. Students, accustomed previously only to learning situations in which they played a passive role, are slowly beginning to change their attitudes towards their own learning. The students' constructive criticism of lessons has become a valuable source of feedback, which has had a great effect on my planning of subsequent classes.

For students, a learning diary provides an opportunity for self-analysis since it gives them a chance to reflect on their difficulties and achievements.

For teachers who are considering introducing students to the writing of learning diaries in their own classes, a few words of caution would seem to be in order. The time required to read and comment on individual diaries is considerable. If classes are large, teachers may find they have insufficient time between lessons to work through all the diaries. In the situation described here, teacher and students shared the same mother tongue; however, in classes where the only language in common is that which is being studied, it may be unreasonable to expect students to write in the target language at any great length. Lastly, since writing a learning diary repre-

The CALL SIG is probably the most active SIG within JALT, with two books, a series of newsletters and a four-day international conference bringing us together in June. Next year looks like another good one with a new slate of officers and fresh ideas percolating both up and down. Watch http://jalcall.org in the future for new and exciting things happening.

Recipes for Wired Teachers is a book by teachers for teachers to use computers as a tool in their language classroom. These 80 ideas encourage students with exciting computer activities of all types. Each two-pagearticle is formatted to make finding just the right idea quick and easy.

Recipes are grouped by content areas. They include Web search, Web site based activities, e-mail, text based, software based activities and finally teaching and administrative tools. There is a web site for changes, links, and new information at jaltcall.org/recipes/. Recipes are designed for teachers that use computers, not computer users that are teachers. Each Recipe clearly explains an activity in a step-by-step fashion so that even new users can spice up their classes.

Editor Kevin Ryan says, "This book was actually fun to put together. Over a year and a half of collecting articles, the best part was exchanging ideas with people in the field for whom I have tremendous respect. I was able to see how the big names in the field put their ideas together. Thanks go to the authors who selflessly contributed their ideas and to Elin Melchior for proofreading."

Actual pages from the book are reproduced on the following seven pages.

sents just one strategy amongst many that a learner might adopt, the possibility arises that this particular strategy, though useful to many, may not be valid for all. Despite such misgivings, however, learning diaries would appear to merit serious consideration by teachers hoping to foster an independent attitude to learning amongst their students.

***Usuki Miyuki** completed her M.Ed. in Language Education at Deakin University, Australia. She also worked for 7 years as a Japanese language teacher in Australia. Since 1995, she has been working at Hokuriku University in Kanazawa, Japan. She teaches Japanese to international students and coordinates Japanese language short programs for overseas students. As a part of her work, she is also involved in teaching and researching Japanese EFL students. Her present research interests include learner and teacher autonomy, learner/teacher development and foreign/second language teaching methods.*

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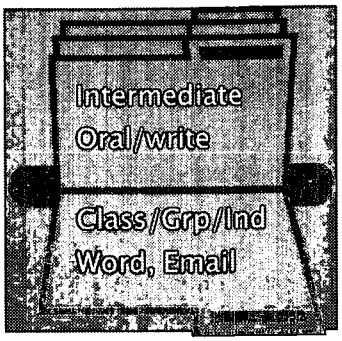
Word processing skills

Making the basics interactive and fun

Jodi Nooyen



Skill Areas
Listen, speak, note-taking

Time Frame
45–60 mins

Hardware
Computer with net for 2 Ss

Software
Word Processor, Email

Materials
Handout
Plastic bowl or cups (1 per S)

Aims

- To familiarize students with basic word processing skills
- To practice listening, speaking, and note-taking skills
- To promote interaction between students, and between students and the instructor
- To present an effective and efficient demonstration technique
- To practice sending E-mail and attachments

Prerequisites

1. Students should know basic keyboarding skills and the use of a mouse
2. Students should have a basic understanding of E-mail, and how to send a standard message.

Preparation

- Bring colorful cups or bowls (red is good) to class enough for each student.
- Before class begins, **send the following message** to each student in class as an e-mail attachment.

1. Write your name or names in the space below. Use the font style called "Comic Sans" (my favorite font!), and font size 16.

2. Think of a question you would like to ask your classmates. Write the question below - in both italics and bold. (e.g. it should look like this)

> Hello everyone! Today we will be learning about Microsoft Word and how to send messages by attachment. Below are some exercises I would like to you to try. Work on these with a friend, and please remember to write both of your names. Good luck! If you have any questions, your instructor will help you.

3. In the space below, create a table with two columns and six rows. In the top row write the Name in the left column, and Answer in the second column. Use bold when you write these.

4. Using the question you wrote in (2) above, ask this question to five of your classmates or teachers. Write their names in the first column (left column) and their answers in the second column. Write their an-

Word Processing Continued

swers in italics (but not using bold).

5. Correct the spelling errors in the following passage (Use spelling and grammar check). Spell check will not find five of the misspelled words. Try to find these errors, too, and correct them. Also, make the following passage "double-spaced".

6. Add a header to this paper. Write: "I can use Microsoft word!"

I have a speling checker,
It came with my PC.
It planely marks for my revue
Mistakes I cannot see.
I've run this poem threw it,
I'm sure your please to no,
It's letter perfect in it's way,
My cheker told me so.

7. Copy your names from question one. Add a "footer" and paste your names as your footer.
8. Congratulations! You are finished! Save this document on your disk. Then, send this back to your teacher as an attachment.

Process

1. Give each student a colorful bowl/cup and a one-page handout (see below)☐
Teacher demonstrates each of the word processing skills presented on the handout

2. After each demonstration (e.g. "changing the font size"), students are instructed to do it themselves, and then to write a quick note on their handout about how to do it.

3. When finished, students put their colorful bowl/cup on top of their computer. When all cups/bowls are "up", the teacher says "Cups down", and continues with the next demonstration, following the same procedure, and continuing quickly until finished.

"Microsoft Word" demonstration (handout)

Your teacher will show you how to do the following.
Try to do it yourself using "Microsoft Word".
Then write instructions for yourself to help you remember how to use each feature. What icons do you need?
Change the font style:
Change the font size:
Make a word bold:
Make a word italics:
Underline a word:
"Double space" your writing:
Use Spelling and Grammar check:
Use cut and paste:
Use copy and paste:
Save to disk:
Send as an attachment to an e-mail message:

Ss are then instructed to check their e-mail for a message from the instructor. The teacher then demonstrates how to open an attachment. The attachment (as shown above) tells the Ss to work in pairs. Ss much follow the directions given in the attachment, and then return it to the instructor as an e-mail attachment. Some of the directions instruct Ss to complete word processing tasks that were not demonstrated (such as adding a header/footer). For these, students are encouraged to work together to figure out how to complete these tasks.

Word Processing Continued

Lessons Learned

Demonstrations are much more effective if students have a chance to immediately practice. Also, this technique is a great way to quickly see if students have completed a practice task. It is even more efficient if students who finish quickly are encouraged to help those students who are working a bit slower. Even students who already knew some or all of these word processing skills loved this activity it became like a contest to see who could finish each task first!

This lesson is also extremely useful because it emphasizes that (1) spelling/grammar checks are not always perfect, (2) using computers in the classroom is not a solitary activity, and (3) it is relatively simple to learn how to use an unknown feature on a word processing program.

Most of all, students were delighted to find out how easy it is to send an e-mail attachment. However, students must be warned of the dangers, that is, most computer viruses are transmitted by e-mail attachments.

Variations

The "cups up/cups down" technique has been found to be extremely useful, and could easily be adapted to other lessons as well.

Author:

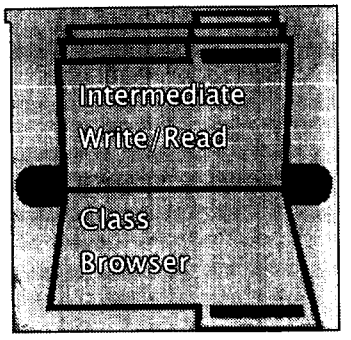
My name is Jodi Nooyen, and I have been teaching ESL/EFL for over eight years including one year in Puerto Rico, and three years in the Osaka area of Japan. Currently I teach "computers for language learning" to intermediate level students at UCLA extension, and advanced academic skills to international graduate students at UCLA.

Links

The easiest and most convenient e-mail programs that allow students to receive and send e-mail attachments are found on the Internet. Free sites such as www.hotmail.com and www.yahoo.com not only allow students to obtain an account to access their e-mail from any computer with an Internet connection, but they also offer a free scan for viruses.

Using MOOs

Writing: Using SchMOOze University



Mark Peterson

Skill Areas

Write/Read
Vocabulary
Intercultural knowledge

Time Frame

90 min X2

Hardware

1 C with Web per S

Software

Browser or Telnet client

Materials

Mini-quiz

Overview

This class seeks to enable ESL students to fully participate in an online text mediated virtual learning environment.

Aims

- To improve student vocabulary knowledge and descriptive writing skills.
- To provide a meaningful real world learning task.
- To encourage learners to develop cross cultural understanding.

Prerequisites

- Students should have basic typing skills.
- Learners must have the ability to use a browser.
- Students will need access to a dictionary suitable for ESL learners (paper or online).

Preparation

1. Introduction to the concept of MOOs
2. Overview of the schMOOze university web site
3. Introduction to basic MOO commands (see web appendix) and E-mail etiquette
4. MOO command mini quiz: This activity is designed to test learner knowledge of basic MOO commands before they enter schMOOze university. This activity lowers levels of techno-stress in students unfamiliar with virtual environments

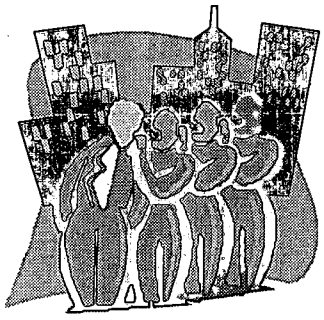
Process

Practice:

1. Learners practice writing descriptions of themselves. This activity is required before learners can enter the virtual campus of schMOOze university.
2. Learners practice various writing tasks required for effective participation in schMOOze university. For example introductions, greetings and asking questions.

Production:

1. Learners log on to schMOOze university.
2. Students enter the virtual campus.
3. Students practice basic navigation around the virtual campus.
4. Students are encouraged to contact other participants and to exchange messages.



At the end of the lesson students complete a MOO questionnaire that includes the following questions:

1. What name did you use when you visited schMOOze university?
2. Who did you talk to and where were they from?
3. What kind of topics did you talk about?
4. Where did you go in the schMOOze university campus?
5. Did you enjoy visiting schMOOze university? If so, give the reasons why.

Variations

Advanced learners are encouraged to participate in a writing based learning task. For example, leaners may write an essay on their experiences in SchMOOze University and discuss the advantages and disadvantages of participation on virtual language learning environments.

Lessons Learned

- SchMOOze University is ideally suited to group based collaborative learning. Learners of all levels of English ability can participate in schMOOze University. In the author's experience once learners have understood the basic concept of schMOOze University they enjoy the chance to participate in meaning based discourse with other English language learners.
- Learners usually work best when paired with a partner. Educators should also note that the Java based client will not operate inside a network firewall.

Author:

Mark Peterson (http://www.jaist.ac.jp/~mark) is a faculty member of Japan Advanced Institute of Science and Technology. At present he is conducting research into virtual learning environments for language learning.

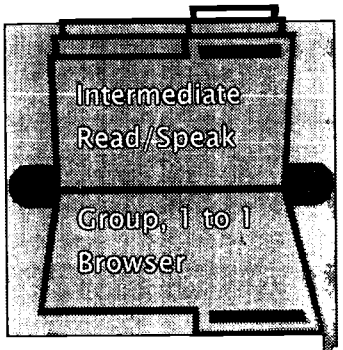
Links

SchMOOze university web site (and schMOOze university gateway): http://schmooze.hunter.cuny.edu:8888/
The Newbury House Online Dictionary: (http://nhd.heinle.com/)
TinyFugue (freeware MOO client): http://tf.tcp.com/~hawkeye/tf/
Telnet (information): http://www.whatis.com/telnet.htm
Basic MOO commands reference:
http://www.cc.rim.or.jp/~awaji/schMOOze/
Virtual Environments Help Page (by Ruth Vilmi, Helsinki University of Technology): http://www.hut.fi/~rvilmi/Project/VLC/virtual.html

Whodunit

Solving Mysteries

Susan L. Schwartz



Skill Areas

Critical thinking
Reading
Paraphrasing

Time Frame

45 minutes

Hardware

1 computer per S with Internet

Software

Browser

Materials

Whiteboard/ blackboard/ flipchart paper, markers

Overview

This lesson uses a Website devoted to mysteries for children to give Ss practice in using critical thinking and language skills.

Specific Activities

Read on-line mystery story paragraph by paragraph, paraphrase each paragraph orally, state solution to mystery and give reasons for solution. Compare S's solution with Website's solution.

Prerequisites

- At least a high intermediate reading and speaking ability.
- Familiarity with navigating Web pages.
- Familiarity with orally paraphrasing written material.

Preparation

Bring up <http://www.thecase.com/kids/solveit> on screen.

Process

Presentation: 1) Ask S if s/he likes to read mystery stories and why or why not. 2) Elicit characteristics of a mystery story (a problem exists, someone tries to find the answer, clues are given but the answer is not easily found). Write characteristics on board or flipchart. 3) Tell S s/he will read a mystery on a Website and S must figure out solution. 4) Tell S s/he will have to paraphrase the story and review how to do that (retell story in own words).

Practice: 1) Tell S to look at story on screen. 2) Tell S to read the first paragraph (or first few paragraphs, if they are really short). 3) When S has finished reading, ask S to orally paraphrase content of what s/he read. T can ask questions about vocabulary as well as questions to clarify meaning of text. Make sure S has mentioned all main points; if s/he forgot something, ask questions to elicit information. If necessary, T can model how to orally paraphrase this section.

Production: 1) Tell S to read next one or few paragraphs (depending on

Whodunit Continued

length). 2) When done, have S paraphrase what was read (follow procedure in Step #3 above). 3) Continue in this way until S has finished reading and paraphrasing entire mystery story. 4) Then ask S "Whodunit?" Have S explain why s/he thinks that answer is correct; S should refer to specific parts of story to support her/his reasoning. 5) At end of story, possible solutions are listed on screen. Tell S to click on link s/he thinks is the answer. If correct, the new page will say so. Congratulate S if her/his solution was correct! There is also a link to see how the detectives in the story solved the mystery. If S's answer was wrong, the page will say "Not correct" and offer an additional clue so S can try again. That page also gives the option of going directly to the answer by clicking on the "See the solution" link, but the T should not let the S do that until the S has tried to solve the mystery again.

Comments

This lesson was done with middle school Ss, i.e. 12, 13, and 14 year-olds. It would probably work well with older Ss, too. Since the mysteries at the site change monthly, Ts can repeat this lesson at periodic intervals. This Website is aimed at native English speakers so Ts should be sure their Ss are proficient enough to comprehend the stories without much difficulty.

Extension activities

- In classes of more than one S, role-play mysteries in front of the class.
- Rewrite mystery to exclude all direct speech. With classes of more than one S, follow up by having Ss exchange papers and insert direct speech into other S's story.
- Write an original mystery story.

Lessons Learned

This lesson works very well in a one-on-one situation because the S can go at her/his own pace. When there are more Ss in the class, the timing is trickier because Ss read at different speeds. Ts need to take that into consideration when planning this lesson, and might want to pair up Ss in advance based on their reading proficiency. Even Ss who do not particularly like to read seem to enjoy this lesson.

Links

http://www.thecase.com/kids/solveit

Variations

1) S can do activity independently. Instead of orally paraphrasing each paragraph, S can rewrite the story in own words and include solution. S can turn in paper to the T who can grade it based on how well S presents story and solution. This activity can also be done in a class with more than one S.

2) With a group of Ss, half the class can read and paraphrase one mystery and the other half can read and paraphrase a different one. Then pairs can be formed and each student listens to the story retold by her/his partner and tries to figure out the solution.

Author:

Susan L. Schwartz teaches ESL at Marsh Grammar School in Methuen, MA, USA. She was an EFL teacher and trainer at universities in China and Indonesia and has taught ESL in short-term programs in the USA. Her interests include teacher education and materials development.
slschwartz@earthlink.net

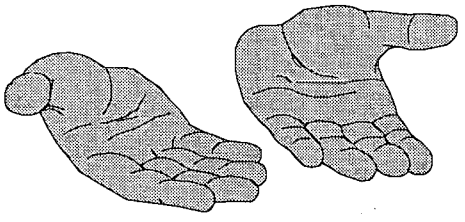
A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, you will learn about volunteers in JALT and how to unearth and keep them. The coeditors of this column invite readers to submit 800-word reports on your Chapter, SIG, or special event in Japanese, English, or a combination of both. Don't be shy! Contact us please.

On Being a Volunteer in JALT

When someone asks us to do something, most of us say, "Yes." We may envy those who pause and say, "Let me think about it, and I'll get back to you." Those people always seem to have a lot of free time. On the other hand, the old adage, "If you want something done, ask a busy person," often holds true. JALT is an organization that, with the exception of two or three wonderful paid staff members, is more or less run by volunteers. Why do they all volunteer? And more importantly, how can we encourage more to do the same and then, nurture that volunteer experience?



One reason people do volunteer is to be part of an interesting and friendly group of people who are trying to do something worthwhile. Someone once said, "A human being is happiest and most successful when dedicated to a cause outside his own individual, selfish satisfaction." That may be true, but, like all things in life, it is important to strike a balance. In addition, especially in the case of our Japanese members, it is important to remember that the idea of holding one's hand up and saying, "Yes, I want to volunteer!" is not necessarily everyone's style. We need to ask people clearly and directly if they would be willing to help.

Once a volunteer has accepted the challenge, we need to work with them to help them understand exactly what it is that is needed to be done and help them get started if need be. It is sometimes a good idea to gradually work into an officer's position by shadowing another officer or being a co-chair for a year or so. In some cases, however, there are those who are old hands or new people with fresh ideas that are ready for leadership positions, and these people should be given the freedom to be creative in their volunteer positions. Most important of all is to foster an atmosphere of mutual respect and friendship.

The following quotes are additional thoughts on being a volunteer by some of our own and some who went before us.

"One is not born into the world to do everything but to do something . . ." —Henry David Thoreau, poet, writer, philosopher

"*Volunteer* is that peculiar quality that sets JALT apart from most other professional organizations. Look in our publications, go to any chapter or SIG event, or take part in our annual conferences and you will see volunteerism in its most selfless form. It is a quality that allows JALT to offer a degree of service that many commercial enterprises could never hope to emulate, and it is what will see JALT continue successfully in the years ahead." — Malcolm Swanson, JALT volunteer

"Vision without action is a daydream. Action without vision is a nightmare."— Japanese proverb

"Success in a volunteer organization is directly opposite to success in a corporate culture; in a volunteer organization, the goal is to ultimately make yourself expendable. If people fail to perceive what you're doing as a 'cool' thing to do themselves, it ain't workin."—Keith Lane, JALT volunteer

"A community is like a ship; everyone ought to be prepared to take the helm."—Henrik Ibsen, poet and playwright

"I know that the best way to get volunteers is to give them something small to start with."—Bill Pellow, JALT volunteer

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."—Margaret Mead, anthropologist

"When I come home tired after a weekend of attending JALT . . . and am asked why I entertain this constructive discontentment, 'So, why do you do it?' I immediately respond, 'It's all so important!' That belief keeps me volunteering. The key to building a successful volunteer non-profit organization with spirit is organizing the work so everyone feels essential to a goal they believe in. In a volunteer, non-profit organization, the person with the most responsibility for an individual's development is the person themselves—not their hierarchical boss. Our large core of volunteer women and men, teachers and students, deserve and require superior learning opportunities."—David McMurray, JALT volunteer

"I shall pass through this world but once. Any good therefore that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again . . ."—Mahatma Gandhi

reported by L. Dennis Woolbright, JALT volunteer

edited by scott gardner & oishi harumi

Thinking About Learning

Nicola H. Green, *Singapore Japanese Secondary School*

Background

Getting students to think about how they have learned English in the past is a useful method of encouraging them to think about how they can learn more in the future. It also raises their consciousness of the learning process itself and can guide them in their choice of learning strategies that they will employ over the remaining school year. English is something that advanced students often take for granted, and thinking, talking, sand writing about why they speak English is an interesting exercise for both the students themselves and the classmates who learn from them.

It is also useful for a teacher, when starting a new class, to know something of the students' backgrounds, their language experiences, and their abilities. Advanced students (and returnees in Japan) are often reluctant to use their English fully in the classroom, as they don't want to be seen as drawing attention to themselves. This problem is amplified by adolescence. However, an activity that provides an opportunity for genuine communication, swapping of experiences, and genuine interest from the teacher in what they have to say, can go a long way toward creating good rapport in the classroom.

This activity aims to give the student an opportunity to reflect upon his/her learning background, as well as provide useful information for the teacher. It works particularly well at the beginning of the school year and is an interesting twist on the usual "Where do you live?" or "What's your favourite...?" questions.

Procedure

Day 1—Interviews and Presentations

In the first session the teacher writes five or six straightforward questions on the board about the students' English background. Questions I have used in my class are:

1. Have you ever been to a non-Japanese school?
2. Which country/countries did you live in before you came to Singapore?
3. Do you have any friends who don't speak Japanese?
4. Do your parents speak English?
5. Do you ever speak English at home?

The students work in pairs interviewing each other. By thinking about, and talking about, the answers to these fairly general questions the students will hopefully begin the reflective process that the activity is intended to encourage. I give the students 20 minutes (10 minutes each) for this activity but if they have a lot to say then this time can be extended.

Each student is then asked to make a short presentation about his/her partner, based on the interview. This is an opportunity for the students to compare their own experiences of learning English with those of their peers. The presentations have no specific time limit. After the more informal pair work activity, which precedes the presentations, it is interesting to hear the students talk more formally to the whole group. The activity also gives the teacher an opportunity to collect information needed for the next activity. The students should be told that the teacher is interested in what they have to say rather than the way it is said. However, the presentations do give the teacher some insight into each student's oral abilities.

The teacher must take notes on each student's background in English during the presentations. The information will be used in the subsequent activity.

Teacher Preparation

Before the next class the teacher prepares an individual worksheet for each student (see Fig. 1). The worksheet contains statements based on the presentation details. Some of the statements should be wrong and some should be made up. There

Figure 1

Yuichiro

1. Look at these statements:

I have lived in Singapore for 6 years.
I lived in England for 7 years.
I went to primary school in an English school for 2 years.
I have private lessons in English.
My teacher is Japanese.
We study English grammar in my private lessons.
My parents speak English.
My parents think it is important that I learn English.
I study hard in all my school subjects.
I have non-Japanese friends.

Tick the ones you agree with and change the ones you disagree with so that they are true.

2. Now add some more sentences that give me more information about you and English.

should be space at the bottom of the page for the students to write any more relevant statements. If the class is large these worksheets can take time, but this time can be reduced by using copy-and-paste on a computer.

Day 2—Worksheets

In the second session students are given their individual worksheets and asked to read the statements, indicating which ones are false. This enables the students to consider more carefully why some of the statements are incorrect and how their own experiences differ from those in the false statements. They then correct the false statements and add other relevant information at the foot of the page. This is an important step in the activity. It allows the students to reflect on other language learning experiences which they may not have previously mentioned.

Students then complete a short written assignment using their individual worksheets as a guide, adding more details to explain the statements as they progress. In thinking about their original statements the students will hopefully be reflecting upon their own learning processes. The students enjoy this writing activity as it takes little effort. The information they need has already been provided, firstly by themselves in the interview, secondly by their partners in the presentation, and thirdly by the teacher in the worksheet. It is worth noting that this is not a test or a grammar exercise, and is not being recorded as a part of the student's overall grade. Grades can be given for the students' own interest, but corrections should be kept to a minimum. The teacher can keep a copy of each student's essay as a reminder of the information learned from the activity. The essays also provide useful information regarding the students' strengths and weaknesses in written English, spelling, grammar, and vocabulary.

Quick Guide
Key Words: Reflective Learning, Interviews, Writing
Learner English Level: Advanced
Learner Maturity Level: Junior High School to Adult
Preparation Time: Quite lengthy for Day 2 depending on class size
Activity Time: One to three lessons depending on class interest and teacher expectations regarding written assignment

A "Learner-Centered Classroom" in a General English Class

Matsuno Sumie, *Nagoya College of Foreign Language*

Problem and Question

I have been teaching in a vocational school in Nagoya, where the students are usually eager to attend classes to prepare for certification examinations such as the TOEIC. However, one of my recent classes was "General English," which is not a test preparation course, so most of my students had little or no motivation to study.

At the beginning of the term my class was typically teacher-centered, where I decided what I taught and how I taught; the students could not make any decisions and were simply receivers of information. Nunan mentions that the learner-centered curriculum is "a collaborative effort between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught" (1988, p. 2). Upon reading this I asked myself, "What if I practice this notion of learner-centered teaching in my own class?"

Solution

I gave my students a questionnaire about what they wanted to learn and how they thought we, both the students and I, could improve the class. In the next class, I considered what they had written in their questionnaires as much as possible. After class, I asked for their opinions, including some further suggestions about the materials and activities of the day. In the following class, I based my activities on their suggestions from the previous questionnaires. I did this three consecutive times. One month later, I asked my students their overall impressions of the three classes.

The initial questionnaires indicated that the students wanted to use songs as materials. On the first day, the theme of *Aladdin* was chosen, because they believed that Disney songs might be easier to understand. First, the students listened to the song, and then the words were distributed (see portion of handout in Fig. 1). Some words were chosen for the students to guess meaning. This activity was done as pair work. Then I asked them to translate the song into Japanese word by word. Finally, while listening to the tape once more, they sang the song.

Figure 1

A Whole New World
Please guess the meanings of the underlined words.

I can show you the world (1) shimmering
Shining, shimmering, splendid
Tell me, princess, now when did (2) splendid
You last let your heart decide

I can open your eyes
Take you wonder by wonder
Over, sideways and under (3) sideways
On a magic carpet ride

Their comments after class indicated that all of the students somehow enjoyed the class. Though they felt that it was very difficult to guess the meanings of the words during that particular activity, translating the meaning of the entire song was pretty successful. One student said that he enjoyed the translation because he had known the music but not the meaning of the song. My reflection toward this class was that it was good, and amazingly, nobody seemed to get sleepy.

On that day, following my previous request to them to bring their own songs for the second class, one student brought me four songs. At the end of the period, the class listened to the songs and decided which one they would study in the next class. What they chose was "Eyes on Me" by Faye Wong. In the next class they did exercises as illustrated in Figure 2, and while they did so I played the song as background music, following one student's request.

Figure 2

Eyes On Me
Fill in the blanks.

I saw you smiling at me
Was it real or just my ( )
You'd always be there in the ( )
Of this tiny ( ) bar

Rearrange the words in the correct order]
( ) (so, me, with, darling, share)
( ) (you, enough, love, your, if, have)
( ) (holding, back, if, your, tears, you're)
( ) (or, that's, what, is, it, pain, if)

This class was better than the first class, because the fill-in-the-blank and change-the-word-order activities, which my students had suggested would improve their listening skills, were very successful.

Figure 3

My Heart Will Go On
Please make sentences using the following words.

Every night in my ( )
I see you, I feel you.
That is how I ( ) you go on (1) go on

Far across the distance (2) distance
And ( ) between us
You have come to show you go on

One student said that he had never known the pronunciation of *tiny*. He used to pronounce it as /tini/, not /taini/. He said that listening to music was a good way to learn pronunciation.

At the end of class, the theme song from *Titanic* was selected as the material for the third class (see Fig. 3). Based on their comments and my reflection, this third class was the most successful. Since they all knew this song well, they enjoyed listening to the music. Concerning the activity, making sentences from key words, which again some students had recommended to me, one student said, "I could learn some uses of the words....I would like to use them in my own speech and writing."

Conclusion

The overall reflections written by students indicated that allowing the students to decide what to do in class, including choosing materials and activities, is a good way to motivate students who at first do not seem willing to study. In my class, this meant using songs as material. What I noticed through the three classes was that almost all of the students seemed to enjoy the classes more than the previous classes using the texts, and they did not sleep or misbehave. What I decided through this research is that in my General English classes I will follow what the students want to learn: that is, as much as possible, the class will be guided by their decisions—often negotiated between them and me—and not simply by my own.

Reference

Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: Cambridge University Press.

Quick Guide
Key Words: Learner-Centered Classroom, Vocabulary, Listening
Learner English Level: All
Learner Maturity Level: College
Preparation Time: Varies according to student input
Activity Time: 30-40 minutes for song activities

ERIC 001

Book Reviews

edited by stephen snyder and oda masaki

Alexis; the Encomium TOIEC Test Preparation System. Okanagan University College, Ohio: Encomium Publications, 2000. CD-ROM. US$99. ISBN: 096517-611-8.

There is a whole section of the literature on English tests devoted to pointing out the deficiencies of the TOIEC (Test of English for International Communication) and TOEFL (Test of English as a Foreign Language). Nevertheless both of them remain and are likely to remain the most important English tests in Japan. TOEIC is the main test for evaluating ability in general and business English and is increasingly a factor in employment, where a high score can tip the balance in someone's favour. TOEFL, the main test of academic English, can now be taken on computer and considering the advantages—faster processing of results, cost-effective—it is likely that the TOIEC will follow. This new self-study CD-ROM (for PC and Mac) is therefore timely.

Alexis follows the same format as the TOEIC test with seven sections divided into reading and listening comprehension. In the four Listening sections, students see photographs and hear audio prompts, or they listen to short conversations or monologues with audio prompts alone. They receive written feedback for both correct and incorrect answers and have the option of seeing the written scripts. All questions are timed, a nod towards reproduction of the test environment. A welcome improvement over the grainy black and white photos found in most textbooks is that the pictures, albeit rather small, are in colour.

The reading part has two grammar sections: a) filling in the missing word in a sentence, and b) finding the error in a sentence, and a reading comprehension test where students read a paragraph of typically one hundred to two hundred words and then answer two or three multiple-choice questions.

All sections give feedback, short statements, when students make errors. Whether these rather pithy statements are sufficient help will depend on the level of the student. Anyone familiar with the TOIEC test knows that the questions provided must fit into strict guidelines: the most important seemingly being that questions should be as bland as possible. I would not go so far as to say that *Alexis* departs radically from this, however, there are more than a few mildly interesting questions, scripts, and hints. An example from the reading section where students must identify the incorrect word in the following sentence: "When was the least time you updated your information in your address book?" The program has a hint button that allows students to ask for progressive hints (maximum three). The third in this problem said, "This hint is your last but not least." Pretty weak, and probably most students don't know the cliché but at least the writers make an effort. I used the CD with two of my students on one computer. They were able to use it effectively by themselves but much appreciated my input. I consider that it would be suitable for use in a classroom where the teacher could move from computer to computer helping where needed.

Can students get the same results using traditional (and cheaper) TOIEC practice textbooks? Yes they can. However, using a computer is easier for students, especially in the listening section where they don't have to fiddle with tapes and a textbook. Also *Alexis* has the advantage of colour pictures, and allows easy access to hints and answers. The novelty factor alone will encourage some students. Considering all this, the extra cost seems worth it, and for any school or university that has students interested in TOEIC it should be a worthwhile investment.

Reviewed by Robert Kirkpatrick
Prefectural University of Kumamoto

Spoken Language and Applied Linguistics. Michael McCarthy. Cambridge: Cambridge University Press, 1998. pp. viii +206; glossary and references. US$54.95; $20.95 pb. ISBN: 0-521- 59769-2. Pb.

Spoken Language and Applied Linguistics is designed for language teachers. It is the fruit of ten years study of spoken language and its application to teaching. It collects together revised versions of papers written between 1988 and 1996 plus new chapters. Michael McCarthy has published widely in the areas of vocabulary and discourse and the CANCODE (Cambridge Nottingham Corpus of Discourse in English) spoken British English corpus project. The CANCODE corpus provides the data from which he draws his examples throughout the eight chapters of the book.

While the book contains some quantitative data analysis (word lists—Chapter 6) most of it is qualitative, for, as he says, "...it is in the latter that I see the greatest potential for gathering useful pedagogical insights from close observation of how people 'do' everyday talk" (p.1). One feature of a number of the chapters that I find useful is the "drawing the arguments together" section. Here insights gained from the analysis of spoken data are applied to L2 teaching, and then translated into a short list of teaching principles. In this way the link between data, analysis and teaching practice is made explicit. There is also a useful glossary containing 18 terms used in discourse analysis, each clearly explained with examples where appropriate.

The first three chapters serve as background to the later analyses. They include an introduction to

McCarthy's views about spoken language vis-a-vis linguistics and language teaching and an explanatory account of the genre framework used in the book (Chapter 1), and a discussion of genre and arguments for the value of a theory of spoken genre for the analysis of spoken language (Chapter 2). McCarthy asks (Chapter 3) what we should teach about the spoken language and argues the importance for teachers themselves to be aware of the characteristics of spoken discourse—discourse marking strategies, turn-taking, information staging, openings and closings of specific genres (jokes, stories)—and then to be able to create activities in the classroom through which learners are exposed to these features.

Chapter 4 looks at grammatical choices within a discourse framework: how only by looking at the wider text context can we recognise, for instance, the choice of past perfect to background events in narrative. McCarthy asks questions about the appropriateness for spoken language analysis of models of well-formedness derived from written text analysis in view of the way speech makes use of strings of phrases and clauses not linked in a main/subsidiary clause relationship, and how utterances are often other completed. He also identifies interesting grammatical puzzles (e.g. *get*-passives) and shows how looking at grammar from a discourse perspective can help to suggest explanations. In Chapter 5 he takes his argument further and, focussing on narratives, explores data on verb tense and aspect, past and future, and uses of *used to* and *would*. Chapter 8 deals with speech reporting and covers frequencies of reporting verbs, their tenses, and position within utterances. *Go* as a reporting verb is illustrated, as well as passive voice reporting and the reiterating and summarising functions of phrases like *as I/you were saying* and as *I/you say*.

Chapters 6 and 7 focus on vocabulary: the former on lexical choice, lexical density, and prefabricated speech in spoken and written English; the latter specifically on idioms—their use and function in everyday storytelling. He illustrates with corpus data how idioms function as evaluative comments on narrative and occur at transition points in conversations. He suggests that in teaching, idioms should be linked to these interactive and evaluative functions. In Chapter 6 McCarthy illustrates the interactive conversational strategy of relexicalisation (reformulating the same idea using synonyms, antonyms, or homonyms) by main speaker or jointly by conversational partners. This common strategy is one learners can be introduced to from elementary levels but provides a very useful focus at intermediate levels when learners can become discouraged as they appear to remain on a plateau of learning and progress seems to have halted. It encourages vocabulary development and collaborative talk.

The book is full of insights. McCarthy is inspirational in his clear statements about the importance of studying spoken language in its own right and to this end of using spoken language data collected in a variety of contexts. As he argues, "... the willingness to confront spoken data ... is likely to pay dividends in terms of authenticity of materials in teaching and in much better preparation for the learner for encounters with users of the target language in its spoken forms outside the classroom" (p. 173).

Reviewed by Janet M. D. Higgins
University of Okinawa.

English Vocabulary in Use Elementary. Michael McCarthy and Felicity O'Dell. Cambridge: Cambridge University Press, 1999. pp. 168. ISBN: 0-521-599571 (with answers); 0-521-658257 (without answers). Pb.

English Vocabulary in Use Elementary contains 1250 words and phrases in 60 units of vocabulary reference, and practice activities grouped into 9 sections: learner training, everyday verbs, words and grammar, people, the world, at home, school and workplace, leisure, and social issues. Each unit contains an average of 22-25 lexical items. The index provides a phonetic rendering of the words and there is a phonetic symbols table.

The items were chosen for usefulness in everyday life and selection was informed by the CANCODE British English spoken and written corpus. There is a strong emphasis on collocational usage. Units are organised over two pages, with items presented and explained through pictures, mini-conversations, example sentences, and short explanations on the left-hand page, and a variety of gap-filling, memorisation, matching, open-ended, word puzzle, and dictionary-based practice exercises on the right-hand page. Lexical items are presented in the context of short sentences or short conversations, and exercises include sentence-level and conversational-level tasks, and speaking and writing activities. In addition to the useful units 1 and 2, which introduce key language terms and some vocabulary learning strategies, there are study tips dotted throughout the units. These provide practical advice and tasks on collecting and organising vocabulary, memorisation, facilitating recall, revision, and self-testing.

The layout is crisp and straightforward and the pages do not appear cluttered, hence the text does not look daunting to this level of learner. The illustrations are clear, intelligible, and pleasant. The topic coverage is comprehensive, and I especially enjoyed the units on crime, global problems, and the media.

The authors suggest the book is suitable for both self-study and classroom use. Once learners have been introduced to the various exercise types, they

ERIC 001

should be able to work alone using the key. While the units can be used for presentation, I have found them most useful for extension work, either in class or as assignments.

Reviewed by Janet M. D. Higgins, University of Okinawa.

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 28th of February. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children

*Gogo Loves English 1 (new ed.) (student's, teacher's, cassettes, picture cards). Methold, K., Procter, S., Graham, M., McIntosh, M., & FitzGerald, P. Hong Kong: Longman, 2001.

*Gogo Loves English 2 (new ed.) (student's, teacher's, cassettes, picture cards). Methold, K., Procter, S., Graham, M., McIntosh, M., & FitzGerald, P. Hong Kong: Longman, 2001.

Course Books

*Impact Listening 1 (student's, teacher's, CD set, test pack). Kisslinger, E. Hong Kong: Longman, 2001.

*Impact Listening 2 (student's, teacher's, CD set, test pack). Robbins, J., & MacNeil, A. Hong Kong: Longman, 2001.

*Impact Listening 3 (student's, teacher's, CD set, test pack). Harsh, K., & Wolfe-Quintero, K. Hong Kong: Longman, 2001.

*Sound Bytes 1: Listening for Today's World (student's, teacher's, cassettes). Gershon, S., & Mares, C. Singapore: Longman, 1999.

*Sound Bytes 2: Listening for Today's World (student's, teacher's, cassettes). Gershon, S., & Mares, C. Singapore: Longman, 2000.

Culture

Exploring Hidden Culture: Deeper Values and Differences between Japan and North America. Stapleton, P. Tokyo: Kinseido Publishing Co. Ltd., 2001.

For Teachers

Teachers' Voices 5: A new look at reading practices. De Silva Joyce, J. (Ed.). Sydney: NCELTR, 2000.

Teachers' Voices 6: Teaching casual conversation. Burns, A., & De Silva Joyce, J. (Ed.). Sydney: NCELTR, 2000.

JALT JapanTESOL

JALT News

edited by amy e. hawley

This month's column features three things. First, there is the OGM (Ordinary General Meeting) Minutes. I have included these so that everyone in JALT has a better chance of getting to see them. They were also included in the January 2001 JENL which is online at <jalt.org/jalt-e/jenl/jenl/documents/JENL26_1.pdf>. Also, the appendices mentioned in the minutes are not included in the column. If you wish to see them, you will have to contact me personally or borrow a copy of the JENL from your chapter or SIG representative. If you have any questions and/or comments regarding these OGM Minutes, please feel free to contact me about them.

The next item in the column is from Sandra Fotos reminding JALT members that the editorial staff for the JALT Journal *(JJ) will be changing.*

Finally, I was asked by Andrew Obermeier, the new President of Osaka Chapter, to include his brief overview of the chapter's planned activities for the year. The JALT National Directors had the chance to meet with Andrew, as well as Peter Wanner and Paul Hackshaw of Kyoto, last December. The National Directors were quite impressed with the enthusiasm in both Osaka and Kyoto. Kyoto has revived. Look for future stories on that. Meanwhile, take a look at what the Osaka Chapter is planning for 2001. Good luck to both Osaka and Kyoto.

In closing, please remember that I am always looking for newsworthy items for this column. Let me know about anything new out there in JALT. Let us continue to share and learn from one another this year.

今月のコラムでは三つの記事を紹介しています。まず、通常総会(OGM)の議事録です。JALTの会員の皆さんが目を通す機会を作るためにこの記事を収録しました。これは、1月の2001JENLにも収録されています。アドレスは上記の英文をご参照ください。但し、付記は含まれていません。それらを参照されたい方は、私にご連絡くださるか、支部またはSIG代表者からJENLのコピーを借り出してください。議事録に関してご質問やコメントがある方は、ご遠慮なく私までご連絡ください。

次の記事はJALTJournalの編集スタッフであるSandraFotosからのものです。

そして、最後は、支部の簡単な年間活動計画を新しい大阪支部長であるAndrew Obermeierにお願いし寄稿していただきました。JALT理事は昨年12月にAndrewだけはなく、京都支部の Peter WannerとPaul Hackshawと会う機会を持ちました。そして大阪と京都の意気込みに強い印象を受けました。京都支部は復活いたしました。皆さん、大阪支部が2001年に何を計画しているかに是非ご注目ください。

最後に、皆さんからのこのコラムへの価値有る投稿をお待ちしています。JALTに関するどのようなことでもお知らせください。そして、今年もお互いに学びあいましょう。

Minutes of the JALT Ordinary General Meeting (OGM)

Granship, Shizuoka
November 4, 2000, Saturday, 17:30-18:30

Attendance
There were 126 people at this meeting. We received 1269 proxies. So, there was a total of 1395 people voting on the items discussed at this meeting. At the time of the meeting, there were 2703 members in JALT.

I. Call to Order and Determination of Voting Eligibility
Quorum was established at 17:30. Amy Hawley, the Director of Records, called the meeting to order and nominated Joe Tomei, the Director of Membership, to chair the meeting. This was approved by everyone in attendance.

II. Final Determination of Agenda
Joe set the agenda as the following:
Item 1 Acceptance of Prior Meeting Minutes
Item 2 Approval of elected Directors and Auditor
Item 3 NEC Report and NEC Chair Elections
Item 4 Directors' Reports
Item 5 Audtior's Report
Item 6 Business Report
Item 7 Financial Report
Item 8 Unfinished Business
Item 9 Change of Membership and Membership Fee
Item 10 NEC Chair Election Results

III. Acceptance of Prior Meeting Minutes
The Minutes from the October 1999 OGM were unanimously accepted.

IV. Approval of elected Directors and Auditor / NEC Report and Election
Peter Gray announced that the following people had won this year's National Director's Elections:
- Keith Lane, Director of Programs
- Gene van Troyer, Director of Public Relations
- Dan Gossman, Auditor

And after a special election at the conference, it was announced that David Neill had won the election for Director of Treasury. Peter then conducted the NEC Chair Election for next year. *These election results were passed.*

V. Reports
Reports for this meeting, because of the short time that we had been allotted, came only from the Auditor, President, and Treasurer.

VI. Audtior's Report
See Appendix A, pages A-D.

VII. Business Report
See Appendix B, pages E-F. This was part of the report given by the President, Thom Simmons. The rest of his report consisted of a report on SCOEP which was given by Arudo Debito and John McLaughlin. The entire SCOEP report can be found in Appendix C, pages G-H. *The President's entire report passed.*

VIII. Financial Report
See Appendix D, page I. *This passed.*

IX. Unfinished Business
Brendan Lyons and Tadashi Ishida explained JALT's past year, its first year, as a NPO. After their explanation, an applause from those in attendance showed that everyone was supportive of JALT's NPO status.

X. Change of Membership and Membership Fee
Motion: That JALT members under the Constitution shall be members who actually attend a general meeting and officers. The membership fee for JALT members be raised by 1000 yen over their current rate and that, in addition, the JALT Central Office will later render JALT members 1000 yen in travel expenses. *The motion passed.*

Motion: That voting members of JALT shall be JALT members and affiliate members and that the NEC be empowered to poll the voting members in order to determine a slate of officers to be presented as a motion for approval by the OGM at the annual conference. *The motion passed.*

XI. NEC Chair Election Results
Peter Gray announced the NEC Chair Election results.
- Edward Haig, NEC Chair 2002
- Larry Cisar, alternate 1
- Arudo Debito, alternate 2

XII. Adjournment
The meeting was adjourned at 18:30 precisely.

Amy E. Hawley

通常総会議事録

Granship, Shizuoka
2000年11月4日(土) 17:30 - 18:30

出席
通常総会には126人が出席し、1,269人の委任状を受理した。合計1,395人となる。当該時期にJALT会員数は2,703名であった。

I. 総会成立の宣言
定足数は17時30分に書記担当理事AmyHawleyにより確認され、Joe Tomeiを議長として指名した。これは出席者全員によって承認された。

II. 議事次第の決定
Joeは以下のように議事次第を設定した。
1 前議事録の承認
2 選出理事及び監事の承認
3 選挙管理委員会及び選挙管理委員会議長選挙
4 理事報告
5 監事報告
6 業務報告
7 決算報告

8 継続業務報告
9 メンバーシップ及び会費の変更
10 NNEC議長選挙結果報告

III. 前議事録の承認
1999年10月OGMの議事録は満場一致で承認された。

IV. 選出理事及び監事/選挙管理委員会報告及び選挙
Peter Grayは、今年度の選挙において以下の理事が選出されたことを報告した。
- Keith Lane, 企画担当理事
- Gene van Troyer, 広報担当理事
- Dan Gossman, 監事

そして、David Neillが大会時の選挙において財務担当理事に選出されたことも報告された。さらに、来年度の選挙管理委員会選出も行われ、これも承認された。

V. 報告
会議の時間的制限のため、監事、理事長、および財務担当理事のみ報告が行われた。

VI. 監事報告
Appendix A、A-D頁を参照されたい。

VII. 業務報告
Appendix B、E-F頁を参照されたい。これは理事長Thom Simmonsの報告の一部にあたる。残りの部分はArudo Debito、John McLaughlinによるSCOEPの報告にある。SCOEPの全文は、Appendix C、G-H頁にある。理事長の報告は承認された。

VIII. 決算報告
Appendix Dを参照されたい。これは承認された。

IX. 継続業務報告
Brendan Lyons、Tadashi IshidaはJALTの昨年の活動を報告した。これは、NPOの最初の年であり、説明後の参加者からの是認はJALTのNPOとしての地位が承認されていることを示している。

X. メンバーシップ及び会費の変更
動議：JALT構成会員は総会および役員たるメンバーであること。会費を1,000円値上げする。JALT事務局は旅費として、1,000円をJALT会員に援助する。動議は通過した。
動議：JALTの投票会員はJALT会員または賛助会員であること、そして選挙管理委員会は年次大会における通常総会において承認動議を行うため、投票を命ずる権限を持つこと。動議は通過した。

XI.選挙管理委員会選挙結果
Peter Grayは選挙管理委員会議長選挙結果を報告した。
- Edward Haig, 選挙管理委員会議長 2002
- Larry Cisar, 代行 1
- Arudo Debito, 代行 2

XII. 延会
総会は18時30分に延会された。

JALT Journal *Editorial Transition*

From January 1, 2001, *JALT Journal* will be in the process of editorial transition, with the outgoing editors, except for the "Reviews" editor, no longer receiving submissions. The formal editorial transition will take place on June 1, 2001.

From January please submit main section, "Research Forum" and "Point to Point" manuscripts to: Nicholas O. Jungheim, *JALT Journal* Incoming Editor; Aoyama Gakuin University, Faculty of Law, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366; t: 03-3409-8111(W); f: 03-3797-0462; <jungheim@als.aoyama.ac.jp>.

"Perspectives" manuscripts should be submitted to: Donna Tatsuki, *JALT Journal* Incoming Associate Editor; Kobe University of Commerce, 8-2-1 Gakuen Nishimachi, #B307, Nishi-ku, Kobe 651-2197; t: 078-794-6161, ext. 4307(W); f: 078-794-6166; <tatsuki@kobeuc.ac.jp>.

Japanese language manuscripts should be submitted to Yamashita Sayoko, *JALT Journal* Incoming Japanese Language Editor; Tokyo Medical and Dental University, International Student Center, 2-3-21 Surugadai Chiyoda-ku, Tokyo 101-0062; t: 03-5283-5858(W); <yama@cmn.tmd.ac.jp>.

New *JALT Journal* website: <www.jalt.org/jj>

Sandra Fotos

Osaka Chapter's New Approach to Chapter Meetings

While Executive committee veterans continue to give guidance and support, this year's Osaka Chapter elections brought fresh faces into three positions: Andrew Obermeier, President; Yamamoto Junko, Membership Chair; and Terry Vanderveen, Recording Secretary. Robert Sanderson, Jack Yohay, and Nakamura Kimiko continue at their old posts. The election marked the end of an inactive year, a minimal number of meetings, and big turnouts only for high-profile speaker events.

We hope to redefine our chapter through the de-emphasis of presentations at our meetings. Too often last year members came, sat in the audience, got up for a networking break, sat down for the conclusion of the presentation, and went home. We hope to turn our chapter into a place where people come and talk through issues in their teaching in a setting structured to inhibit digression into socializing. Reading groups, empathetic listening sessions, and the sharing of teaching data should give us plenty to talk about. We hope for other ideas about how to proceed to come from attendees. We will reach out to our members through a February mailing that includes a preference survey, a set of readings on teacher development, and a bilingual explanation of our plans and outlines for the year.

Meetings will be held monthly at the Tennoji YMCA. From March, we are considering changing our meeting time to Friday nights from 6:00 to 9:00. Although we expect attendance will be low in the beginning, we hope for it to snowball as satisfied members bring colleagues.

Andrew Obermeier

JALT Journalに関して

2001年1月からJALT Journalは査読者を除き編集者の移行に入ります。正式な移行は2001年6月1日です。募集原稿の詳細は、英文をご参照ください。

大阪支部の新しいChapter Meetingのアプローチ

(詳細は英文をご参照ください)

今年度の大阪支部の選挙では、3つのポジションに新鮮な顔を迎えることができました。選挙は、非活動的な年、最小限のミーティング、名のある講演者にだけ人が集まる講演会の終わりを告げています。

私たちは、私たちのミーティングにおいて発表を重視しないことを通して、我々の支部を来年度再定義したいと考えています。しばしば、会員は来場して、聴衆として最後まで着席し、そして帰っていきました。私たちは、支部を会員がやってきて語学教育における問題について議論しあえる場所に変えていきたいのです。私たちは参加者がどのように進めていきたいかのアイデアを期待してます。ミーティングは3月から毎月天王寺のYMCAで開催いたします。そして、時間も6時から9時までに変更しようと考えています。最初は参加者が少ないかもしれませんが、この試みに満足した人たちが誘い合い、徐々に参加者が増えていけばと考えています。

SIG Contacts

edited by gregory hadley

Applied Linguistics (forming)—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Richard Taylor; t: 052-872- 5815; f: 052-704-1017; <taylor@hum.nagoya-cu.ac.jp>; website <www.jaltcall.org>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>; website <www.wild-e.org/cue/>

Cross Culture (forming)—David Brooks; t: 042-778-8052(w); f: 042-778-9233; <dbrooks@tkb.att.ne.jp>; website <http://home.att.ne.jp/gold/db/ccsig/>

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <http://www2.gol.com/users/ath/gale/>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Japanese as a Second Language—Stacey Tarvin Isomura; <stacey@gol.com>

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>; website <http://www.esl.sakuragaoka.ac.jp/tsh/>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <http://odyssey.miyazaki-mu.ac.jp/html/hnicoll/learnerdev/homeE>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Pragmatics (forming)—Yamashita Sayoko; t/f: 03-5803-5908(w); <yama@cmn.tmd.ac.jp>

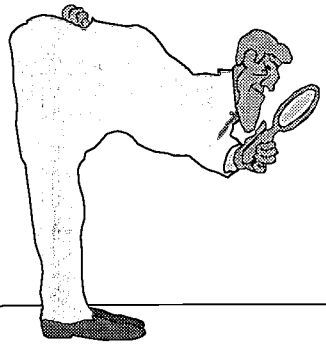
Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Teacher Education—Lois Scott-Conley; <lois.scott-conley@sit.edu>; website <www.jalt.org/teach/>

Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>; website <www.jalt.org/teachingchildren/>

Testing and Evaluation—Tim Newfields t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <newfield@dream.ocn.ne.jp>; website <www.geocities.com/~newfields/>

Video—Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>



Advertiser Index

Key: IFC = inside front cover
IBC = inside back cover
OBC = outside back cover

CUP ..... OBC
Nellie's ..... IFC, 12
OUP ..... IBC, 4
Pearson 2, 16, 30
Seido 24

Chapter Reports

edited by diane pelyk

Gifu: November—*Cross Cultural Quandaries and Mind-Mapping* by Wayne K. Johnson and Kawamura Kinji. At first, through the paradigm of *honne* and *tatemae*, the presenters examined expectations of many foreign teachers of English when starting to teach in the Japanese university system and how these expectations sometimes drastically differ from reality. They concluded by offering some common sense tips for cross-cultural adjustment. These included the following: refining one's listening and observation skills; seeking out information from various sources; limiting critical evaluations; increasing empathy, curiosity, and inquisitiveness; humor; and not believing everything one hears. During the second half, the presenters introduced teachers to the tool of mind-mapping and showed how to help expand the students' repertoire of things to talk about when presented with a topic. Expanded activities included question and answer sessions and letter writing. The benefits of mind-mapping were extensive. First, as student-generated material, it increases interest and motivation. Second, it helps build schema. Third, it creates a visual reference to help students concentrate on the language. Fourth, it encourages community by helping students learn more about each other. Finally, it creates opportunities for peer teaching.

Reported by Paul Doyon

Gifu: December—*Making & Using Visual Materials* by Alun Davies and Theresa Kannenberg. This was an interactive workshop for making and using visual materials in language teaching. Davies explained how to make and use laminated picture cards for teaching adults. The teaching technique included using cards to learn new vocabulary, functions, and structures and extend these to situations, discussions, and conversation, and then move to role-play, biographies, and narratives. Two major points were made. First, it is important for students to put words in chunks when naming what is in the picture. The chunks are not just nouns, but adjectives plus nouns or verbs plus nouns as well. Secondly, it is important to go beyond the cards and talk about what is not in the cards. Kannenberg shared a vast source of materials and methods for teaching children, including using puppets, songs, murals, plays, and various children's books. The important point was that learning language, especially for children, should be fun.

Reported by Donna Erickson

Chapter Meetings

edited by tom merner

Fukuoka—***Extensive Reading Across the Ability Spectrum*** by Ronan Brown, Seinan Gakuin University, and Stephen Donald, Nagasaki Junshin University. Extensive Reading (ER)—requiring students to read in quantity, with enjoyment and interest the main motivators—is an effective means of developing reading ability and overall language competence. Brown will outline the rationale, design, and management of an ER program that currently forms an integral part of the curriculum for English literature majors at Seinan Gakuin University. Donald will explain the use of the Pause, Prompt, and Praise remedial-reading technique for learners with reading difficulties, and who need more guidance to become independent readers. *Sunday February 18, 14:00-17:00; Aso Foreign Language & Travel College (map on website).*

Gifu—***English Education in the Japanese Elementary School*** by Kobayashi Keiko. Many elementary schools in Japan have just started teaching English as of last April. Yet, many teachers are now concerned with how to go about implementing this. The speaker will talk about her own experience in implementing an English Education Program at Honden Elementary School in Hozumi over the past three years. *Sunday February 25, 13:30-16:00; Dream Theater, Gifu; one-day members 1000 yen.*

Gunma—***Graded Readers: Reading Extensively Beyond the Classroom*** by Jeffrey Herman, Oxford University Press. We will cover the ins and outs of Extensive Reading using Graded Readers, from initial book selection through student evaluation. For the novice and experienced teacher alike, the presenter will give ideas for how to confidently and creatively supplement any course with an enjoyable and motivating out-of-class reading program. *Sunday February 18, 14:00-16:30; Nodai Niko High School (Takasaki); Free for all (Sponsored by Oxford University Press).*

Hiroshima—1: (15:00-15:50) ***Empowering Students via Ethnographic Study Abroad*** by Linda Kadota. A discussion of an exchange program which was a success in providing non-academic students with some challenges. A program encouraging ethnographic study was developed in response to the decline in university enrollment and corresponding decline in academic ability, with simultaneous increase in student apathy. 2: (16:10-17:00) A second speaker to be announced. *Sunday February 18, 15:00-17:00; Hiroshima Peace Park: International Conference Center 3F (seminar room 2); one-day members 500 yen.*

Hokkaido—***Theories of Creative Writing*** by Tim Blankly, Kokugakuin Junior College, Takikawa. By

studying real texts such as fiction, poetry, philosophy, history, etc., students can begin to understand how to become creative writers in English as a Second Language. By identifying the relevant theoretical premises, students can practice creative-writing techniques. The presenter will present on helping ESL students understand how English language writers develop their ideas. The focus will be on encouraging students to become creative writers. *Sunday February 25, 13:30-16:00; Hokkaido International School (5 minutes from Sumikawa Station, doors open at 13:00); one-day members 1000 yen.*

Ibaraki—***Effective During-reading Strategies*** by Mary Lee Field, Ibaraki University. This presentation will illustrate, explain, and teach two effective "during-reading" strategies to help Japanese students monitor their comprehension of an English text. Using these strategies can reduce readers' need for word-by-word translation and help them become more autonomous. *Sunday February 18, 13:30-17:00; Ibaraki Christian College (Hitachi Omika); one-day members 500 yen.*

Iwate—Details to be announced. Contact Mary Burkitt.

Kagoshima—***Star Taxi*** by DramaWorks (Theo Steckler, Ian Franklyn, and Marc Sheffner). Star Taxi is a story told in 20 scenes of dialogue. Star Taxi is easy and fun to use; does not require any drama experience or props, and does not end in a full-blown dramatic production. It is a complete course but can also be used as a supplement. It is designed for use with teenagers and adults, although the warm-ups and language activities we include can be, and are, used with younger children. Most workshop participants find them highly entertaining and refreshing, whatever kind of class they teach. *Sunday February 11, 14:00-16:00; Iris Kyuden Plaza 2nd Floor; one-day members 500 yen.*

Kanazawa—***Teaching Connected Speech*** by Maurice Jamall, Tokai University. An understanding and working knowledge of connected speech—elisions, liaisons, reductions, and weak forms—is essential for understanding English as it is spoken naturally. Language chunks need to be presented in contexts that mirror the way language is used in the real world, and reinforced through language practice. The presenter will provide practical ideas for introducing students to connected speech using examples from a newly published text called *Business Listening and Speaking. Sunday February 18, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi); one-day members 500 yen.*

Kitakyushu—***Star Taxi*** by Drama Works. Refer to the Kagoshima Chapter announcement above for details. *Saturday February 10, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—***Conversation Strategies & Timed Conversation: Nice Talking With You!*** by Tom Kenny, Nagoya University of Foreign Studies. Kenny will talk about how this practical speaking activity, timed conversation, motivates learners to practice real social conversation and keeps them speaking *English only* longer. He will show videos of students using timed conversation and the essential conversation strategies they have mastered. Find out how it all works together with his new conversation text, *Nice Talking With You! Sunday February 25, 13:30-16:30; Kobe YMCA 4F LETS; one-day members 500 yen.*

Matsuyama—***Braving Controversial Topics for Conversation Classes*** by Joy Jarman-Walsh, Yasuda Women's University, Hiroshima. Teaching conversation classes means introducing topics for students to talk about. Whether these originate from the textbook or your own perception of what will generate a discussion and practice, the topics are often safe and overdone. Jarman-Walsh has found that by presenting more confrontational/controversial topics, learners speak more and listen better to their peers. Teachers attending will be asked to actively participate and later discuss the viability of using more controversial topics in their own classes. *Sunday February 11, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen, local members 4000 yen per year.*

Miyazaki—***Motivating Learners in the LL.*** Tsuchiya Maiko of Miyazaki Municipal University will report survey results on learner attitudes toward English study from a group of second-year university students, and discuss how learner feedback has influenced her thinking on course goal setting, lesson planning, and materials and activity development for low-intermediate learners in her LL classes. *Sunday February 18, 14:00-16:00; Miyazaki Municipal University; one-day members 700 yen.*

Nagasaki—***Elementary School English Education in 2002*** by Helene Jarmol Uchida, Little America English Schools. Uchida is a believer in the natural ability of children to absorb English. Activities and games that initiate and motivate students to take the great leap and interact with their peers in English are the theme of her presentation. She will share methods, activities, and games which plant the seeds of confidence in young learners, enabling and empowering them to have control over their own English. *Saturday February 10, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members, 1000 yen.*

Nagoya—***Movies and NLP in the English Classroom*** by Adachi Momoko, Nanzan University. Movies can be used effectively for teaching En-

glish. Interesting examples will be demonstrated from *Back to the Future, Anastasia, City of Angels, Matrix*, etc. Also, useful Neuro Linguistic Programming techniques will be shared. *Sunday February 25, 13:30-16:00; Nagoya International Center 3rd fl. Room I; one-day members 1000 yen.*

Niigata—***Mini Book Fair***. Presentations and displays by Oxford, Cambridge, and Longman. See our newsletter for the full schedule, and presentation details. *Sunday February 4, 9:30-17:00; Niigata Terusa* (新潟テルサ), *Niigata City; free admittance to all.*

Omiya—***Against All Odds: The Challenges of being a High School English Teacher in Japan*** by Charles Browne, Aoyama Gakuin University. Although there has been much debate about Japanese high school English education, most arguments have been based on anecdotal evidence. To begin developing baseline quantitative data about Japanese high school English teachers, a 26-question survey was sent to all 1234 high school English teachers in Chiba prefecture. Results indicate that there are clear differences in teachers' attitudes depending on college majors and team-teaching experience. Come and hear more! *Sunday February 18, 14:00-17:00; Omiya Jack 6F (near Omiya JR Station, west exit); one-day members 1000 yen.*

Osaka—***Language and Cognitive Science*** by Dean Williams. Psychological, symbolic-mathematical, or social theories of language are insufficient because they do not adequately address the indisputably biological nature of our species' linguistic ability. This presentation will attempt to draw together the strands of evolution, brain science, and linguistics to portray at least roughly how nature may have formed language in the human model. *Sunday February 18, 14:00-16:30; Abeno YMCA (near Tennoji Station); one-day members 1000 yen.*

Tokyo—***Star Taxi*** by DramaWorks (Theo Steckler, Ian Franklyn, and Marc Sheffner). Refer to the Kagoshima Chapter announcement for details. *Saturday February 24, 14:00-17:00; Sophia University (Yotsuya Stn); Building 9, room 252; one-day members 1000 yen.*

Toyohashi—***Doing A Needs Analysis For Your Classrooms*** by Charles Adamson, Miyagi University. *Sunday February 11, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus.*

West Tokyo—***Memoirs of a Teacher*** by Peter J. Collins. Teaching an entire novel seems like a daunting prospect. With enough structure however students can tackle the work in depth. The presenter has just finished teaching Arthur Golden's *Memoirs of a Geisha* to a class of 14 Japanese women. Participants will receive handouts for a sample lesson and will discuss ways to apply the activities to shorter readings. The presentation will be followed by an Officers'/Planning meeting which is open to all West Tokyo JALT members. *Sunday February 11, 13:00-15:30; Tokyo Joggakan Junior College (Minami-machida station on Denentoshi line); one-day members 1000 yen.0*

Yamagata—***Liverpool, England, in terms of English and Englishmen*** by Anthony Cunningham, Yamagata Prefectual Board of Education. The presenter will discuss English in terms of every possible aspect of Liverpool, England, ranging from its history, culture, music, and education to English, hopefully focusing on the possibility of an example of communicative English which is expected of Japanese learners of English. *Sunday February 11, 13:30-16:00; Yamagata Kajo-Kominkan Sogogakushu Center (t: 0236-45-6163); one-day members 1000 yen.*

Yokohama—***Classroom Rubrics: How to Increase Authentic Student-Student Communication in the Classroom*** by Dave Hough. This workshop looks at rubrics (also known as metalanguage or simply classroom language) as a place where teachers can increase the amount of time spent on authentic communication in the classroom. They can do this while continuing to use their current textbooks. The presenter will show various video clips which demonstrate how he does this with university science majors whose interest and proficiency are generally low. Handouts will be provided. *Sunday February 11, 14:00-16:30; Gino Bunka Kaikan in Kannai, 6F; one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Watanabe Yukiko; <joebella@pk.highway.ne.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <watanabe@ma.interbroad.or.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; <jjwalsh@nt.yasuda-u.ac.jp>; website <www.gethiroshima.com/Events>
Hokkaido—Dave Hyre; t: 011-387-7344; <davdhyre@gol.com>; website <www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>
Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>
Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>
Kagawa—David Juteau; t: 0883-53-8844; <davidjuteau@mailcity.com>
Kagoshima—Nick Walters; t: 0996-21-2062; <walterskaori@hotmail.com>; Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>
Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>
Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>
Kobe—Brent Jones; t/f: 0797-31-2068; <bjones@gol.com>
Kumamoto—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>
Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-934-9055; <lindak@shinonome.ac.jp>
Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781-4334; <claire_gelder@yahoo.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Robin Nagano; t/f: 0258-47-9810; <robin@vos.nagaokaut.ac.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>; website <www2.gol.com/users/ljc/jan.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

conference calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus February 15th is the deadline for a May conference in Japan or a June conference overseas, especially when the conference is early in the month.

Upcoming Conferences

February 23-25, 2001—***10th EXPOLINGUA Praha: International Fair for Languages and Cultures***, a giant exhibition and information event for potential learners of foreign languages and cultures, parents, and all types of professionals in the fields of foreign languages, educational and cultural exchanges, in Prague, the Czech Republic. See a rather extensive website at <expolingua.com/expo_praha_frame.htm> or contact Sylke Sedelies, ICEF Berlin; Niebuhrstr. 69A, 10629 Berlin, Germany; t: 49-30-32-76-140; f: 49-30-32-49-833; <expolingua@icef.com>.

March 2-4, 2001—***2001 Texas Linguistic Society Conference: The Role of Agreement in Natural Language***, at the University of Texas at Austin, Austin, Texas, USA. The role of agreement in natural language is an issue of current debate in many subfields of linguistics including semantics and language acquisition. The aim of this conference is

to share research findings and proposals in relation to some of these issues, including the role of agreement in clause structure and in semantic interpretation and the implications of that role for language acquisition. Keynote speakers include Hilda Koopman of UCLA, Margeret Speas of UMASS, and Sandy Chung of UC-Santa Cruz. For more information, see the conference website at <uts.cc.utexas.edu/~tls/2001tls/index.html> or write TLS 2001 Abstract Committee; 501 Calhoun, The University of Texas at Austin, Austin, TX 78712, USA; <tls@uts.cc.utexas.edu>.

March 3-4, 2001—***The 25th Annual Penn Linguistics Colloquium***, held at the University of Pennsylvania, Philadelphia, USA. A special session on "Empirical Data and Linguistic Theory" will relate data sampled from language in actual use, such as that obtained through fieldwork, questionnaires, corpus investigation, telephone recordings, etc., and relate it to theoretical or applied linguistics concepts. Dr. Morris Halle of MIT will be the invited speaker. See the website at <http://ling.upenn.edu/Events/PLC> or write The Penn Linguistics Colloquium Committee; Department of Linguistics, 619 Williams Hall, University of Pennsylvania, Philadelphia, PA 19104-6305; <plc25@ling.upenn.edu>.

March 7-9, 2001—***SEALL-Southeast Region of IALL Annual Conference: Multimedia in Language Instruction***, College of Charleston, Charleston, South Carolina, USA, a conference featuring workshops and paper presentations aimed at practical use and uses of instructional technology. Go to the website at <arachne.cofc.edu/LITC.html> or contact Marc Mallet, SEALL Director, at <mmallet@lovett.org>, t: 1-404-262-3032 ext.1467; f: 1-404-261-1967.

March 12-April 20, 2001—***Advanced Workshop for On-Line Presenters***, sponsored by TESOL and led by Leslie Hammersmith, computer-assisted instruction specialist, Center for Educational Technologies, University of Illinois at Urbana-Champaign, is geared for educators with experience designing and teaching online courses. For further information concerning this workshop and other TESOL-sponsored professional development programs all across the USA, go to the website at <tesol.org> or contact Lou Leto or Srisucha McCabe at TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-7864; <academy@tesol.org>.

March 13-17, 2001—CALICO 2001 Annual Symposium—Technologies for Language Learning: Using the Proven and Proving the New, at the University of Central Florida, Orlando, Florida, USA, offers workshops, presentations, poster sessions, and exhibits concerning all aspects and levels of computer-assisted language learning. See the website at <calico.org/CALICO01/> or write to CALICO; 214 Centennial Hall, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666, USA; t: 1-512-245-1417; f: 1-512-245-9089; <info@calico.org>.

March 23-25, 2001—***The 3rd North American Symposium on Corpus Linguistics and Language Teaching***, sponsored by the American Association for Applied Corpus Linguistics and hosted by the Applied Linguistics Program of the University of Massachusetts at Boston, will be held at the Park Plaza Hotel in Boston, Massachusetts, USA. Keynote speakers Doug Biber, Northern Arizona University, and Susan Hockey, University College London, will initiate a program with a wide range of subtopics, including the use of corpora in language learning and teaching, corpus annotation, register/genre variation, and software development. See the website at <www.cs.umb.edu/~meyer/conf/index.html>, email <corpconf@umb.edu>, or write Corpus Linguistics Conference, Applied Linguistics Program, University of Massachusetts at Boston, 100 Morrissey Blvd., Boston, MA 02125-3393, USA.

Calls for Papers/Posters (in order of deadlines)

February 28, 2001 (for May 16-18, 2001)—***6th English Applied Linguistics Seminar (VI ELIA)—The Development of Communicative Competence: Past, Present and Future,*** at the University of Seville, Spain. The keynote speakers are Enrique Alcaraz (University of Alicante, Spain), Guy Cook (University of Reading, UK), and Gabriele Kasoer (University of Hawaii, USA). Proposals are welcome for papers or workshops in the areas of second language learning or acquisition and L2 teaching; pragmatics & discourse analysis; phonetics, and translation. See <linguistlist.org/issues/11/11-2630.html#2> for specific information. Otherwise, contact Pilar Garces Conejos, ELIA VI; Departamento de Filologia Inglesa (Lengua Inglesa), Facultad de Filologia, C/ Palos de la Frontera s/n, 41004, Seville, Spain; <pilar_garces@yahoo.com>.

March 1, 2001 (for July 9-11, 2001) —***Child Language Seminar 2001***, hosted by the Department of Psychology and the Linguistics Group at the University of Hertfordshire, UK, will feature Julie Dockrell, Gary Marcus, and Kim Plunkett as keynote speakers. Proposals are now invited for 30-minute papers and for posters on issues related to language acquisition in children. See the website at <www.psy.herts.ac.uk/cls>, email <P.Treacher@herts.ac.uk>, or contact CLS, Department of Psychology, University of Hertfordshire,

Hatfield, HERTS, AL10 9AB, UK; t: 44-(0)1707-285283.

Reminders—conferences

February 4, 2001—***Temple University Applied Linguistics Colloquium***, to be held at Temple University Japan's Osaka campus. Contact David Beglar at <david_beglar@kmug.org> or at Temple University Japan Osaka, 1-2-2-800 Benten, Minato-ku, Osaka 552; t: 06-6577-1277; f: 06-6577-1281.

February 27-March 3, 2001—***TESOL 2001: Gateway to the Future—35th Annual Convention and Exposition for Teachers of English to Speakers of Other Languages (TESOL)***, will be held in St. Louis, Missouri, USA. Follow web links from <tesol.org> or contact TESOL Conference Services; 700 South Washington Street, Suite 200, Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-7864; <conventions@tesol.org>.

March 29-April 1, 2001—***Language, the Media and International Communication***, a conference at St Catherine's College, Oxford, sponsored by the Faculty of English, University of Oxford, including Jean Aitchison. Invited speakers include Allan Bell, Douglas Biber, Caroline van den Brul of the BBC, Robin Lakoff, and Raymond Snoddy of *The Times*. See the <www.english.ox.ac.uk/language> website, email to <enquiries.oxconf@pp3.hiway.co.uok>, or write to Oxford Conference Management; 10b Littlegate St., Oxford OX1 1QT, UK.

March 29-April 2, 2001—***Corpus Linguistics 2001***, a celebration of the life and works of Geoffrey Leech, is a forum at Lancaster University, UK, for all concerned with computer-assisted empirical analysis of natural language. Invited talks from Douglas Biber, Jennifer Thomas, Geoffrey Sampson, and Mick Short. See <linguistlist.org/issues/11/11-2468.html>. Otherwise, contact Programme Committee, Corpus Linguistics 2001; Department of Linguistics and MEL, Lancaster University, Lancaster LA1 4YT, UK; t: 44-1524-843085; f: 44-1524- 593024; <mcenery@comp.lancs.ac.uk>.

Did you know JALT offers research grants?

For details, contact the JALT Central Office.

Job Information Center

edited by bettina begole

To list a position in The Language Teacher, *please fax or email Bettina Begole, Job Information Center. Please send emails to <tlt_jic@jalt.org> and faxes to 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.*

Niigata-ken—The International University of Japan (IUJ) is seeking a full-time English instructor to teach graduate students in the Graduate School of International Relations to begin April 1, 2001. **Qualifications:** MA in TESOL or a related field and teaching experience at the university level. **Duties:** teach up to 16 hours per week in an eight-week summer intensive program, and six *koma* during two 1-week regular terms. Class size will be approximately 10-12 students. In addition to teaching, the successful applicant will participate in curriculum development, assessments, planning meetings, extracurricular activities, and other university projects. **Salary & Benefits:** gross salary, including bonuses and housing allowance, will be slightly over 5,000,000 yen per year. A research allowance is also provided. Contract is for one year, with a possibility of renewal. **Application Materials:** CV, cover letter, list of publications/presentations, and contact information for at least two references. **Deadline:** when position is filled. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata 949-7277. **Other information:** IUJ is located in a rural environment near Urasa, about a 90-minute Shinkansen ride from Tokyo.

Tokyo—The School of Literature, Waseda University, is seeking candidates for a full-time, tenured faculty position to begin April 2002. **Qualifications:** PhD level in EFL, applied linguistics, or similar area of study; solid and ongoing high-quality research and publication; teaching and research interests in one or more of the following areas: CALL, language testing and evaluation, curriculum development. Conversational ability in Japanese would be an advantage. **Duties:** perform departmental and university teaching and other duties in line with appointed, tenured position. **Salary & Benefits:** competitive salary and other allowances. **Application Materials:** CV/resume, cover letter, names and addresses of three referees who will provide recommendations. **Deadline:** February 15, 2001. **Contact:** EFL Position, Depart-

ment of English, School of Literature, Waseda University, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644; <eflpost@list.waseda.ac.jp>. **Other information:** Please note that notification will be made only to those candidates whose recommendations are taken up. It is expected that the first stage of selection will be completed by the end of April 2001.

Tokyo—Kanda Institute of Foreign Languages (KIFL), a two-year special collage focusing on foreign languages, anticipates openings for full-time and part-time teachers to begin April 2001. Applications are being accepted for the following possible positions: EFL/ESL teachers to teach in an integrated curriculum focusing on all skills; EFL/ESL teachers for curriculum development/testing; information technology teachers to focus on user skills for MS Windows, applications in MS Office 2000 Professional, and content-based courses based on network and business skills; new media teachers to focus on internet studies, web design, audio-video digital courses. **Qualifications:** For full-time positions: MA/MS in appropriate field; teaching experience; ability to teach at all levels; experience working with Japanese students preferred. For part-time positions: BA/BS with some teaching experience; preference for TEFL/TESL certifications; experience working with Japanese students preferred. For all teachers, Japanese language ability a plus, but not essential. **Duties:** Full-time: teach 8-12 90-minute classes per week; five-day 40-hour workweek; additional requirements to develop and support student activities; participate in professional development activities; assist with public relations. Part-timers usually teach a maximum of nine 90-minute classes per week, with a varied schedule that may include night courses. **Salary & Benefits:** Salary competitive and determined in accordance with school regulations. **Deadline:** March 15, 2001. **Application Materials:** resume and cover letter. **Contact:** Fax or email to: Director of Education Center, KIFL; f: 03-3254-2732; <philson@kifl.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below).

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Bulletin Board

edited by brian cullen

*Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.*

Calls for Papers (in order of deadlines)

JALT Hokkaido Annual Language Conference—JALT Hokkaido is announcing a call for presentations at its 18th Annual Language Conference to be held on May 19-20, 2001. It is open to members and non-members to attend or present on all aspects of foreign language teaching and learning. The conference will be held over two days at the

Hokkaido International School in Sapporo. Last year over 170 participants attended. Each presentation is for 45 minutes, scheduled during five periods from 10:00 a.m. to 5:00 p.m. After receiving your abstract, we will send you a reply confirming that we received it. A selection committee of JALT Hokkaido officers will determine how many presenters and which presentations will be accepted. You will be notified by an email message as to whether your presentation is accepted or not by the middle of March. Abstracts should be clearly written to show your purpose, background knowledge, key points, how you present, and what the participants will learn. Practical presentations useful for classroom teachers will be given priority. Topics presented in Japanese and topics on teaching younger students are especially encouraged. To submit a presentation proposal, please visit our homepage at <http://www.crosswinds.net/~hyrejalthokkaido/JALTPage/> and follow the instructions. There is an easy-to-use form. Send the form to Don Hinkelman at <hinkel@sgu.ac.jp> no later than **February 15, 2001**. Please send the form using the subject header: "May Conference Submission."

Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

PacSLRF 2001—The Pacific Second Language Research Forum conference will be held from October 4-7, 2001 at the University of Hawai'i at Manoa, Honolulu, Hawai'i, USA. This conference will focus on research in second language acquisition, particularly in Asian and Pacific languages. Invited plenary speakers will include Kevin Gregg (St. Andrew's University in Osaka, Japan), William O'Grady (University of Hawai'i at Manoa), Jeff Siegel (University of New England in New South Wales, Australia), Noeau Warner (University of Hawai'i at Manoa), Karen Watson-Gegeo (University of California, Davis), and Lydia White (McGill University in Montreal, Canada). Proposals for papers, posters, and colloquia regarding any aspect of research in second language acquisition, particularly in Asian and Pacific languages, are invited. For submission guidelines or further information, please visit our website at <www.LLL.hawaii.edu/pacslrf>. The submission deadline is **April 2, 2001**. Contact: PacSLRF 2001, c/o National Foreign Language Resource Center, University of Hawai'i at Manoa, 1859 East-West Road #106, Honolulu, HI 96822 USA; t: 001-808-956-9424; f: 1-808-956-5983; <pacslrf@hawaii.edu>.

Other Announcements

New Members—A Teaching for Charity group was formed at JALT2000 in Shizuoka. The group is dedicated to alleviating global suffering by teaching classes for charity. Principally this involves teaching a class in our community and donating the proceeds to charity. The group is also interested in getting students involved in volunteer projects, both in Japan and abroad. We are currently gathering information to help teachers start such volunteer projects. Group members may also be interested in teaching community classes for free as a goodwill gesture to Japanese. We plan to network on an ongoing basis in order to share information about worthwhile charity organizations and projects, as well as appropriate global issues teaching materials. Check out the website: <www.charityteaching.f2s.com> or join the email discussion at <charityteaching@egroups.com> or contact John at <small@nagasaki-gaigo.ac.jp>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の２カ月前の１５日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の２カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の２　カ月前の１　５　日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1　週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日にBulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156 (w); f: 011-513-7505 (w); tlt_web@jalt.org

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

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Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育(準分野別研究部会)、外国語リテラシー(準分野別研究部会)、ジェンダーと語学教育(準分野別研究部会)。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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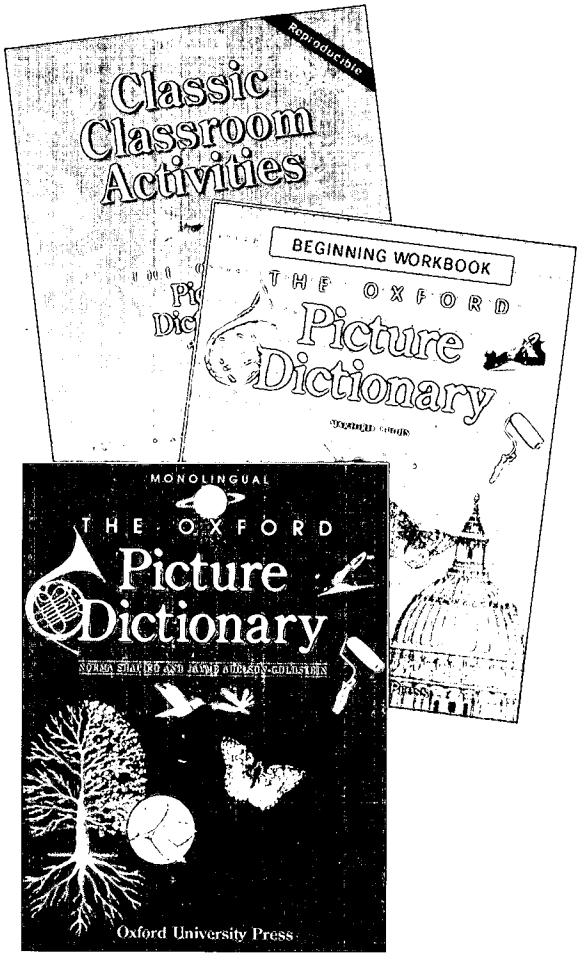

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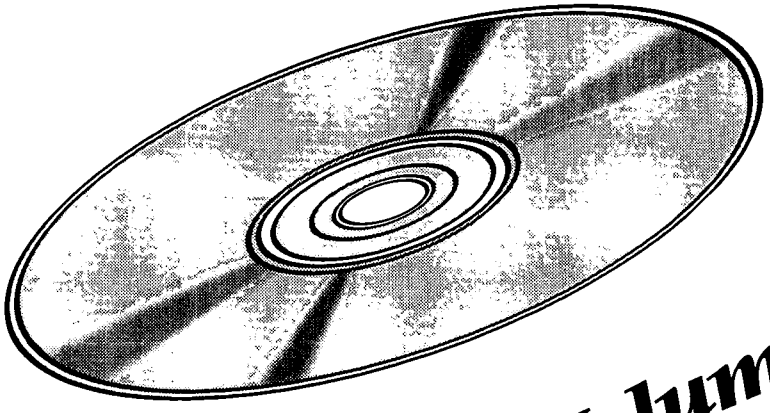
第二十五巻 第二号 平成十三年二月一日発行 〒110-001 東京都台東区台東一―三七―九 アーバンエッジビル五階（毎月一日発行）デビッド・マクマレー
昭和五十四年四月二十一日 第三種郵便物認可

昭和五十四年四月二十一日　第三種郵便物認可
第二十五巻　第三号　平成十三年三月一日発行（毎月一日発行）

the language teacher

ISSN 0289-7938
¥950



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March, 2001
Volume 25, Number 3

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TLT *CD-ROM*

This month's *TLT* includes a CD-ROM of Volumes 23 (1999) and 24 (2000) of *The Language Teacher*. Every issue is included in its entirety, and we are sure you will find this a valuable resource for teaching ideas and research material. The disk will function on both Macintosh and Windows platforms, and includes the software required to view the files.

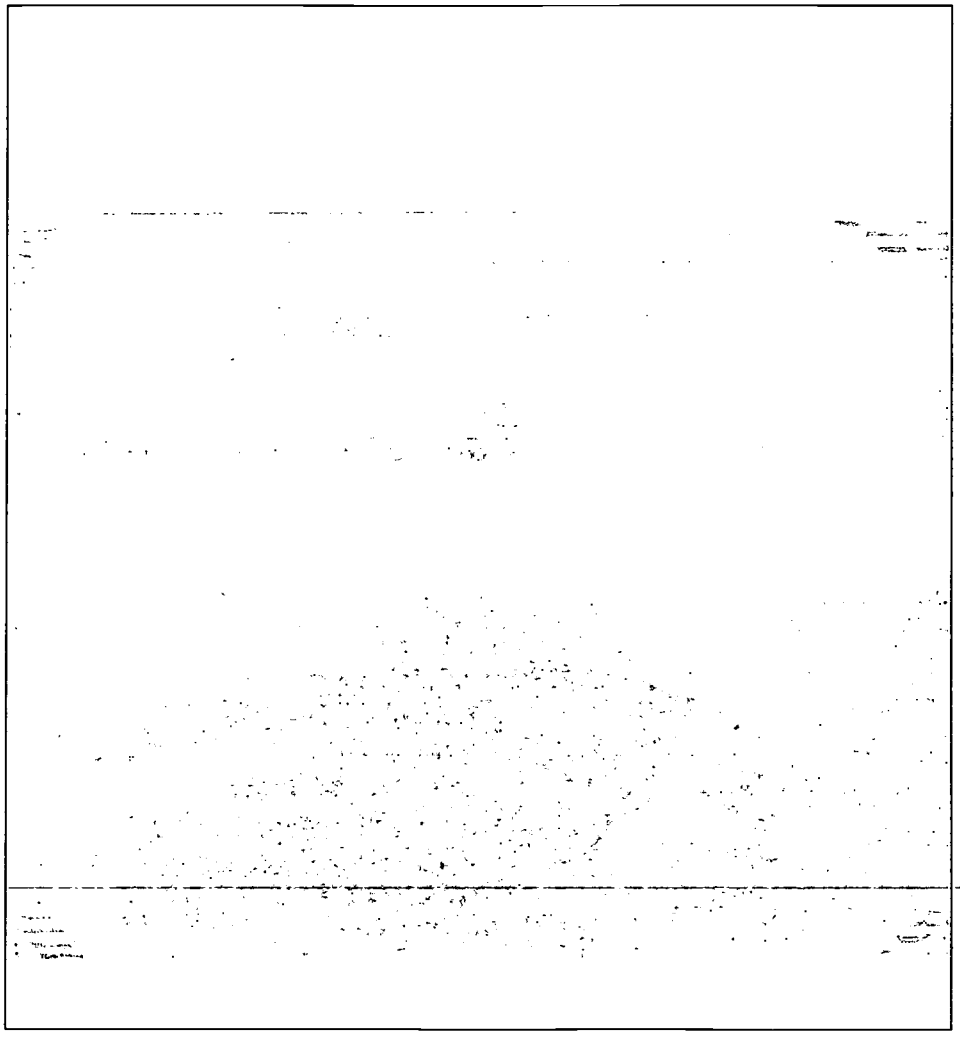
Inclusion of this disk means this month's TLT contains only time-sensitive columns, and not our usual broad mix of material. These will appear in next month's issue.

Malcolm Swanson
TLT *Co-Editor*
<tlt_ed@jalt.org>

contents

departments

3 Book Reviews
Recently Received
5 JALT News
11 SIG News
12 Chapter Meetings
13 Conference Calendar
16 Job Information Center
Web Corner
17 Bulletin Board
18 Advertiser Index
19 Submissions
20 Staff List



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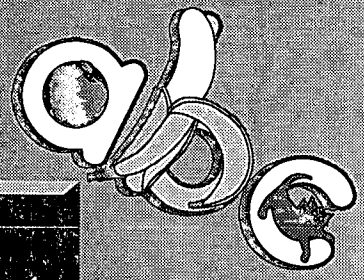

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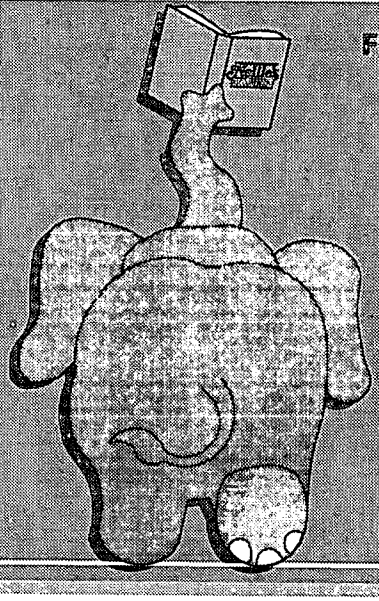

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Book Reviews

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of March. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children

Gogo Loves English 1 [new ed.] (student's, teacher's, cassettes, picture cards). Methold, K., Procter, S., Graham, M., McIntosh, M., & FitzGerald, P. Hong Kong: Longman, 2001.

Gogo Loves English 2 [new ed.] (student's, teacher's, cassettes, picture cards). Methold, K., Procter, S., Graham, M., McIntosh, M., & FitzGerald, P. Hong Kong: Longman, 2001.

Course Books

Impact Listening 1 (student's, teacher's, CD set, test pack). Kisslinger, E. Hong Kong: Longman, 2001.

Impact Listening 2 (student's, teacher's, CD set, test pack). Robbins, J., & MacNeil, A. Hong Kong: Longman, 2001.

Impact Listening 3 (student's, teacher's, CD set, test pack). Harsh, K., & Wolfe-Quintero, K. Hong Kong: Longman, 2001.

Sound Bytes 1: Listening for Today's World (student's, teacher's, cassettes). Gershon, S., & Mares, C. Singapore: Longman, 1999.

Sound Bytes 2: Listening for Today's World (student's, teacher's, cassettes). Gershon, S., & Mares, C. Singapore: Longman, 2000.

For Teachers

!Teachers' Voices 6: Teaching casual conversation. Burns, A., & De Silva Joyce, J. (Ed.). Sydney: NCELTR, 2000.

JALT News

edited by amy e. hawley

By the time that this JALT News column is published, the January Executive Board Meeting will already be a thing of the past. Since I am typing this column on January 16, I cannot put anything into it as to what was decided at the EBM. I will, however, have the Minutes soon after the EBM so that they can be included in the April *TLT*. Please look for the Minutes and other information regarding the EBM on the email lists and in messages from me.

This month, we have seven contributions. The first one is from the National Elections Committee about the 2001 JALT elections for President, Vice President, Director of Membership, and Director of Records. The second is an announcement of a new listserv for JALT members interested in participating in the discussion of JALT EBM motions. The next is from Joe Tomei, the National Director of Membership, in regards to new, reduced rates for five magazines and journals from David English House and ETJ (English Teachers in Japan) that are available to JALT members. Fourth, Alan Cogen offers us a special report on the JALT Hokkaido/GILE mini-conference. These types of chapter/SIG mini-conferences are becoming more common and Mr. Cogen's review gives some reasons why. Next, there is an invitation from Richard Gitsaki-Taylor and Paul Lewis for the Sixth Annual CALL SIG Conference in May. What a great way for all of us to stay up-to-date on computers in education! Please look carefully at this as you can still register to present at it until March 15. Finally, there is a call for presentations from JALT Okayama for their chapter meetings. For those of you looking for the chance to present this year, have a look.

Thanks to everyone for their contributions this month. Please keep them coming in. If you have something you think should appear in JALT News, but you are not sure, please do not hesitate to ask me. If I am unable to use it for this column, then I can pass it on to another area of *TLT* that can.

Let's keep on communicating about JALT and sharing its news with one another.

このJALTニュースが発行される頃には、1月のEBMは既に過去の事となっていますが、今日(1月16日)にこのコラムを書いている私には、EBMで決定されたことに関して、何も書くことができません。しかしながら、TLT 4月号には、その内容を入れることができると思います。どうかEBMに関する私からのメッセージをe-mailリストで探してください。

今月は4つの投稿を受け取りました。会員担当理事であるJoe Tomeiからの最初の記事は、JALT会員に対するDavid English HouseとETJから発行されている5つの雑誌とジャーナルの割引講読に関するものです。二番目の記事は、Alan Cogenの北海道/GILEのミニコンファレンスに関する報告です。このような支部/分野別研究会のミニコン

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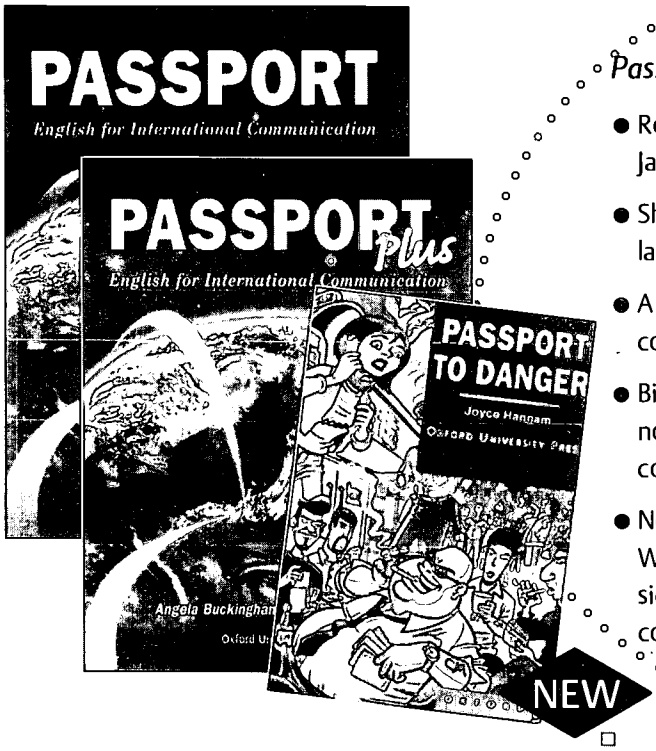

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ファレンスは一層当たり前のものとなってきていますが、Cogen氏のレビューはその理由について説明を加えています。次に、Richard Gitsaki-TaylorとPaul Lewisからの5月に行われるCALLの第六回SIGコンファレンスについての記事が続きます。このコンファレンスに参加希望の方は、3月8日までに登録してください。最後に、岡山支部から支部ミーティングでの発表募集の記事があります。今年度発表を希望される方は、ぜひご覧ください。

今月号にご投稿くださったみなさんに感謝を述べたいと思います。そして、今後もこのように記事が送られてくることを期待しています。JALT Newsに何か掲載したい、という方は、ご遠慮なく私にお問い合わせください。このコラムで使うことができなくとも、TLTの他のコラムへ回すことも可能です。JALTに関して情報を交換しあい、共有しあおうではありませんか。

JALT 2001 Elections for National Director Positions

Nominations are now open for the following JALT national director positions:

President—Has general responsibility for coordinating the activities of the Executive Board and for directing and publicizing the affairs of the organization. She/he presides at Executive Board Meetings. The President, with the approval of the Executive Board also appoints the heads of committees, subcommittees, and boards not specified in the constitution and bylaws. The President is a non-voting member of all committees.

Vice President—Fills in for the President in her/his absence, and shares the duties and responsibilities of the presidency. The Vice President is also responsible for the Administrative Committee.

Director of Membership—Responsible for overseeing JALT membership records; coordinating the formation of new affiliates, chapters, and SIGs; formulation and implementing policies governing their relationship to JALT national; and assisting in membership drives. He/she also chairs the Membership Committee.

Director of Records—Responsible for recording and keeping the minutes of Executive Board Meetings and the General Meeting, and for keeping the chapters and SIGs informed of the activities of the national organization. He/she chairs the Records and Procedures Committee.

All terms are for two years beginning immediately after the Ordinary General Meeting (OGM) at the JALT 2001 Conference in Kitakyushu. Further descriptions of these positions can be found in the constitution and bylaws of JALT as published in *The Language Teacher* April supplement: Information & Directory of Officers and Associate Members.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Michelle Nagashima by mail at 1-302, 1-17 Yanagi-cho, Numazu-shi, Shizuoka-ken 410-0043, or by email to: <michelle@katoh-net.ac.jp>.

When making nominations, identify yourself by name, chapter affiliation, and membership number, and include your contact information. Identify your nominee by name, chapter affiliation, and membership number, and include his/her contact information. The deadline for nominations is May 31, 2001.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by June 10, 2001.

Anyone with further questions about the elections should contact Michelle Nagashima at the addresses above, or by phone before 9 p.m. at 0559-23-7975.

Michelle Nagashima, NEC 2001 Chair

全国役員の推薦

現在全国役員の公開ノミネートを行っています。理事長、副理事長、会員担当理事、書記担当理事です。理事長は理事会の活動の調整やJALT組織の管理、公表活動についての責任を持ち、理事会の座長を務めます。委員会の承認を得た後、各委員会の長を任命します。副理事長は会長不在の際に代行を務め、管理委員会の責任を持ちます。会員担当理事は会員記録全般を管理し、新たな支部やSIGの設立に携わります。そして、書記担当理事は記録や議事録の保管の責任を持ちます。以上の役員は今年北九州で行われるJALT2001の会議から2年間の任期です。詳細はTLT4月号に掲載されます。候補者はJALT会員に限ります。ご自身を含め、推薦者がある場合には、あなたご自身と推薦する人の氏名、所属支部、会員番号、連絡先を、Michelle Nagashimaまでご連絡下さい。締め切りは2001年5月31日です。連絡先は英文をご覧下さい。

EBM-Net

At the January 27-28 Executive Board Meeting in Tokyo we decided to start a new email list, which we have named *EBM-Net*. It is being launched for members of the executive board and any JALT members interested in participating in the discussion of JALT policy, specifically the motions being put before the EBM and the issues they address. We intend for this list to be a collaborative workspace, with an emphasis on maintaining a friendly and cooperative spirit. To subscribe to the list, send an email message to <requests@cedar.miyazaki-mu.ac.jp> with the words "subscribe EBM-Net" [no quotes] in the subject line or in the body of the message.

1月27-28日の執行役員会で、私たちはEBM-Netと名付けた新しいe-mailリストをスタートさせることを決定いたしました。これは執行委員だけではなく、JALTの政策に関する議論に参加したい会員の皆さん、特にEBM開催前に動議を提出したい方も参加できます。私たちは、このリストが親密で協調的な精神を作り出す共同の作業場でありたいと考えています。登録を希望される方は、引用符なしで"subscribe EBM-Net"とタイトル、またはボディに記入し、<requests@cedar.miyazaki-mu.ac.jp>までe-mailをお送りください。

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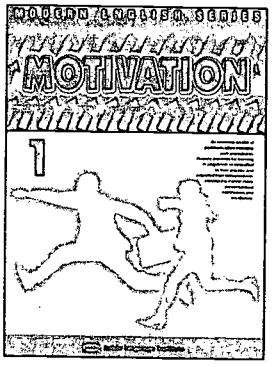

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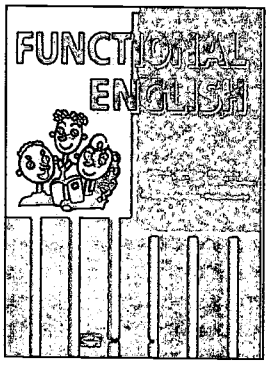

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New, Reduced Rates for Five Magazines and Journals in Conjunction with David English House and ETJ

JALT is offering reduced rates for subscriptions to five magazines and journals. Simply enter the code in the *furikae* found at the back of your *TLT* in the "other" section of the *furikae*.

English Teaching Professional. This magazine is a newcomer, with readable articles and teaching ideas from around the world. Four issues a year, normally costing 4,500 yen, but for JALT or ETJ members, only 3,800 yen. Enter code 1-ETP.

ELT Journal. Published by Oxford University Press (OUP), this journal links current theory to classroom practice, providing reviews of new publications, interviews with prominent writers and teachers and articles on grammar, lexis, and phonology. Four issues a year, normally 6,800 yen but for JALT or ETJ members, only 5,800 yen. Enter code 2-ETP.

Applied Linguistics. Also published by OUP, this journal concentrates on current research in applied linguistics. Four issues a year, normally costing 10,000 yen, but for JALT or ETJ members, only 9,200 yen. (Please note that the student price of 7,200 yen is not available through JALT). Enter code 3-ETP.

EL Gazette. In a newspaper format, this publication covers ELT news and events around the world. Twelve issues a year, normally costing 7,000 yen, but for JALT or ETJ members, only 5,900 yen. Enter code 4-ETP.

American Language Review. A magazine with very readable articles on the ELT profession and methodology, the *American Language Review* promotes the teaching of all languages and provides information on both jobs and courses. Six issues a year, normally costing 4,500 yen, but for JALT or ETJ members, only 3,800 yen. Enter code 5-ETP.

Joe Tomei, National Director of Membership

JALTはDavid English HouseとETJから発行されている５つの雑誌とジャーナルの割引予約を提供しています。単純にＴＬＴに折り込みの振替用紙のその他の欄にコードを記入してください。

English Teaching Professional: この雑誌は新規のもので、読みやすい記事と教授アイデアが世界中から寄せられています。年４回発行で通常4,500円がJALTまたはETJ会員には3,800円になります。1-ETPを入力してください。

ELT Journal: Oxford University Pressから発行されているこのジャーナルは、教室実践、新しい出版物のレビュー、著名な書き手や教師へのインタビュー、文法、語彙、音韻に関する記事が掲載されています。年４回発行で通常6,800円がJALTまたはETJ会員には5,800円になります。2-ETPを入力してください。

Applied Linguistics: 同様にOPUの発行によるこのジャーナルは、応用言語学に関わる最新の記事を掲載しています。年４回発行で通常10,000円がJALTまたはETJ会員には9,200円になります。(学生料金の7,200円はJALTには適用されませんのでご注意ください。) 3-ETPを入力してください。

EL Gazette: 新聞形式のこの出版物は世界中のELTのニュースとイベントを網羅しています。年12回発行で通常7,000円がJALTまたはETJ会員には5,900円になります。4-ETPを入力してください。

American Language Review: 専門職としてのELTと方法論に関する読みやすい記事を掲載した雑誌です。American Language Reviewは全ての言語の教授をプロモートし、仕事やコースに関する情報も掲載してます。年6回発行で通常4,500円がJALTまたはETJ会員には3,800円になります。5-ETPを入力してください。

Foreign Buyers' Club—JALT FUNdraiser

FBC and JALT will again be teaming up for a FUNdraiser to benefit the JALT Asian scholarship fund. Last year's event in November raised about 127,000 yen. We hope to do even better with a full month to work with. Any orders from JALT members during March will result in a 5% rebate to JALT. Now is the time to stock up on items you miss from back home (wherever home is). My personal favorites are Dad's Root Beer and Shredded Wheat cereal. You do not need to order in bulk as most items are available in singles. Some people may not realize it but FBC offers much more than food! You can also buy your English teaching textbooks, the latest novels, videos, many other educational materials, and even home appliances direct from FBC. If you are a new or renewing FBC member be sure to put JALT in the space for group on your membership application. Everyone please remember to write JALT in the space for group on your order form. Orders may be done online at <www.fbcusa.com>. Please check out the website or call FBC at 078-857-9005, fax: 078-857-9005 or contact JALT's FBC representative Jerry Halvorsen at <jerryhal@voicenet.co.jp>. Enjoy yourself and help a good cause at the same time. Be a part of the FBC-JALT FUNdraiser.

Jerry Halvorsen, FBC/JALT liaison

JALT Hokkaido/GILE Mini-conference

On September 24, JALT Hokkaido co-sponsored a mini-conference with the JALT Special Interest Group GILE (Global Issues in Language Education). The workshop's purpose was to show how global education could be integrated into second language teaching. Global education content includes world regions, world themes, and world problems. Its purpose is to effectively enable students to learn a foreign language and develop a global awareness to become world citizens. Kip Cates, coordinator of GILE, and Alan Cogen, president of JALT Hokkaido, organized the conference. The conference focused on the following themes: 1) Environment; 2) Discrimination & Human Rights; 3) Multi-culturalism and cross-cultural communication; 4) International Cooperation, Youth Exchanges, and NGOs; and 5) Global Issues in Critical Perspective.

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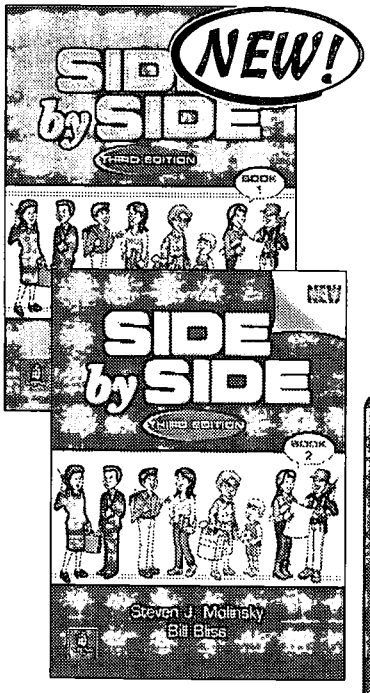

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There were sixteen individual presentations and five roundtable discussions. About half the presenters came from outside of Hokkaido. The feedback from participants was very positive and upbeat. People really got a lot out of the conference and went away feeling that they really had a chance to find ways of integrating these vital issues into their language classrooms. This was the second year in a row that our chapter co-sponsored a mini-conference with a SIG (last year was with the Bilingualism SIG).

In September 2001 JALT Hokkaido will co-sponsor a mini-conference with Gender Awareness in Language Education (GALE) SIG. I really feel that the partnering of chapters and SIGs for sponsoring events gives us a lot more value for our membership dues. Members feel like they are getting something extra. And they are! The complete program with abstracts and schedule is on the JALT Hokkaido homepage: <www.crosswinds.net/~hyrejalthokkaido/JALTPage/>.

Alan Cogen, JALT Hokkaido President

JALT北海道/GILE ミニコンファレンス

JALT北海道はJALT分野別研究会GILE(グローバル問題)と共催で、9月24日ミニコンファレンスを開催いたします。ワークショップの目的は、いかにグローバル教育を第二言語教授に統合することができるかにあります。グローバルな教育内容は世界的な地域、テーマ、および問題を含有しています。その目的は、効果的に学習者が外国語を学習し、世界的な市民となるためのグローバル意識を発展させることにあります。

その目的は、外国語を学ぶために、そして、世界市民になるというグローバルな自覚を開発するために、学生を効果的に有効にすることです。GILEのコーディネーターであるKip CatesとJALT北海道支部長のAlan Cogenがコンファレンスを計画しています。

会議は、次のテーマにフォーカスをあてています。

1.環境
2.差別&人権
3.多文化主義と異文化コミュニケーション
4.国際協力、ユースエクスチェンジ、および、NGOs
5.批判的な視点からのグローバル問題

詳細は英文をご覧ください。

JALT CALL 2001 Conference

The Changing Face of CALL: Emerging Technologies— Emerging Pedagogies

The JALT CALL SIG is delighted to invite you to our 6th Annual Conference, to be held at Kanto Gakuin University, May 26-27, 2001. With the advent of the Internet, recent emergence of new technologies, and the widespread availability of computers in education, many teachers are questioning how CALL can be integrated into their everyday teaching. As we begin the 21st century, how can we balance the many tools available for language learning with pedagogies based on solid research and sound theory?

JALT CALL 2001 aims to tackle this question and explore its implications for our future. Following the success of our recent conferences in Kyoto and Tokyo, we anticipate that this will be our largest and brightest event to date and to achieve this, we need your participation.

JALT CALL 2001 provides the opportunity for experienced CALLers and novices alike to exchange ideas during workshops and presentations, address the emerging challenges specific to CALL worldwide with international speakers, and catch up on the latest products available at the publishers' displays. In addition (and some would say more importantly), you can meet with friends old and new at the various social gatherings held over the weekend (including the legendary Saturday night banquet, which we hope to offer free to pre-registrants as per tradition).

If you would like to propose a paper, demonstration, workshop, or poster session, we are already accepting submissions at <jaltcall.org/conferences/call2001>. Please hurry though, as the deadline for submission is March 15, 2001. You can also preregister online at the same site. We are looking forward to seeing you all at JALT CALL 2001.

Richard Gitsaki-Taylor and Paul Lewis, JALT CALL 2001 Conference Chairs

JALT分野別研究会CALL(コンピュータ利用語学学習)は、第6回年次大会のお知らせをいたします。

教育におけるインターネットの利用、新しいテクノロジー、および教育におけるコンピュータ利用の可能性の広がりに伴い、多くの教師は日々の授業にいかにCALLを利用すればいいかを考えていることでしょう。21世紀を迎え、言語教育に使用可能な数多くのツールを研究と理論に基づいてどのようにバランス良く用いていけばいいのでしょうか。JALTCALL2001は、この問題に取り組み将来への提言を検討します。

京都と東京におけるこれまでのコンファレンスの成功に続き、私たちは今回のコンファレンスを最も盛大で輝かしいものとなるように、皆さんのご参加をお待ちしています。

コンファレンスの詳細については、英文をご参照ください。

JALT Okayama Call for Presentations

Okayama JALT is calling for presentations to be held at the monthly meetings. The presentations can either be of 45 minutes or 90 minutes. We are interested in any topic area. The chapter has limited funds, but should be able to offer a homestay, plus some help with traveling costs. What we lack in funds, we try to make up with enthusiasm! Interested? Please contact Peter Burden at <burden-p@osu.ac.jp>.

Peter Burden, JALT Okayama President

JALT岡山支部では、月例ミーティングでの発表者を募集しております。発表は45分、または90分です。どのような分野でも歓迎いたします。資金は限られておりますが、ホームステイを準備し、交通費の補助も提供できます。ぜひPeter Burdenまでご連絡ください。

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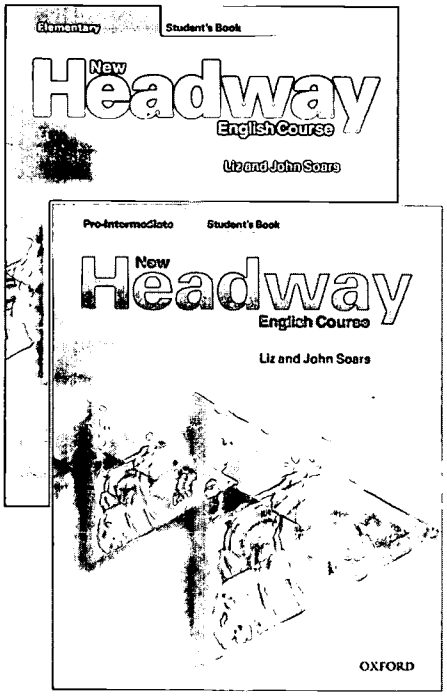

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Special Interest Groups News

edited by gregory hadley

It is the dead of winter in Japan, and in many parts of the country, people shut themselves up and hunker down waiting for spring. Luckily a Special Interest Group (SIG) that is right for you is just a keystroke away. Now is the time to warm things up by getting involved. Here's the latest in SIG news.

Professionalism, Administration and Leadership in Education (PALE): PALE has a new name. Recently the officers of the Professionalism, Administration and Leadership in Education (PALE) SIG voted to change the name of their SIG to HELP. HELP stands for Help with Employment and Labor Policies. This change of name is in response to the large turnout of attendees at PALE presentations and forums last fall at the JALT2000 conference in Shizuoka. Michael H. Fox, co-coordinator of HELP, stated, "It is quite clear that many people are feeling a greater and greater sense of *angst* in regard to labor and employment policies, and by changing our name, we should be able to respond to the needs of JALT members more concretely."

JALT members interested in joining the HELP SIG should contact Edward Haig at <haig@nagoya-wu.ac.jp>, or by fax at 052-805-3875.

Chapter Meetings

edited by tom merner

Chiba—***Putting the Art Back into Language Arts: Music and Drama*** by Kristie Collins and Sandra Ingram, Josai International University. This is a workshop comprised of two forty-minute sessions outlining various uses of music and drama in the EFL classroom. The presenters will introduce learner-centered activities for differing levels and abilities. *Sunday April 15, 14:00-16:00; Chiba Community Center (near Chiba Shiyakushomae on the JR monorail); one-day members 500 yen.*

Fukui—***Motivating Learners of English of All Ages*** by Alastair Lamond, Thomson Learning. Learning a language provides special challenges for all of us, regardless of age! This presentation deals with various practical approaches to encourage active communication, thereby allowing students to learn by doing. The presenter will use examples from *Expressions* and *Go For It* by David Nunan to demonstrate the step-by-step language-building tasks that help students with the skill, confidence, and motivation to communicate more effectively. *Sunday March 18, 14:00-16:00; Fukui International Activities Plaza.*

Fukuoka—***First Lessons***. Several ideas for your first lesson of the year by different presenters. All teachers who work on an academic year schedule will be facing new students in April. Since we've been through this before, many of us have developed a standard "first lesson" format to set the tone for the year. Come see four to six teachers demonstrate condensed versions of their own standard plans, followed by discussion. *Saturday March 31, 19:00-21:00; Aso Foreign Language & Travel College (map on website).*

Hokkaido—In March, we are in for a very special afternoon as David McMurray, famous *haiku* artist from Fukuoka and past JALT National President and Treasurer, will be here to conduct a *haiku* workshop. David has a column in the *Asahi Shimbun* and is online at <www.asahi.com/english/haiku/>. He invites you to send in a *haiku* using the link on that page BEFORE the workshop and he will help you with polishing it if necessary. *Sunday March 25, 13:30-16:00 (doors open at 13:00); Hokkaido International School; one-day members 1000 yen.*

「英語で俳句」ワークショップ

JALTの前会長や会計監査を歴任された著名な俳人デビッド・マクマーリー氏を迎えて俳句ワークショップを開催いたします。氏はJALTの前会長や会計監査を歴任された人物であり、俳人としては朝日新聞にコラムを連載中、同新聞社ホームページ上でも公開されています。今回はワークショップに先立ち、オンラインで作品を募集中、マクマーリー氏自らが指導を担当します。上記のJALTおよび朝日新聞ホームページもご参照ください。

Kagoshima—***Teaching International Understanding in the English Classroom*** by Paul Sminkey, National Institute of Fitness and Sports in Kanoya. This presentation will give suggestions and provide resources for teaching about problems that foreigners living in Japan encounter. In classes on cross-cultural understanding, many teachers focus on providing information about countries outside Japan, but it is equally important to make students aware of the difficulties that foreigners within Japan encounter and to guide them to act more naturally with foreigners they may meet. *Saturday March 24, 15:00-17:00; Iris Kyuden Plaza (I'm Building 2F).*

Kanazawa—***Do It Yourself! Games from the 100 Yen Shop*** by Chris Hunt, JALT Teaching Children SIG. Games are an essential element in the process of helping children acquire a second language. Yet commercially produced games are notoriously expensive and almost exclusively competitive. 100 yen shops, found throughout Japan, offer an exciting resource for the would-be game designer. In this workshop the presenter will demonstrate how to

design and evaluate co-operative games using materials which cost next to nothing. Participants will create their own games and learn the "language" of games. *Sunday March 18, 14:00-16:00; Shakai Kyoiku Center, 3-2-15 Honda-machi; free to all.*

Kitakyushu—*Sign Language Contact Between Japanese Sign Language and American Sign Language* by Yoshizawa Go, Meiji Gakuen. Most countries have their own sign language which is often similar to their mother tongue. Just as minority languages borrow from surrounding majority languages, Japanese Sign Language (JSL) borrows signs from spoken and written Japanese. Yoshizawa will present the processes involved in borrowing from spoken languages. The issue of deaf education in terms of literacy and language acquisition will also be included. *Saturday March 10, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

手話ってどんな言語？～日米手話比較から聾教育まで～

実際に指文字や手話を使って、日本手話とアメリカ手話を紹介します。どのように指文字や手話単語ができているのか、語順などの文法は？ 日本語、英語などの口語と文語の関係は？ 文化との関係は？ 聾教育における手話の役割とは？ さまざまな角度から一言語としての手話の特徴や聾教育の問題点を捉えてみたいと思います。手話や聾教育に興味のある方、ちょっとのぞいて見ませんか。

Matsuyama—*Make Your Own Homepage!* by Thomas McCarthy. Making a homepage is easier than you think. We will learn by doing. Using free online services we will: (1) sign up for a service, (2) choose a web design, and (3) personalize our webpage. Participants are encouraged to bring any text or pictures they wish to include on their webpage. *Sunday March 11, 14:00-16:30; Matsuyama University Computer Room; one-day members 1000 yen; local members 4000 yen per year.*

Nagasaki—*Day One: Strategies for Successful First-Day Classes* by Malcolm Swanson, *TLT* Editor and Kinki University. The first day with any class is arguably the most important, for it is here that both learners and teachers make most of their decisions about how much they will involve themselves in that course. This workshop will examine strategies for making Day One classes more successful. Attendees will define what they consider to be a successful first class, and discuss what they do in their classes. Strategies that the presenter has used that assist learners to accept responsibility right from the start will also be presented. These include goal setting, defining responsibilities and routines, and cooperative syllabus design. *Sunday March 25, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nara—*4 Corners: Ways to Improve Student Independence and Motivation in the Classroom* by Marc Sheffner & Rodney Dunham, Tezukayama University. The presenters will demonstrate practical and fun ways to improve student independence and motivation in the classroom, using a variety of simple yet effective techniques and materials. The presentation will be followed by a chapter meeting to elect new officers and conduct other chapter business. *Saturday March 17, 14:00-17:00; Tezukayama University, Gakuenmae Campus; free to all.*

Niigata—*Looking in Classrooms* by Bill Brooks. Ever wonder what other English teachers of children do in their classrooms? Our March Niigata JALT meeting is your chance to find out. Bill will talk about and show videos of his 3-to-6-year-old children's English classes. After the presentation there will be a chance to ask Bill how he has turned his school into such a success that there is a list of students waiting to join! See our newsletter for the details and meeting time. *Sunday March 11, Niigata International Friendship Centre, Niigata City; one-day members 1000 yen.*

Omiya—*Introducing Public Elementary School English and the Monbusho Handbook* by Tom Merner, Japan College of Foreign Languages. English instruction is about to become an option for the new "Period for Integrated Studies" in the Japanese public schools. Monbusho has published a "Handbook for Elementary School English Teaching Activities," to provide support to teachers. Merner, member of the authoring committee, will introduce the handbook, share views about the direction public elementary school English seems to be heading, and introduce results of a survey about the current situation in schools which have already implemented English. *Sunday March 18, 14:00-17:00; Omiya Shimin Kaikan 3F (near Omiya City Hall, east exit of Omiya Station); one-day members 1000 yen.*

公立小学校への英会話導入と
文部省「小学校英語活動指導の手引き」

２００２年に全国の公立小学校に新たに導入される「総合的な学習の時間」で扱われる、環境・健康／福祉・情報教育・国際理解という４本の柱の中で英語活動が加えられることとなりました。文部省では「小学校英語活動指導の手引き」を作成し、小学校の先生方を支援しようとしています。この手引書作成協力者会議の一員でもあった、トム　マーナーがこの手引書の内容を紹介します。また、昨年実施した英会話活動実施校へのアンケート調査の結果を報告し、公立小学校の英会話活動の今後の方向等について論じます。

Tokyo—Charles LeBeau, co-author the classic *Speaking of Speech* and *Discover Debate*, introduces his latest book, *Getting Ready for Speech*, a new basic-level presentation book designed just for your low-and really low-level high school students and young adults. The active, popular, delivery exercises in *Getting Ready for Speech* get students out of their seats while building vocabulary, introducing grammar, and developing basic aural/oral communication skills. *Saturday March 31, 14:00-17:00; Sophia University (Yotsuya Stn); Building 9, room 252.*

Yamagata—***Theory of Chaotic Dynamical System in Language*** by Payer Ahmed. Payer Ahmed is a medical PhD student at Yamagata University. He talks about the above mentioned topic based on his Master Degree thesis and PhD thesis in terms of foreign language acquisition and instruction. *Sunday March 11, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—***Motivation to Learn in the FL Classroom: Characteristics and Strategies for Success*** by Michael Mathis, Tsurumi SHS in Yokohama. After a lecture comparing factors that can adversely affect students' motivation to learn FL in Japan versus students in the US, there will be a workshop demonstrating certain types of activities and teaching strategies for increasing student participation. Novice level Spanish language communicative activities will be used to demonstrate these techniques. *Sunday March 11, 14:00-16:30, Gino Bunka Kaikan, (3 minutes walk from JR Kannai Station); one-day members 1000 yen.*

Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus March 15th is the deadline for a June conference in Japan or a July conference overseas, especially when the conference is early in the month.

Upcoming Conferences

March 8-10, 2001—***Georgetown University Round Table on Language and Linguistics (GURT2001)***, an annual event at Georgetown University, Washington, DC, USA. For information, email to <gurt@gusun.georgetown.edu>, or write Georgetown University Round Table 2001; 519-B Intercultural Center, Georgetown University, Washington, D.C. 20057-1045 USA.

March 15-17, 2001—***CUNY 2001: 14th Meeting of the CUNY Conference on Human Sentence Processing***, to be held at the University of Pennsylvania, Philadelphia, USA. Three days of insights provided by cognitive linguistics in such areas as Language Production, World-Situated Language Use, Conversation...Cooperation and Common Ground, Prosody in Production and Comprehension, Lexical and Semantic Processes in Context. The website at <www.ircs.upenn.edu/cuny2001> includes the complete schedule. Contact: Cuny2001; Institute for Research in Cognitive Science, University of Pennsylvania, 400A 3401 Walnut Street, Philadelphia, PA 19104-6228, USA; t: 1-215-898-0357; f: 1-215-573-9247; email: <cuny2001@ircs.upenn.edu>.

March 22-24, 2001—***The European Conference on Computer-Supported Collaborative Learning 2001 (Euro-CSCL 2001)***, to be held at Maastricht, the Netherlands, will bring researchers, designers, educators, and students in education, psychology, computer science, anthropology, sociology, communication, linguistics, and ergonomics together to explore issues of technology in collaborative forms of learning, teaching, and working. Keynote addresses will be given by Paul Dourish on "Tools for Evolving Practice," Ulrich Hoppe "About the Relation Between C and C in CSCL," and David Wood on "Contingent Tutoring and Computer-based Learning." The website at <www.mmi.unimaas.nl/euro-cscl/> is quite complete. Otherwise contact the conference secretariat at: Hannie Spronck Maastricht McLuhan Institute; Universiteit Maastricht, PO Box 616, 6200 MD Maastricht, the Netherlands; t: 31-43-3882526; f: +31-43-3252930; email: <h.spronck@mmi.unimaas.nl>.

March 29-April 1, 2001—***Beyond the Boundaries: Changing Contexts in Language Learning***, organized by the Northeast Conference on the Teaching of Foreign Languages and to be held at the New York Hilton & Towers, New York, USA. The 48th conference of this group will explore the implications for foreign language teaching of changes wrought in the world and communities by globalization, of the increasing diversity of types of learners and their needs, of increasing emphasis on real world uses of the languages so learned, of the expansion of the classroom world via modern technology, and of the social movement toward lifelong learning. See the conference website at <omega.dickinson.edu/prorg/nectfl/conf01.html> or email <nectfl@dickinson.edu>.

April 18-20, 2001—***Third International Symposium on Bilingualism (ISB3)***, at the University of the West of England in the UK. Among other subprograms, there will be a colloquium on elite bilingualism and middle class mobility led by Helmut Daller, who can be contacted at the mail address below or t: 44-117-344- 2392; f: 44-117-344-2820. For other information, email Jeanine Treffers-Daller at <jeanine.treffers-daller@uwe.ac.uk> or write her at: Third International Symposium on Bilingualism; University of the West of England, Bristol, Faculty of Languages and European Studies, Coldharbour Lane, Bristol BS16 1QY UK.

April 19-21, 2001—***CLS 37, The 37th annual conference of the Chicago Linguistic Society***, is as always divided into a Main Session with talks on a

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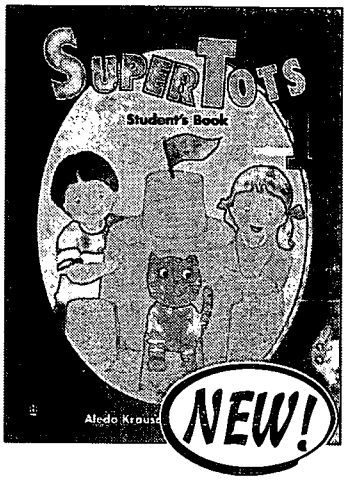

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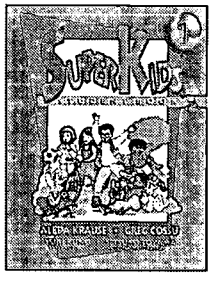

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broad range of linguistic issues from the viewpoint of several disciplines, plus a series of panels on particular issues. The main session this year contains several presentations of direct interest to applied linguistics and teaching. Invited speakers at the general session will include Eve V. Clark, Stanford University; Igor A. Mel'cuk, Université de Montréal; and Donca Steriade, UCLA. The panels, though their topics are not as applicable, will feature the likes of Bernard Comrie, Mark Aronoff, and Frederick J. Newmeyer as plenary speakers. The website at <humanities.uchicago.edu/cls> leads to the schedule. Otherwise, contact the Chicago Linguistic Society; 1010 E. 59th St. Chicago, IL 60637, USA; t: 1-773-702-8529; <cls@diderot.uchicago.edu>.

May 2-4, 2001—***The First International EMU-ELT Conference: Searching for Quality in English Language Teaching***, to be held at Eastern Mediterranean University in northern Cyprus, will emphasize quality in the areas of classroom teaching, curriculum design, materials writing and design, testing and evaluation, teacher education, and classroom research. See the conference website at <www.emu.edu.tr/eltconference> or contact Dr. Ulker Osam; Eastern Mediterranean University, Faculty of Education, ELT Department, Gazimagusa, North Cyprus via Mersin 10, Turkey; t: 90-392-630-2619; f: 90-392-365-1604; <ulker.osam@emu.edu.tr>.

Calls For Papers/Posters (In Order Of Deadlines)

March 15, 2001 (for May 26-27, 2001)—***JALT CALL 2001—The Changing Face of CALL: Emerging Technologies-Emerging Pedagogies***, to be held at Kanto Gakuen University. As we begin the 21st century, how can we balance the many new tools available for language learning with pedagogies based on solid research and sound theory? This conference will tackle this question and explore its implications for our future, providing opportunities for experienced Callers and novices alike to exchange ideas during workshops and presentations, to interact with international speakers on the challenges specific to CALL worldwide, and to catch up on the latest products available at the publishers' displays. Paper, demonstration, workshop, or poster proposals addressing any of these matters are welcome at <http://jaltcall.org/conferences/call2001/>. You can pre-register online at the same site.

March 30, 2001 (for November 1-3, 2001)—***Sociolinguistics and Language Teaching***, the special session of the Applied Linguistics Section of the Midwest Modern Languages Conference at their 43rd annual convention in Cleveland, Ohio, USA. Paper proposals are welcome on any topic relating to sociolinguistics and the teaching or learning of languages, but especially on teaching about language variation, cultivating awareness of register in the second language, culture in language learning, gender differences in language, and bringing research on language attitudes into the classroom. More information is available through <www.uiowa.edu/~mmla>, or write Joyce Milambiling; University of Northern Iowa, Department of English Language and Literature, Cedar Falls, Iowa 50614-0502, USA; f: 1-319-273-5807; <joyce.milambiling@uni.edu>.

Reminders—Conferences

March 7-9, 2001—***SEALL-Southeast Region of IALL Annual Conference: Multimedia in Language Instruction***, at College of Charleston, Charleston, South Carolina, USA. Website at <arachne.cofc.edu/LITC.html>; contact Marc Mallet, SEALL Director, at <mmallet@lovett.org>, t: 1-404-262-3032 ext.1467; f: 1-404-261-1967.

March 12-April 20, 2001—***Advanced Workshop for On-Line Presenters***, sponsored by TESOL, is designed for educators having experience with online courses. For further information concerning this workshop and other TESOL-sponsored professional development programs all across the USA, go to the website at <tesol.org> or contact Lou Leto or Srisucha McCabe at TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-7864; <academy@tesol.org>.

March 13-17, 2001—***CALICO 2001 Annual Symposium—Technologies for Language Learning: Using the Proven and Proving the New***, at the University of Central Florida, Orlando, FL, USA. Website at <calico.org/CALICO01/> or contact CALICO; 214 Centennial Hall, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666, USA; t: 1-512-245-1417; f: 1-512-245-9089; <info@calico.org>.

March 23-25, 2001—***The 3rd North American Symposium on Corpus Linguistics and Language Teaching***, sponsored by the American Association for Applied Corpus Linguistics and hosted by the Applied Linguistics Program of the University of Massachusetts at Boston, will be held at the Park Plaza Hotel in Boston, Massachusetts, USA. Website at <www.cs.umb.edu/~meyer/conf/index.html>, email <corpconf@umb.edu> or write Corpus Linguistics Conference; Applied Linguistics Program, University of Massachusetts at Boston, 100 Morrissey Blvd., Boston, MA 02125-3393, USA.

March 29-April 1, 2001—***Language, the Media and International Communication***, a conference at St. Catherine's College, Oxford, sponsored by the Fac-

ulty of English, University of Oxford, including Jean Aitchison. Website at <www.english.ox.ac.uk/language>, email to <enquiries.oxconf@pp3.hiway.co.uok> or write to Oxford Conference Management, 10b Littlegate St., Oxford OX1 1QT, UK.

March 29-April 2, 2001—***Corpus Linguistics 2001***, a celebration of Geoffrey Leech, is a forum at Lancaster University, UK, for all concerned with computer-assisted empirical analysis of natural language. See <linguistlist.org/issues/11/11-2468.html>. Otherwise, contact Programme Committee, Corpus Linguistics 2001; Department of Linguistics and MEL, Lancaster University, Lancaster LA1 4YT, UK; t: 44-1524-843085; f: 44-1524- 593024; <mcenery@comp.lancs.ac.uk>.

Job Information Center

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center. Please send emails to <tlt_jic@jalt.org> and faxes to 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Tokyo-to—Kanda Institute of Foreign Languages (KIFL), a two-year special collage focusing on foreign languages, anticipates openings for full-time and part-time teachers to begin April 2001. Applications are being accepted for the following possible positions: EFL/ESL teachers to teach in an integrated curriculum focusing on all skills; EFL/ESL teachers for curriculum development/testing; information technology teachers to focus on user skills for MS Windows, applications in MS Office 2000 Professional, and content-based courses based on network and business skills; new media teachers to focus on internet studies, web design, audio-video digital courses. **Qualifications:** For full-time positions: MA/MS in appropriate field; teaching experience; ability to teach at all levels; experience working with Japanese students preferred. For part-time positions: BA/BS with some teaching experience; preference for TEFL/TESL certifications; experience working with Japanese students preferred. For all teachers: Japanese language ability a plus, but not essential. **Duties:** full-time: teach 8-12 90-minute classes per week; five-day 40-hour workweek; additional requirements to develop and support student activities; participate in professional development activities; assist with public relations. Part-timers usually teach a maximum of nine 90-minute classes per week, with a varied schedule that may include night courses. **Salary & Benefits:** Salary competitive and determined in accordance with school regulations. **Deadline:** March 15, 2001. **Application Materials:** resume and cover letter. **Contact:** Fax or email to: Director of Education Center, KIFL; f: 03-3254-2732; <philson@kifl.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below).

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in

which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。) これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers (In Order of Deadlines)

First-Time Writers—*The Language Teacher* is calling for submissions from chapters for a special issue to be published in December 2001. The focus of this issue is on "First-Time Writers," and the issue is similar in requirements to the chapter-sponsored presentations at the annual JALT conferences. Each chapter is entitled to sponsor a paper by someone within their membership who has never published an academic paper before. These papers will be given preferential treatment in the review process, and for those that require significant editing, a collaborative reader will be assigned from the Peer Support Group to assist the writer. **Guidelines**: Open to first-time writers only (collaborative pieces by first-time writers will also be accepted); Limited to one per chapter on a first-come, first-served basis while space is available. **Deadlines**: Notice of intention to submit: **August 1, 2001**; Manuscripts: September 15, 2001. Preference will be given to papers with a strong pedagogical grounding. Papers may be in English or Japanese. If your chapter is interested in sponsoring someone, please get in touch with the *TLT* editors as soon as possible.

Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

PacSLRF 2001—The Pacific Second Language Research Forum conference will be held from October 4-7, 2001 at the University of Hawai'i at Manoa, Honolulu, Hawai'i, USA. This conference will focus on research in second language acquisition, particularly in Asian and Pacific languages. Invited plenary speakers will include Kevin Gregg (St. Andrew's University in Osaka, Japan), William O'Grady (University of Hawai'i at Manoa), Jeff Siegel (University of New England in New South Wales, Australia), Noeau Warner (University of Hawai'i at Manoa), Karen Watson-Gegeo (University of California, Davis), and Lydia White (McGill University in Montreal, Canada). Proposals for papers, posters, and colloquia regarding any aspect of research in second language acquisition, particularly in Asian and Pacific languages, are invited. For submission guidelines or further information, please visit our website at <www.LLL.hawaii.edu/pacslrf>. The submission deadline is **April 2, 2001**. Contact: PacSLRF 2001, c/o National Foreign Language Resource Center, University of Hawai'i at Manoa, 1859 East-West Road #106, Honolulu, HI 96822 USA; t: 001-808-956-9424; f: 1-808-956-5983; <pacslrf@hawaii.edu>.

Other Announcements

New Members: A Teaching for Charity group was formed at JALT2000 in Shizuoka. The group is dedicated to alleviating global suffering by teaching classes for charity. Principally this involves teaching a class in our community and donating the proceeds to charity. The group is also interested in getting students involved in volunteer projects, both in Japan and abroad. We are currently gathering information to help teachers start such volunteer projects. Group members may also

be interested in teaching community classes for free as a goodwill gesture to Japanese. We plan to network on an ongoing basis in order to share information about worthwhile charity organizations and projects, as well as appropriate global issues teaching materials. Check out the website at <www.charityteaching.f2s.com> or join the email discussion at <charityteaching@egroups.com> or contact John at <small@nagasaki-gaigo.ac.jp>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Advertiser Index

Key: IFC = inside front cover
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CUP ..... OBC
Council ..... IFC
Nellie's ..... IBC, 2
OUP 4, 10
Pearson 8, 14
Seido 6
Temple University 18

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日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

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「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆いただける方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

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地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の２　カ月前の１　５　日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

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Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156 (w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

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t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner & Oishi Harumi*
t/f: 086-270-7101; tlt_ms@jalt.org

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Bulletin Board — *Brian Cullen & Saito Makiko*
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SIG Focus — *Aleda Krause*
t/f: 048-789-2240; tlt_sf@jalt.org

SIG Reports — *Robert Long*
t: 093-883-5022; f: 093-884-3400 (w); tlt_sig@jalt.org

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Renace Beppu 102, 6 Kumi, Ogura, Beppu, Oita
t/f: 0977-6690
English: tlt_chre@jalt.org
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Chapter Meetings — *Tom Merner*
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Proofreaders — *Douglas Doyle, Tim Gutierrez, Kinugawa Takao, Aleda Krause, Beverley Elsom Lafaye, Robert Long, Andy McInulty, Amanda O'Brien, Ono Masaki, Coleman South, Tsukahara Maki, Jerry Talandis*

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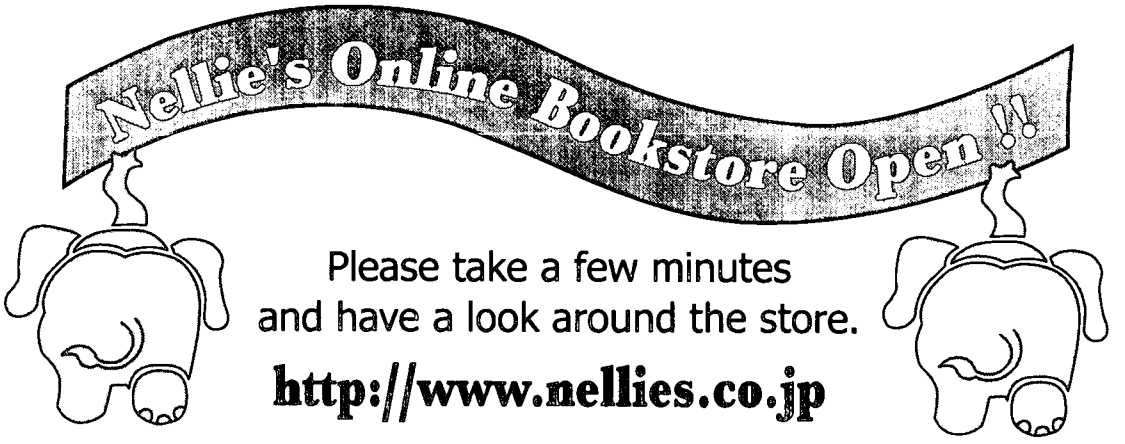

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第二十五巻 第三号 平成十三年三月一日発行 〒110-0016 東京都台東区台東一―三七―九 アーバンエッジビル五階 (毎月一日発行) デビッド・マクマレー
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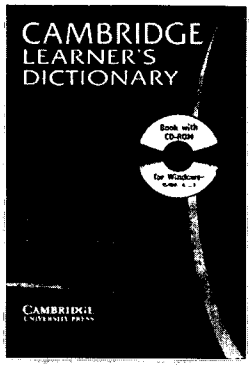

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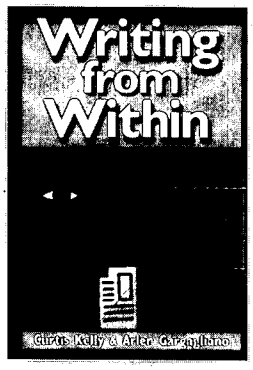

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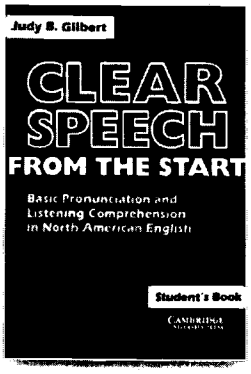

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昭和五十四年四月二十一日 第三種郵便物認可
第二十五巻 第四号 平成十三年 四月一日発行 (毎月一日発行)

the language teacher

ISSN 0289-7938
¥950

5 **When Do English Speaking Teachers and Japanese College Students Disagree about the Use of Japanese in the English Conversation Classroom?**
Peter Burden

11 **Beyond Communicative Competence: English for Special Learners**
Paul R. Hays & Susan Sydney Hays

17 **Do Students Need *Katakana Eigo* to Learn and to Read English?**
Charles Jannuzi

22 オーストラリアにおける教師再育のための日本語読解・作文通信教育の試み
菊池 民子

4

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全国語学教育学会
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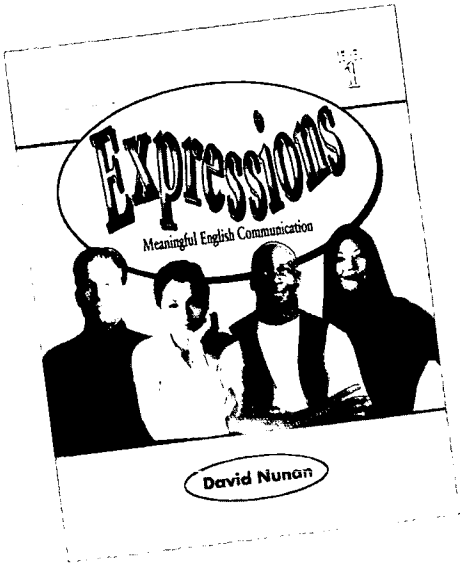

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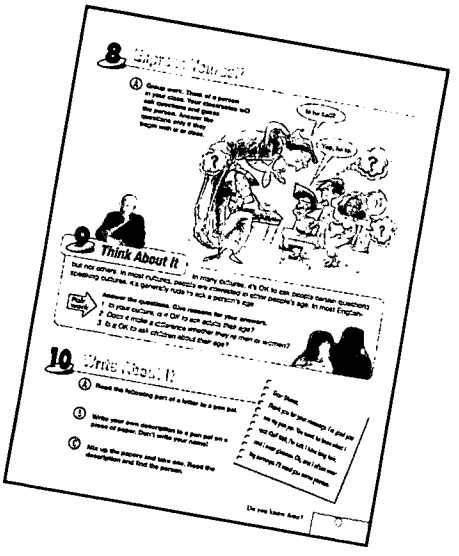

CHANGING THE WAY JAPAN LEARNS ENGLISH

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Spring at last! Warm weather, flowers blooming, and new faces in your classes! To help you brush off those winter cobwebs, we've put together a spring issue with a little for everyone. **Peter Burden** offers another discussion on the use of Japanese in language classrooms. **Paul** and **Susan Hays** describe an *English for a Special Learners* programme, and **Charles Jannuzi** discusses *Katakana Eigo*. The Jannuzi article is of interest for another reason also: it was the source of considerable debate about *TLT* review procedures on the *JALT-TALK* mailing list recently. While there were enough conspiracy theories expounded to launch an *X-Files* miniseries, the reality is somewhat less dramatic.

Typically, when a manuscript is received, one of the editors will read it and decide if it has even the remotest possibility of being suitable for publication in *TLT*. If it is deemed so, it will either be sent to the *Editorial Advisory Board* (EAB) for evaluation, or to the *Peer Support Group* for collaborative rewriting. Manuscripts going to the EAB are sent to at least two reviewers, preferably people with a background or interest in the topic. They send their comments and recommendations back to the editors, and from there a decision is made on whether to proceed or not. It is very rare for a manuscript to be summarily rejected, but it is also unusual for one to be accepted as is. A summary of comments plus the editor's recommendations are sent back to the writer, and from there a process of rewriting and negotiation takes place. When both sides are finally happy with the article, it is put forward for publication.

Now, the system is by no means perfect, but it is one that works within the time-critical schedule *TLT* runs by. In the discussion mentioned previously, there were calls for an open-review system, and while this would have merit, the volume of work that would be required of our staff would render the process unworkable. However, *TLT* is open to continued debate on this topic, and would welcome any suggestions for improving the review system.

Oh, don't forget to read the conference news column on page 3 for information on *JALT Junior*, a conference-within-a-conference at *PAC3 at JALT2001*.

Malcolm Swanson
TLT Co-Editor
<tlt_ed@jalt.org>

contents

features
5 Use of Japanese in the English Conversation Classroom
11 Beyond Communicative Competence: English for Special Learners
17 Do Students Need Katakana Eigo to Learn and to Read English?
22 オーストラリアにおける教師再育のための日本語読解・作文通信教育の試み
27 PAC Feature: FEELTA
28 Net Nuggets
a chapter in your life
29 JALT retreats
my share
30 Authentic Video Scenes for Low-level Students
31 World Records: Fun with the Four Skills
departments
33 Book Reviews
35 Recently Received
35 JALT News
38 Special Interest Groups News
38 SIG Contacts
39 Chapter Reports
40 Chapter Meetings
42 Chapter Contacts
43 Job Information Center
44 Bulletin Board
46 Submissions
47 Staff List
26 Advertiser index

やっと春がやってまいりました。暖かくなり、桜が咲き、そしてクラスにはニューフェイスが現れることでしょう。冬のもやもやから気分を一新するために、私たちは春のこの号を皆さんにお届けいたします。Peter Burdenは語学教室で日本語を使用することに関して新しい議論を提供しています。PaulとSusan Haysは、特殊な学習者に対する英語プログラムを紹介しており、Charles Jannuziは、カタカナ英語について議論をおこなっています。Jannuziの論文は、別の意味で興味深いものです。それはTLTの査読の手続きに関してJALT-TALKメイリングリストで少なからぬ議論のもととなったからです。しかし、その手続きはX ファイルの陰謀のようなものではなく、それほどドラマティックなものではありません。

通常、原稿が査読されるとき、一人の編集者がそれを読み、そしてそれがTLTで刊行するにふさわしいかの最低限の判断をします。TLTに適していると判断されれば、それを査読者に送付するか、査読に協力してくれる同僚に送付します。その際話題に関して背景知識や興味を有している最低限二人の査読が行われます。彼らはコメントと結果を編集者に返送し、刊行するかの最終判断が行われます。まったく刊行に値しないというのは、非常にまれな場合ですが、そのまま刊行というのも、またまれなケースです。コメントと編集者のコメントが著者に返送され、そこから書き直しや交渉が始まります。最終的に記事に関して、両者がうまく納得ができれば、それは刊行されることになります。

現在、そのシステムはけっして完璧とはいえませんが、TLTを毎月刊行するというスケジュールにおいては機能しています。上述したような議論は、開かれた査読システムを喚起し、その意味では非常にメリットのあるものですが、スタッフの作業が停滞するほどの作業量を要求するものでもあります。しかし、TLTはこのような話題に対してもオープンであり、査読システムを改善していくための助言も歓迎いたします。話題は変わりますが、3ページの大会のニュースにあるJALT Juniorをご覧になることをお忘れなく。これは、JALT2001で行われる大会中のコンファレンスについてです。

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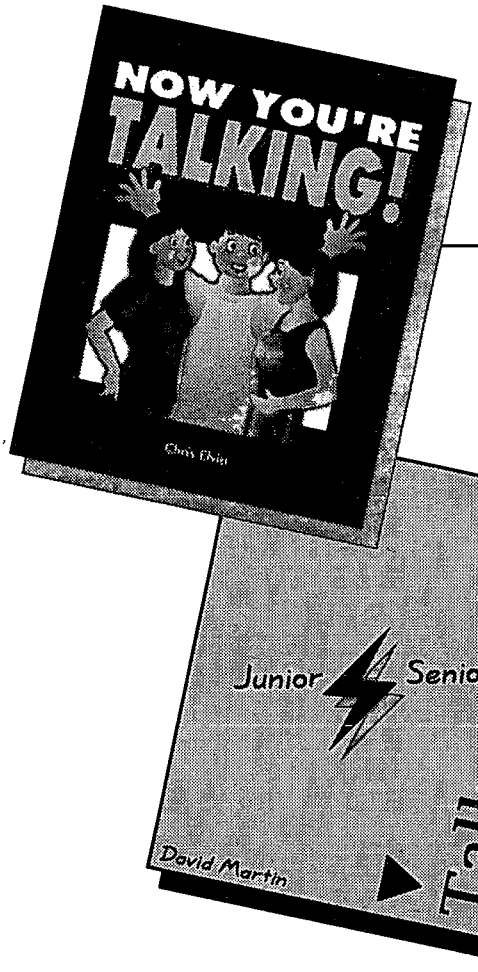

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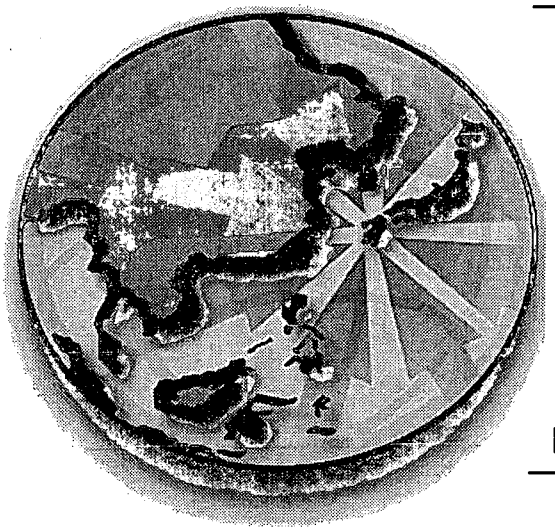

PAC3 at JALT2001
2001: A Language Odyssey

November 22–25; Kitakyushu, Japan

Sneak Preview: JALT2001 Junior

The ***PAC3 at JALT2001: A Language Odyssey*** committee and the ***Teaching Children SIG*** are busily planning a special "**Conference within a Conference**" for teachers of children. ***JALT2001 Junior*** will be a 3-day mini-conference featuring simultaneous presentations throughout **Friday November 23** and **Saturday November 24** that will continue into **Sunday November 25** with publisher sessions featuring popular authors of children's books.

PAC3およびJALT2001年次総会:「２００１年語学の旅」企画委員会およびJALT児童教育部会は、児童英語教育に携わる先生方のために年次総会のなかの会合、JALT Junior を準備しております。JALT Juniorは、１１月２３日金曜日から１１月２５日日曜日までの３日間JALT年次総会に並行して出版社後援の児童向け教科書の人気ある著者のプ レゼンテーションを含めた様々なプレゼンテーションやセッションをお送りするミニ会合です。

Many, many wonderful presentations have been submitted including the ***Teaching Children SIG Forum***, "**Language Directions in Asia for Young Learners**" and a ***Swap Meet*** where teachers can submit a written lesson idea or do a 5-minute mini-presentation.

児童教育部会のフォーラム「アジアにおける児童英語教育の行方」や先生方がレッスンのアイデアを交換したり、５分間のミニ・プレゼンテーションを行う交換会を含め、数多くのすばらしい発表の応募申し込みをいただいております。

This exciting program will be held in two well-furnished rooms that conveniently open onto the Educational Materials Exposition in the West Japan General Exhibition Center in Kitakyushu City located just a few minutes away from JR Kokura Station.

この催しは、北九州市内のJR小倉駅から徒歩数分に位置する西日本総合展示場で開催される教材展示展に面した２部屋で行われる予定です。

Watch this space for more news! To encourage many teachers to come a special fee schedule for teachers of children who wish to attend only JALT2001 Junior and the Educational Materials Exposition has been set at 9,000 yen for a three-day pre-registration pass. Pre-registration details and forms can be found in the PAC3 at JALT2001 Pre-Conference Supplement that will be published with the June ***TLT***.

詳細につきましては、TLT各月号のこのスペースをご覧ください。より多くの児童英語教師の皆様に参加していただくために、JALT Juniorと教材展示展のみに参加ご希望の方々のために、３日間パスを９０００円で事前申し込みいただけることとなりました。事前申し込みの詳細と申し込み用紙につきましては、TLT６月号の付録「PAC3/JALT2001事前案内」をご覧ください。

Please pass on this great news to any teachers of children you know or can contact. We're looking forward to a fantastic conference! Anyone wishing to volunteer to help plan and carry out JALT2001 Junior, please contact Aleda Krause at T/F: 048-789-2240; <aleda@gol.com> or Tom Merner at T/F: 045-822-6623; <tmt@nn.iij4u.or.jp>.

お仲間の児童英語教師の方々にもJALT Juniorについてお伝えください。すばらしい会合となることを信じております。また、JALT Juniorの企画・運営等にボランティアとして参加してくださる方を募集しております。興味のある方は、アリーダ クラウス (t/f:048-789-2240; ⟨aleda@gol.com⟩)、または、トム マーナー (t/f:045-822-6623; ⟨tmt@nn.iij4u.or.jp⟩) までご連絡ください B

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Peter Burden
Okayama Shoka University

When Do Native English Speaking Teachers and Japanese College Students Disagree about the Use of Japanese in the English Conversation Classroom?

本論は、日本の5大学におけるネイティブの英語教師と日本人学生へのアンケートの報告である。アンケート結果では、文法を教えるとき、教室ルールの説明をするとき、授業の中で説明をするとき、理解度を確認するとき、個人的な会話をするときに関して、言語使用についての意見が生徒の高校での教育経験によってはっきりと分かれている。教師は、思慮分別のある言語使用が適切であると考えているが、学生は、教師が言語の使い方について話しているときと教師が実際教室で話しているときの教師インプットを区別していないようである。教師は、説明はMTでなされるべきだと考えている。しかし、学生はタスクの説明をしていることに無関心であるようだ。

Why Do Mismatches or Disagreements Occur in the Language Classroom?

Native speakers of English and their Japanese students have different opinions when and indeed if the students' L1 (Japanese) should be used in a conversation class. This paper attempts to examine those differences or mismatches in opinion. A questionnaire survey was given to both Native Speakers of English and Japanese students (see Appendix) to explore the use of the students' L1; the term MT used in it and in this paper refers to Mother Tongue. Mismatches often occur in the transition between high school and tertiary education as high school students may see one of the specific roles of the teacher as imparting knowledge. The communicative English conversation classroom, where feedback and correction play less of a role, may be a jump in cultural terms and may thus be disconcerting for students having their first experience of studying oral English with a native Speaker of English. Many students have long been accustomed to English courses delivered by instructors in Japanese, with Murphey and Sasaki (1998, p.22) reporting on the anomaly of English use *decreasing* as students progress through junior to senior high school. This is due to pressures of the *entrance exam syndrome*, meaning that Japanese teachers use English less the closer they get to the exams as they believe that cramming information into students' heads can be done faster in Japanese. This leads to the widespread belief that the students themselves feel they have not grasped a concept in English unless there is an accompanying one in Japanese, therefore using only the target language is a violation of the known classroom culture.

Nunan (1989) writes that the effectiveness of a program relates to the expectations of learners, and if students' subjective needs and perceptions related to the learning process are not recognized by teachers, there can be a *mismatch* of ideas. This is echoed by Kumaravadivelu (1991, p.98) who notes that the "narrower the gap between teacher intention and learner interpretation . . . the greater the chances of achieving desired learning outcomes." There is the possibility of conflict arising, and teacher beliefs that contrast sharply with those of students can drive oral language learning and teaching into dysfunctional exercises or unhappy experiences for both parties.

Changes to class content and teaching approach should rely not only on self-monitoring and self-evaluation by teachers, but also on information gar-

nered from learners. As Critchley (1999, p.10) has noted, most studies about L1 use have approached the issue from a *needs* perspective. This explains how bilingual support might objectively help students, yet a *wants* perspective is also essential to gauge what students want from their teachers in terms of language support. Students' own beliefs of when they want the teacher to use Japanese can be usefully contrasted with teachers' own beliefs to examine the degree of mismatch.

Questionnaire Rationale

As Cole (1998, p.13) has noted, some language teachers try to conceal knowledge of Japanese while others persist in an *acknowledged pretense* of inability. While this shows that the teacher is demonstrating that English can be an effective tool for communication and not just language practice, there are undoubtedly occasions when both native English speaker teachers and learners feel the lesson cries out for Japanese language input.

The aim of the questionnaire is to explore the issue of when teachers and students feel the use of their L1 is acceptable in class. It may be that students want the teacher to use Japanese for classroom management of learning processes such as explaining class rules, task or test rationale and methodology, or what Lin (1988) refers to as *pedagogical interactions*. However, students may prefer the *para-pedagogical* use of Japanese, where the teacher role is one of a "sympathetic friend or adviser." (Lin, 1988, p.83) Thus, the survey attempts to answer the following questions: How do teachers see their classroom role? How much language support do teachers feel they need to use, and do these views match the opinions of the students in our classes? Do teachers see their role as language providers in the same way as their students, or is there a mismatch in expectations? When do teachers and learners feel Japanese should be used, and subsequently how should the teacher and learner together reduce the potential for a mismatch of views?

Administering the Questionnaire

Five native English speaking teachers, two British and one each from the United States, Canada, and Australia administered the questionnaire to 290 students at five universities, one national and four private, within Okayama City. The questionnaire was handed out in the first class of the first semester. Questionnaires including a stamped, addressed envelope, and three additional copies of the questionnaire were also mailed out at random nationwide to tertiary-level teachers who belonged to a teaching organization. Subsequently, the author distributed the questionnaire to tertiary education teachers attending the JALT 2000 conference, and overall 73 completed surveys were received. Fifteen teachers had taught in tertiary education for less than 2 years, 12 teachers had taught between 2 and 5 years, 30 teachers for over 5 years and 16 had taught for more than 10 years.

The Results of the Questionnaire

The findings were converted to a percentage, and looking at question 2, 73% of students, or 211 out of the 290 sampled stated that the teacher should use Japanese in class, while 86% of teachers (63 teachers out of 73) likewise stated that Japanese should sometimes be used.

As can be seen in table 2 below, when it came to specifics, there was less agreement among students. Both students and teachers overwhelmingly thought that Japanese should not be used (in question 12) about testing (82% and 76% respectively), and (in question 7) when the teacher is talking about a foreign culture (75% and 65%). Japanese should be used when explaining the differences between L1 and English grammar (question 11, 53% and 63%), and for relaxing the students (question 14, 61% and 78%).

Disagreements over Grammar Explanations (Question 5)

University freshman-level listening and speaking comprehension is seen to be low as students "have

Table 1. A Comparison of the Opinions of Teachers and Learners

	All students		All teachers	
	Yes	No	Yes	No
1. Should the teacher know the students' MT?	87	13	86	14
	Sometimes	Never	Sometimes	Never
2. Should the teacher use the students' MT in class?	73	27	86	14
3. Should the students use their MT in class?	73	27	89	11

Note: Students, N=290, teachers, N=73. All responses are expressed in percentages.

Table 2. Comparison of teachers' and students' opinions concerning how Japanese should be used in class

	Student Responses		Teacher Responses	
	Yes	No	Yes	No
4. Explaining new words	50	50	70	30
5. Explaining grammar	37	63	63	37
6. Giving instructions	30	70	65	35
7. Talking about culture	25	75	35	65
8. Talking about tests	50	50	68	32
9. Explaining class rules	25	75	63	37
10. Explaining the reason for doing an activity	24	76	52	48
11. Explaining the differences between MT and English grammar	53	47	63	37
12. Testing the students	18	82	24	76
13. Checking for understanding	43	57	56	44
14. Relaxing the students	61	39	78	22
15. Creating human contact	38	62	73	27

Note: Students, N=211, teachers, N=63. All responses are expressed in percentages.
However, as table 3 shows there are other areas where students and teachers clearly do not share opinions.

Table 3. Differences in perceptions between teachers and students:

	Teacher Responses		Student Responses	
	Yes	No	Yes	No
5. Explaining grammar	63	37	37	63
6. Giving instructions	65	35	30	70
9. Explaining class rules	63	37	25	75
10. Explaining the reason for doing an activity	52	48	24	76
13. Checking for understanding	56	44	43	57
15. Creating human contact	73	27	38	62

Note: Students, N=211, teachers, N=63. All responses are expressed in percentages.

been trained to read and analyze sentences grammatically, but have had no practice in developing speaking or listening skills" (Nozaki, 1993, p. 28). For students, grammar explanations may have unpleasant associations with high school lessons geared towards grammar, vocabulary, and translation. Once in university, the students see the native speaker of English as providing *real English* and thus want the chance to express themselves. For many language learners, the receptive understanding of grammar is higher than productive use partly due to teaching to the entrance exam, so teachers often misinterpret student's *stumbling* as a lack of requisite grammar knowledge and insist on starting from the basics again. Helgesen (1993, p.38) puts it succinctly, noting that students know a lot of English "but have difficulty giving anything other than the most basic information about themselves . . . yet to ignore what they have learned is to waste the previous six or more years, and besides, to start at the beginning again would bore and belittle them." We as teachers need to look more closely at the inductive and deductive uses of grammar explanations. An adoption of an eclectic approach could create a balance between accuracy and fluency and to present a variety, including holistic and analytical approaches.

Disagreement over Explanations, Class Rules and Why the Students are Doing Something (Questions 6, 9 and 10)

Teachers often claim it is expedient to use L1 in explaining or talking about the task as opposed to using TL in the task, but students often do not differentiate

between teacher input. Larson-Freeman (1986, p.128) notes that English should be used not only during communicative tasks, but also in task explanation, and when assigning homework. The students learn from these management exchanges and get to recognize that English can be a vehicle for communication. Students also did not want the teacher to talk about tests in L1, with results of questions 9 (75%) and 10 (76%), showing that many students do not want the teacher to use L1 when explaining class rules or why the students are performing a certain task. These results may seem surprising, considering their unfamiliarity with communicative teaching, but it may also be an indication of students' overall indifference to a certain approach and that it is the teacher's job to select appropriate materials. As Nunan (1989, p.182) has illustrated, learners often are not focusing on the point of the lesson in hand and that while teachers are trying to develop communicative activities with an emphasis on conveying meaning, the learners are often more interested in the more formal aspects of language. Shimizu (1995, p.7) argues that many students may not seriously participate in class activities they perceive as trivial, instead waiting for an activity that fulfills their expectations. Willing (1985) noted that more traditional activities including pronunciation practice, conversation practice (presumably individually with the teacher), error correction, and vocabulary development were all seen to be more popular than communicative activities.

Disagreements over Checking for Understanding (Question 13)

The apparent difference (57% of students thought it was undesirable, whereas 56% of teachers thought it was) may be is due to learners viewing the native teacher's role as primarily conversation practice partner. Shimizu's (1995, p.7) study showed that a mere 4% of Japanese students thought intelligence was important for foreigner teachers. Knowledge of the subject area, and ability to explain things clearly were qualities that were seen as being far more desirable in Japanese teachers. Medgyes (1994, p.65) argues that native speakers often only have a vague picture of their students' backgrounds and aspirations while the local teacher possesses "gut feelings based on (her) comprehensive familiarity with the students' linguistic, cultural and personal backgrounds." Japanese teachers have succeeded in learning English as a foreign language and thus have experience and direct insight into the learning process.

Disagreements over Creating Contact (Question 15)

The teachers suggested that they should use Japanese to relax the students, and that when deemed necessary, the student has recourse to the language they are most comfortable with, thus serving their basic psychological needs. For the students, *relaxing* may mean no more than the use of the occasional phrase to encourage them, or the odd joke or interesting story. This facilitates a supportive and open environment without relegating the Japanese. Interestingly, students rejected the use of their L1 to create human contact, (question 15, 62%), while teachers endorsed it (73%), possibly indicating that real communication with a native speaker means talking in the target language.

Conclusions: Should Teachers Change their Approach?

In my classes I noticed that if students are frustrated due to mismatches in lesson expectations and teaching approach, progress can be hampered. While the results are not overly conclusive, and there is a need for more teacher feedback, findings do illustrate a tendency for student dissatisfaction over Japanese use for instructions and explanations. The results suggest that there should be an emphasis on language learning *through* communication, echoing language use outside the classroom. Yet, we as teachers have to recognize that students place value on tasks through their understanding of the task rationale, so we also have to ensure that this understanding is clear. If, as teachers, we are unsure of whether the students have grasped the task rationale, we should compromise, giving instructions in English and then asking for a repetition in the learners' tongue. If learners initially do not understand, they get to know less and less, and motivation decreases. Gardner (1997) argues that a number of variables including aptitude, language strategies, anxiety, motivation, and attitudes are linked to language learning success. The results in table 2 of question 14 showed that both teachers and learners recognized the value of occasional Japanese use to relax the students, to serve their basic psychological need of not having their language rejected.

Many teachers find it difficult to consider students as equal partners because of the general tendency to underestimate students' ability, intelligence, and capacity for responsibility. In table 3, 63% of teachers, yet only 37% of students perceived grammar explanations in the learners' mother tongue (MT) as useful. While students need to know how to construct grammatical sentences, they also want to use their knowledge gained from many years of studying in high school. Students want to express themselves and to see how sentences are used for communicative effect with corrective feedback from teachers in TL that the learner can then adapt into their own language.

A range of contexts in materials and presentation is necessary to consolidate learning, to provide for structured practice, and freer use. Arguably, learners do not develop grammatical fluency through studying rules, but through forming hypotheses that he or

she subsequently tests through language use. These hypotheses also relate to the differences expressed over explanations of class rules, giving instructions, and checking for understanding. I agree with Chaudron's (1988, p.124) "functional allocation of language" through which too much emphasis on either the target language or the students' MT signals that one or the other is inferior, and also limits the students' useful language input. The results of table 3 show that teachers want to use the learners' MT when checking and explaining, yet these are communicative situations where there is a real need to get communication across. MT explanations belittle the students; the teacher must have more confidence in the learners' ability to understand, as students really do learn from these negotiated classroom management and communication exchanges.

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Appendix A: The survey given to 73 teachers

Using the Mother Tongue in the Language Classroom

Please circle (0) the best answer for you in the questionnaire.
Please note: In this case, MT = Mother Tongue = Japanese

How long have you been teaching in a Japanese University?
a) less than 2 years, b) between 2~5 years, c) over 5 years, d) over 10 years

1. Should the teacher know the students' MT? Yes No
2. Should the teacher use the students' MT in class?
Somestimes Never
3. Should the students use their MT in class?
Somestimes Never
If you said 'Never' in answer to question 2, why not?

_____

If you said 'Never' in answer to question 3, why not?

_____

If you said 'Sometimes' in answer to question 2, please complete the following:
Should the teacher use the students' MT when:

4. Explaining new words?	Yes	No
5. Explaining grammar?	Yes	No
6. Giving instructions?	Yes	No
7. Talking about the culture of their home country?	Yes	No
8. Talking about class tests?	Yes	No
9. Explaining class rules?	Yes	No
10. Explaining WHY the students are doing a task?	Yes	No
11. Explaining the differences between MT and English grammar?	Yes	No
12. Testing the students?	Yes	No
13. Checking for understanding?	Yes	No
14. Relaxing the students?	Yes	No
15. Creating human contact?	Yes	No
16. Other? (please state)		

Peter Burden is an Associate Professor in Okayama, where he has lived for ten years. He has written the textbook: *Let's have a Natter—Small talk in the Classroom* and has published widely on student attitudes and perceptions. He is President and Program Chair of Okayama JALT, and can be contacted at <burden-p@osu.ac.jp>

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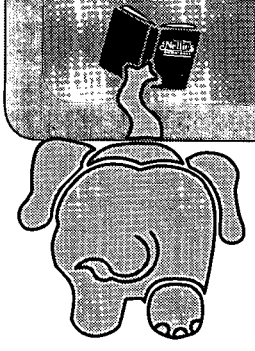

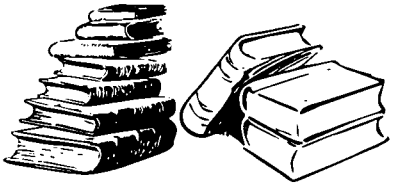

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Paul R. Hays
Susan Sydney Hays
Sugiyama Jogakuen University

Beyond Communicative Competence: English for Special Learners

本論は、外国人指導助手(AET)として日本の公立中学校のspecial education classesで英語を教えた経験に基づいたものである。special education classesで英語を教えると、コミュニケーション能力以上の成果をもたらすことが示されている。語学教室では、生徒がコミュニカティブなタスクに従事するようにデザインされた、遊びの多い教授技術を使う。コミュニカティブな第二言語教室での遊びを通して、生徒はたくさんの社会的な相互交流能力や、認知能力、基本的な運動能力などを訓練する。個人レベルで参加することや英語が主要カリキュラムと共通するということから、生徒は、自分というものの認識が高まる。これらの理由により、学校は、英語をspecial educationカリキュラムの一部に加えるべきであると筆者は考える。

Emi is not your typical junior high school student: She is severely handicapped, has problems with her motor skills, and her Japanese is so impeded that she can barely make herself understood in her native tongue. So what is she doing in an English conversation class? She is learning, and in doing so, she destroys the myth that a foreign language class should have only one goal—communication. She is demonstrating that studying a new language is fulfilling and rewarding because it develops cognitive abilities. These cognitive abilities include physical, social, and verbal skills; furthermore, Emi's success in what is seen as a mainstream activity promotes higher self-esteem.

This paper, describing the experiences of one Assistant English Teacher (AET) in a junior high school class for special education students in the Tokyo area, reviews the activities and lessons that were used, and how they can benefit similar students in many ways. Fluency in English or the ability to hold a simple conversation in English was not the goal; instead, the classroom lessons stressed practice in motor skills, including those involved in sound production while improving the students' self-esteem as they participated more fully in the general mainstream curriculum. All of these benefits can easily arise out of the playful nature of any communicative second language classroom.

English for Special Learners

Down's syndrome students, students with a lower IQ, and students with other mental and physical handicaps are not generally mainstreamed in schools and certainly not in Japanese junior high schools. Usually these students are sent to special schools, or sometimes special areas of a school where they are provided with special teachers, rooms and lessons, but at all times they are separated from regular students. In the Mitaka Junior High Schools, there was one such classroom with approximately 20 students. They were a mixture of all levels. There were three teachers and two assistants.

Because of the emphasis on English for international communication or as a subject for entrance examinations, a belief that these special students cannot benefit from English lessons conducted by a native speaker of English is widely held. For many administrators, the idea of providing classes in a second language such as English would be an exer-

cise in futility. After all, these students often have a limited ability in their mother tongue and will not enter university anyway. If studying a foreign language is only for communication—or worse, the entrance exam—then these students can't learn in a foreign language classroom. In fact, the opposite is true. In many ways, second language lessons promote higher self-concept and a greater development of physical, social and verbal skills.

Chalfant and Foster (1976) point out that "children with specific learning disabilities present a variety of learning problems which differ in kind and severity. The heterogeneity of the population in question makes it difficult to provide a single set of criteria for developing lessons for these children." (p. 87) This research seems to indicate that special lessons are necessary or should have been developed. However, teaching English to the special students in Mitaka was something of an experiment for the teachers, the students and the administrators, and due to the untried nature of the classes, it was decided to use the lessons from the mainstream English classes with as little modification as possible and see how the students performed. In fact, the results were far beyond the expectation of all the staff involved.

These mainstream lessons for English classes were described in Hays, 1995. They cover a range of levels and tasks and were designed with five underlying principles in mind. These principles include the following: (a) actual communicative tasks, (b) the use of real situations, (c) total physical response (TPR), (d) the use of realia, and (e) a focus on specific language functions. While the motivation for these lessons was the development of a communicative curriculum rather than the development of lessons for special education students, the nature of the communicative classroom, using these five principles, provided lessons that could be used with these learners, without significant modification. One core concept of the communicative classroom is to involve the students with activities which engage them, and for young students, that involves play.

The Playful Classroom

Not surprisingly, Mann (1996, p. 446) calls play "an engine of learning." But what is it about play that mirrors the communicative language classroom? One researcher on children's play (Fromberg 1987, p. 36) defined seven various aspects of play:

Symbolic, representing reality with "as if" or "what if" attitudes;

Meaningful, entertaining, even when engaging seriously in activities;

Voluntary and *intrinsically motivated*, motivated by curiosity, mastery, (or) affiliation;

Rule-governed, observing patterns implicitly or explicitly expressed; and

Episodic, shifting goals the children develop spontaneously.

These aspects of play likewise define the qualities or attributes of a language classroom. Language is, of course, *symbolic* and *meaningful*, whereas functional lessons based on real situations are *active* and *episodic*. The lessons are *rule governed*, whether at the phonological, syntactic, or pragmatic level. Furthermore, activities which current second language pedagogy suggest to keep students on task are *pleasurable* and help the students stay *motivated*. The modern communicative second language classroom is not merely a place to acquire the ability to use a second language; it offers many additional benefits. To paraphrase Mann, (1996, p. 466) communicative language learning "is a serious activity with wonderful developmental benefits."

The centrality of playful activities in the language classroom parallels in many ways the acquisition of a first language. *Motherese* is often characterized by playful word games: fundamental naming activities, practicing turn-taking, and other pragmatic skills. These activities are at the core of language functions in any language learning. Studies have shown that play—word play and other forms—is a critical element of the acquisition of a first language (Liebergott and Swope, 1976). As second language learning has parallels with first language acquisition, there are also parallels of this playfulness in the second language classroom.

The classroom observations

In order to see the "developmental and cognitive benefits" for Japanese special education students, reading philosophy supported with research is inadequate. One must look at examples of lessons—what really happens in the classroom of a communicative English language class to enhance the overall learning of such students. What follows are several examples of how play was used to engage students in learning English. These simple descriptions of the experiences of one teacher in one classroom are given to suggest that many classroom activities, which might otherwise be excluded out of hand, should be carefully considered in the light of possible benefits.

A good example of the playful nature of these activities can be seem in a lesson for telling time. The lesson, as described in Hays (1995), is *What time is it?* This lesson is based on a lesson in the textbook (volume 1 of the *Sunshine English Course*) on telling time in English. This lesson builds on listening to numbers. After some preliminary practice in numbers, listening and the pragmatics of asking and answering, the students each had the opportunity to

ask the others for a specific time. On a large clock on the white board, one student was asked to mark a time by drawing the hands on the face of the clock. Then that student would ask the others, "What time is it?"

One of the boys, who we will call Kenji,[1] was a student with limited IQ. He was fairly verbal in Japanese and did not have any obvious physical handicaps. When it was Kenji's turn to set the time, he set the time to the actual time at the moment. This correlation was unnoticed by everyone in the class, including the teacher. He then asked everyone, "What time is it?"

Someone gave the time that was showing on the white board, but Kenji said, "No." The students tried other possible answers, but Kenji always said, "No." He was adamant that the answers were not correct.

Finally, the teacher asked Kenji, "OK, what time is it, Kenji?"

Kenji quickly replied, "Now!" pointing to the clock on the back wall of the classroom.

The entire class erupted in laughter.

Here was a student who understood the activity and was able to take it to a new level, one that surprised and pleased everyone. Kenji was able to manipulate the context of the language activity to create a new episode. He shifted the goals from merely asking and giving numbers to recognizing the relationship of the task to the reality of the classroom. He took control of the classroom situation and rewrote the rules of the activity. This is a significant cognitive task, one that requires an awareness of the language, the context, and the immediate situation, as well as the pragmatic skills to take command and rewrite the rules. This cognitive activity arises out of the playful classroom situation.

The playful nature of the lessons encouraging the students to participate is also an important factor. An example of this greater involvement occurred during a lesson called *McSusan's*, a favorite among the students. McDonald's is the largest chain of restaurants in Japan and so they are all familiar with the situation of buying a hamburger. The lesson focused on listening to the clerk and checking that the order was repeated properly. If it was not, the students had to correct the clerk. This lesson practiced the skill of correcting information, an important language function. Additionally, the realism of the situation helped to engage and maintain the students' attention. The materials included realia in the form of pictures of the food items, placed on the board as part of the menu just as in the real restaurant, from which the students could order. The beginning of the lesson involved looking at the pictures and practicing the target vocabulary and phrases. Then in a role play with the teacher taking the role of the counter clerk in the fast food restaurant, the students came up to the front of the room. They had to open the imaginary door to the restaurant and walk up to the counter. The clerk would say, "Welcome to McSusan's. May I help you?" Then the student would give the clerk an order using a number and an item, such as "two hamburgers" or "one cola." The clerk then repeated the order as given by the student, and the student took the imaginary food and left.

Taro, a Down's syndrome boy, was extremely shy. He would seldom look directly at the teacher or other students, preferring to keep his head lowered. However, while he did watch the activities, he was too shy to participate. All during the activity he kept watching, but he showed no inclination to participate. Finally, he was the only student who had not performed in front of the others. The teacher called his name. (He was always called upon, but always refused to participate in any verbal activity.) To everyone's surprise, he came up to the front of the class. He opened the imaginary door and approached to counter.

When asked for his order, Taro touched the pictures and said, "Hamburger, orange juice, fried potato."

Then the teacher repeated back to him, "One hamburger, one orange juice, one order of French fries."

Taro said "Yes."

And the teacher said "Here you are. Thank you, come again." As he left, everyone applauded enthusiastically.

What was so surprising for the Japanese staff was that Taro had never participated verbally in the activities before. He was very good with drawing and colors, but lacked verbal skills. His Japanese teachers commented that he never participated in their activities. Yet, the nature of the language acquisition classroom activity, with its role playing of familiar situations, and the playful nature of the lesson, encouraged him to participate. His use of Japanese loan words, rather than the target "correct" English vocabulary is completely irrelevant to the success of simply getting up and participating.

A third example involved the most severely handicapped of the students, Emi, who had many problems with motor skills and such a severe speech impediment that understanding her in Japanese was nearly impossible. Emi was a perfect example of the student for whom it might be thought that foreign language instruction was a waste of time. However, even she excelled at times. As part of the regular lesson plan, songs were used as a warm-up activity. Simple songs such as "Row, Row, Row Your Boat," "Bingo," and others were first taught and then sung to get the students active and ready for the main part of the lesson. Emi was able to join in the singing, even with her speech impediment. She would

sound out the English vocabulary and sing along with everyone, producing understandable English. Ironically, her English pronunciation was better than her Japanese pronunciation. Her interest in the new language activity motivated her to excel.

Cognitive and developmental benefits

These examples demonstrate that many benefits of second language instruction go far beyond simply learning a new language. Emi worked on and achieved success with the basic motor skills of pronunciation. Taro worked on and successfully mastered social interaction skills involved in participating in class activities. Kenji worked on and successfully accomplished cognitive skills involved with context and relationships. These successes are not marginal. These results are those that all parents and educators would want for all children to achieve. Yet, other benefits occurred as well.

Another important benefit of second language lessons is helping to increase the self-concept of handicapped students. That disabled students have a lower self-concept than regular students is well documented.[2] They consistently measure lower on instruments that gauge feelings of ability and self worth (Jones, 1985). The goal of increasing the self-concept of students is elusive. There are many conflicting teaching strategies. As a result, some administrators mainstream disabled students in regular classrooms. However, mainstreaming can create additional problems. Experience in the junior high schools reveals that bullying, which is prevalent, is severe for students with obvious handicaps. Providing disabled students with general curriculum courses, such as English classes, is a simpler alternative. Because of the high profile of English as a necessary part of the regular curriculum, providing English lessons for students in a special education classroom helps give students a feeling of inclusion. These special education students are getting the same instruction as the regular students, as well as many additional benefits.

An important aspect of secondary English programs is the inclusion of native speakers of English in the faculty. Part of the lure of English study is the opportunity to work with a foreign teacher. This highly effective opportunity should also be provided to the special education students. The playful aspects of English language instruction definitely contribute to an improvement in the self-concept of these students.

Beyond the general benefits of play, some affective features of the Japanese classroom are important to consider. An American way of looking at achievement in the second language classroom might emphasize the measurable performance of students on specific tasks such as the ability to closely approximate a practiced sound or the ability to engage in conversation to ask for specific information. This seems to be a clear goal, but as Chalfant and Foster make clear, "Learning can occur with or without the learner making overt observable responses" (1976, p. 88). Quantitative methods may not be the only measure of achievement. This sort of measurable standard is less important in a Japanese classroom. The Japanese feel that "Pushing on, persisting, not giving up, are in themselves important, and show once again the significance of the way something is done as more important than the end accomplishment" (White, quoted in Holloway, 1988, p. 331). Thus the effort the students make is important. Unlike in regular classrooms, the special students were especially supportive of the efforts that the others made. When a student participated, the rest of the class applauded. They would encourage others who were shy to take the stage and do the activity. This participation and effort is a real, although possibly immeasurable achievement in the special language classroom. It must also contribute to an improvement in self-concept.

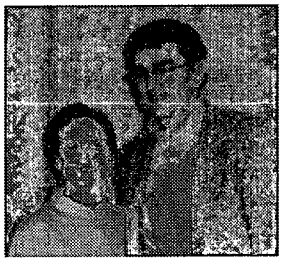
Conclusion

It can be seen that English as a foreign language has a place in the special education classroom. It promotes a variety of benefits in diverse areas. Through the use of play in the communicative second language classroom, many social interaction skills, cognitive skills and basic motor skills are exercised. Improvements in self-concept are realized through participation on a personal level, and also through similarity of the special curriculum to the mainstream curriculum. For many reasons, schools should consider making English a regular part of the special education curriculum.

Our observations in the classroom, described in this paper, clearly show that the benefits of English language learning are enormous. They go far beyond mere fluency or communicative ability in L2. They engage the entire person in growth in areas such as social interaction and self-esteem. As teachers, our professional responsibility is to encourage administrators to have all students involved and not to prejudge some as *poor* language learners. What we teach—and what they learn—is much more than an academic subject. What we must teach—and what they must learn—is about life! We, as teachers, need to provide opportunities for learning for all of our students in a broad range of cognitive skills that serve them long after the school day ends.

We cannot wait. In Kenji's words, the time is "Now!"

Paul and **Susan Hays** have lived and worked for 14 of the past 18 years as educators in Japan. They have taught at all levels of teaching from private conversation schools to secondary schools and uni-



versities. Most recently, they spent four years as teachers at Sugiyama Women's University in Nagoya. They have returned to California where they are pursuing new projects. Paul is currently teaching composition and linguistics at San Diego State University and several community colleges. They are both upgrading their computer skills and Paul is continuing research into the cognitive processing of texts, especially science fiction.

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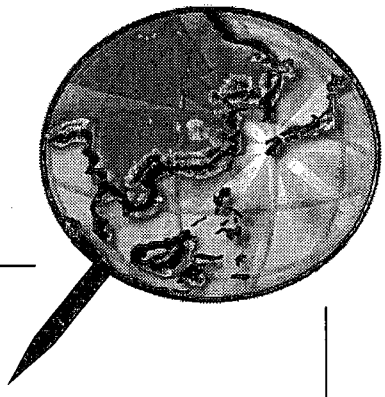
Notes

1. All names in this paper have been changed to protect the privacy of the students.
2. All the research reported on self-concept was carried out on American students, but it is assumed that similar results would be found anywhere, including Japan.



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(3) How do students learn best in Asia?

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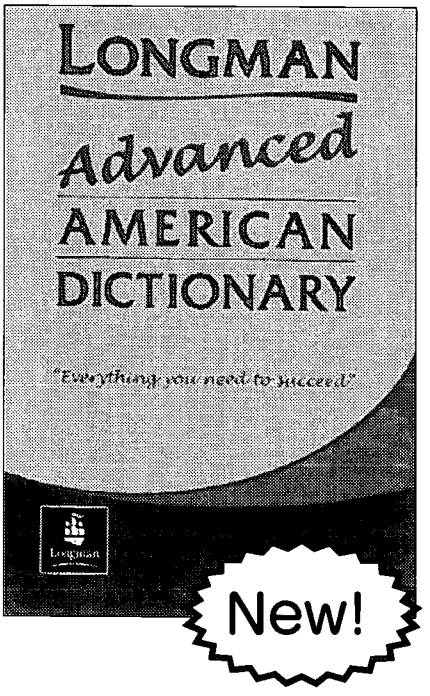

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Charles Jannuzi
Fukui University

Do Students Need *Katakana Eigo* to Learn and to Read English?

カタカナ英語は、日本の音節文字表の一つであるカタカナを使って日本の書き言葉に取り入れられた英語をさす日本の用語である。カタカナ英語は、英語から日本語へ言葉を借りて、そして日本語にしてしまうという合法のプロセスを促進する。しかし、カタカナ英語が、日本での英語教授、英語学習の中で使用されることは、有益ではないと思われる。また、それは、第二言語の読み書き能力や言語発達を妨げるのではないかと言われている。本論では、筆者はなぜカタカナ英語が使用されているのかを考察する。カタカナ英語使用は、英語のライティングシステムが複雑である点に原因はあるのではないかと教師も学生も答えている。つぎに筆者は、教育姿勢に関連のあるカタカナ英語を可能な限り調査する。最後に、筆者は、リストをつくり、日本やほかの非アルファベット圏の国で、カタカナ英語やほかの記号補助を必要としない授業方法や教室活動を紹介する。

Katakana is one of two syllabaries used in modern written Japanese; it is largely used to represent nonChinese loan words, such as the numerous English loan words in Japanese called *gairaigo*. It is also used in some contexts to stand for native onomatopoeia, to show emphasis in a written text, to transcribe the readings of Chinese characters in legal documents, to provide a quickly input language for telegraphy, and to represent the popular names of animals and plants in native taxonomy, among other uses. However, *katakana* also finds widespread use in EFL in Japan in classrooms and materials as *katakana eigo*, which is a syllabic transliteration of English into a form that is more easily decodable for learners.

For the sake of this article's discussion, teacher attitudes toward *katakana eigo* can be summarized as the following three:

1. *Katakana eigo* is bad, and we should ban it.
2. *Katakana eigo* is not particularly useful, but it is part of the cross-lingual (L2 to L1) reality, still let us not encourage it.
3. *Katakana eigo* is a useful crutch; helping students as a cognitive bridge to literacy in EFL, so let us adapt it appropriately.

In this article I will explain why learners feel that *katakana eigo* is necessary in order to deal with the complexity and inconsistency of written English, and I will explain how teachers can plan and use content, materials and activities that will alleviate the need for such L1 crutches.

Katakana Eigo: Is it natural?

It is natural for beginners to make substitutions and simplifications with the FL's sound system and sound tactics. Nonnative/JSL/JFL speakers of Japanese (many of them English teachers in Japan) are no different on this point. It is also a matter of course that students might take a very familiar, consistent, phonologically transparent, syllabic script like *katakana* and use it to transcribe a language written in one that is not so easy to decode for pronunciation (like the complex, alphabetic writing conventions of English). It does seem possible, though, that a persistent reliance on *katakana eigo* during beginning levels of instruction reinforces the idea that English does not have its own sound system and sound tactics. The impression that beginners might get is that the sounds and sound tactics

of English are easily fitted into those of Japanese; they are not, not if intelligibility is to survive.

In standard phonological accounts, spoken Japanese has far fewer sound segments than English, and simpler tactics are used for putting these sounds together into syllables and words. A typical Japanese syllable is V or CV type; few consonant sounds can close a syllable, and there are not many consonant clusters. A writing system such as *katakana* that is based on an analysis of the syllable types of spoken Japanese, therefore, proves an ill fit for spoken English. What is at issue is the mental, phonological representations of the FL in the minds of the learners which enable them to learn and use it.

Here are two examples of how *katakana eigo* renders English into a Japanese form. Take the word *banana*. In Japanese, this word would be written as three syllabic characters, 'バナナ', which we can romanize as *ba-na-na*. In this case the written Japanese corresponds perfectly with the English (though note, the Japanese form of this word would be given fairly even stress across all three syllables, while the English word typically receives the strongest stress on the second syllable with fairly neutral vowels in the first and final syllables). But look what happens with a second example, *McDonald's*. In Japanese, this would be written as 'マクドナルド', which as romanized is *ma-ku-do-na-ru-do*. Now, both the words *banana* and *McDonald's* are well established loan words in modern spoken Japanese, and, as such, the nativized pronunciations of these for spoken Japanese are perfectly legitimate. But it is easy to see from these two examples what might happen to English words in an EFL setting if students used *katakana* to make target vocabulary more easily 'decodable'. If a word has a similar syllable structure to Japanese (V or CV), then the effects are not so profound. In the case of a word like *McDonald's* the English word with three syllables becomes a six-syllable word with all open syllables and extra, intruded vowel sounds.

Is it possible that once such word forms are learned for EFL, that they make a lot of vocabulary of English largely incomprehensible? First, students, having learned the Japanized version of a word, may not recognize it while listening (or even reading, if they find the *katakana* for more easily memorized than English spelling). Second, if students produce such forms, are most English speakers outside of an EFL classroom in Japan going to understand them?

Next, let us turn to possible solutions that we might consider for teaching methods and materials. If *katakana eigo* is banned in class, this decision is a school's departmental or teacher's choice. However, we must also remain aware of two separate parts of linguistic reality in Japan, where English is both an important source of loan words and a much-studied FL. First, students are still going to make sound substitutions from Japanese and their own developing interlanguage when speaking and reading English out loud. It is a natural linguistic phenomenon for beginners to struggle with the phonology of English when they start to learn the language. Construction and internalization of a FL's phonology goes along step-by-step with development in things like vocabulary and grammar (though sometimes the steps are backwards and not always forward). Second, English loan words become visible and usable in Japanese because they have been transcribed into *katakana eigo* form. Teachers working in an EFL environment have to recognize and affirm that there are quite legitimate processes going on when their students' L1 acquires a loan word from English. Moreover, it is expected for someone to use the L1's pronunciation of English loan words when speaking the L1 (including native English speakers when they speak Japanese).

Is Phonics a Possible Solution?

Phonics often refers to a set of methods for teaching beginning literacy to native English speakers, bilinguals and ESL learners in countries where English is the dominant language. In such methods teachers typically emphasize the rule-like nature of spelling-to-sound correspondences through direct instruction and practice. To many critics, the problems with phonics include the following: (a) too much emphasis on explicit *rules* and teacher-centered instruction of them, (b) a simplistic view of the nature of written English's complex and irregular spelling conventions, and (c) behaviorist drill and practice separated from real language use and meaning.

Given such problems, it might seem difficult to reconcile phonics methods with constructivist, student-centered, communicative EFL instruction. However, let us consider a different view of what phonics might be since it will help us to integrate phonics into our both our philosophies as well as our real world teaching. Goodman (1993) writes:

> Phonics is always both personal and social, because we must build relationships between our own personal speech . . .the speech of our community and the social conventions of writing. It is always contextual because the values of both sound and letter patterns change in the phonological, grammatical and meaning contexts they occur in. And it's never more than part of the process of reading and writing. For all these reasons, phonics is learned best in the course of learning to read and write, not as a prerequisite. In fact, our phonics is determined by our speaking, listening, reading and writing experiences.(p. 51)

If we can agree with Goodman here, then we can see that phonics is not a set of simple rules for letter-to-sound correspondences "reversed engineered" from written English that teachers can then present and drill in to students. Rather, phonics is a complex system of relationships that the learner as reader and writer builds up and internalizes mentally; much like the other parts of a learner's FL language system, it could be said to exist only when language is being used in some way to make meaning.

A Few Notes on the Spelling of English

One of the reasons why doubts about phonics as something teachable arise has to do with the nature of English orthography and the ways it might be processed and read in real written text. The first fact that confronts us is inescapable: a simple alphabet relates one symbol with one categorical sound (sound segment, phoneme or phone). But the version of the Roman alphabet used to write English has only 26 letters, far short of the number necessary to represent spoken English's list of 44 to 48 sounds in simple one-sound-to-one-symbol conventions. This means that, while English is written alphabetically, these conventions are not limited to simple one-letter-to-one-sound correspondences. The second fact only makes matters seem worse: not only are the conventions complex, but there is a great deal of irregularity and inconsistency (more so than written French even, another literary language known to deviate from simple phonetic principles).

One reason for the complexity is that, at least in part, the spelling patterns do capture phonological aspects of the spoken language, but since there is a shortage of roman letters for English sounds, the conventions are by necessity complex. However, how do we account for the inconsistencies and irregularities? Historic and linguistic reasons can be given: at one time the writing conventions for writing Anglo-Saxon and British Danish were fairly phonemic, but these traditions died out and so are not really continuous with written English as we know it today. Then Norman French, after 1066, brought with it French spelling conventions and massive amounts of Latinate vocabulary. Next, the subsequent age of mass literacy and printing accompanied the true emergence of modern English as a world language. During this period, English's strange mix of spelling conventions—after infusions of even more Latinate vocabulary from writers such as Milton and exotic spelling conventions from Dutch printers and typesetters—became frozen in place more or less. Written English curiously upholds both phonemic/phonological and etymological principles (the latter being a striking parallel with modern French). Most words have not lost their *sound shapes* in their written forms, but often spellings are stable across word roots, even though internal vowels change. For example, compare the stable spellings and unstable pronunciations of the related lexical roots of these words: *phone, phonic, phonological, telephony,* etc. The tendency is for the complex processes of lexical derivation and grammatical morphology in English to produce a lot of changes in pronunciation while the spelling conventions refer more often consistently to word roots. It is this mix of conventions that leads some to theorize that English could be read at a word level in mature, fluent reading processes.

Ways to Cope in the Classroom

It may well be the case that written English as it is actually read, written and spelled forces the literate language user to juggle phonological and word-level principles. However, there is also the possibility that beginning literacy—especially in a SL or FL, where so much vocabulary is encountered for the first time in print, not speech—has to be *more* dependent on phonological processes in reading. The good news is that the spelling conventions for the English consonants sounds, while complex, are fairly consistent. The true source of difficulty is more centered on how the vowels of English are written (see Figure 1 for a list of vowel spelling patterns).

Here are three activities that teachers can run with beginning to lower intermediate level learners of all ages to practice and reinforce phonics, pronunciation and phonological skills related to beginning EFL learning and literacy.

Activity One: Pronunciation and Phonics

Crambo (an adaptation of a traditional spelling game)

1. Preparation: Go through student word lists (e.g., the lexical part of the syllabus of a course book) and select words that fit major and minor spelling patterns. Also, choose key sight words (which are also a major part of a beginner's vocabulary). Think of other rhyming words that students may not know, but that fit the patterns that the course vocabulary illustrate. (See Figure 1 for a list of vowel spelling patterns.)

2. Preteaching: Explain/show what an English rhyme is, as Japanese students may have difficulty with the concept. Young learners especially may be quite open to language play, but their linguistic sense of it will be geared to the characteristics of Japanese, not English. Rhyme is one of these characteristics on which English and Japanese (but also Romance languages like Spanish and Italian) differ greatly. Show them how words can rhyme and have the same spelling pattern: e.g., *time, lime, dime,* etc. Also show them how words can rhyme but have totally different spellings: e.g., *time, rhyme, climb.* You can also show them how common sight words complicate matters still further: *two, you, who.*

Figure 1. The major and minor spelling patterns of the vowels of written English

The real complexity in English spelling is largely with the many vowels. Here are the major generative patterns. (Note: your accent may be different than mine, so you may have to accordingly cross-reference the vowels with different patterns or vice versa.)

'Short'-'Long' Vowels: Basic Pattern

Short a /ɑ:/	can, man, cap, tap, hat, rat
Short e /e/:	pet, met, wet, pen, men, ten
Short i /i/:	sit, kit, fit, tip, hip, sip
Short o /ɔ/:	not, hot, cot, mop, pop, hop
Short u / ʌ/:	cut, nut, hut, fun, sun, run
Long a /ei/:	date, rate, late, tape, cape, shape
Long e /i:/:	meter, mete, complete, Peter**
Long i /ai/:	time, dime, lime, site, kite, bite
Long o /ou/:	note, vote, tote, rope, pope, cope
Long u-yu /u:-ju:/:	tube, lube, rube, cute, mute, tune

'Long' Vowels: Important Alternative Patterns

Long a /ei/:	say, day, way, pay, may vein, rein, reign, eight, freight rain, pain, main, paid, maid
Long e /i:/:	see, fee, feel, sleep, seen sea, tea, each, reach, teach he, she, we, be, me receive, receipt, deceive, deceit, conceive relief, grief, thief, belief, believe
Long i /ai/:	sign, high, night, right, light kind, mind, blind, grind, find my, why, fly, sky, type
Long o /ou/:	boat, float, coat, soap, loan know, grow, slow, flow, low toe, foe, doe, Joe, roe
Long u-yu /u:-ju:/:	too, soon, moon, boot, bloom new, knew, few, grew, flew blue, glue, true, due, Tuesday you, group, soup, troupe, coup

Other Vowels

/u/:	put, push, pull, full, bush book, cook, look, took, good
/au/:	out, mouth, south, loud, shout now, how, cow, brown, crowd
/ɔi/:	boy, joy, toy, soybean, coy oil, boil, foil, coin, join
/ɔ:/ or /ɔ/ or /ɑ:/:	talk, walk, chalk, calm, stalk taut, caught, taught, naught, nautical ought, sought, fought, bought, brought law, saw, draw, raw, awful

**Note: this is usually the stressed form of the sound, not the much more common unstressed, neutralized form, which has so many spellings, it would be hard to say there are any patterns.*

***Note: see the more common alternative pattern in the following section.*

3. Divide the class into teams. I have used this activity a lot for classes that could be divided into two teams, but more teams than that are possible. Two players from each team can come to the board. One will write for their team, while the other can relay information from the rest of the team members. This activity can be run having students rely solely on memory, or they can be encouraged to use textbooks, glossaries and dictionaries for the words they will need. Begin play by announcing a key word and writing it top, center on the board. Repeat the word several times. The first team to write a correct rhyme wins a point. Continue play with different team members rotating for each round. Emphasize that this is a team effort, so the members who are at their seats should give assistance to the two at the board.

4. Variations: Practice words that have the same vowel sound but do not rhyme. Or words that begin or end with the same target sound, such as problem sounds like /r/ or /l/ (in this case you will want only to say the key word several times and not write anything on the board).

Activity Two: Spelling Concentration (an EFL adaptation of *Concentration*)

1. Construct a set of word cards from large pieces of cardboard (I have used A4 and B4 sizes). On one side of each card print a key word. The words on the cards should be organized so that there are matching pairs of rhyming words or words that share the same internal vowel sounds (e.g., same sound–same spelling, same sound–different spelling, selected sight words). For example, in one set of cards I matched in non-rhymes, five pairs of *short* vowels (*bad-cat, bed-pet, sit-tip, not-top, cut-cup*), five pairs of 'long' vowels (*ate-day, feet-heat, kite-sight, note-boat, room-tune*), and three pairs with other vowels (*out-town, loop-soon, boy-oil*) for a total of 26 cards (see Figure 1 for a list of vowel spelling patterns). After you have written all the key words on the cards, shuffle the deck thoroughly, then number the cards at random on their reverse sides, from 1 to 26. Tape or magnetically fix the word cards to the blackboard with the numbered sides showing.

2. This game works best if played between two teams, but team sizes should be kept down to groups that are small enough for all to participate. If you team teach, you might want to split up a large class and run two different games. There is not a lot of preteaching required for this game if the previous activity has already been done (teaching what words rhyme, how they might share an internal vowel, how they might begin or end with the same sound, etc.). You might want to run a demonstration round to show how the Concentration game will go.

3. One of the two teams must begin play; this can be decided at random since going first does not increase the odds of winning. The side that starts picks any two cards by calling out their numbers (this also gives beginners a chance to say the numerals in English out loud in real communication). The teacher (or appointed M.C.) turns the cards over so

that they display their key words. The teacher says the words out loud several times so that the whole class can hear. If the two words on the cards match according to the teaching point of the game (e.g., rhymes, internal vowel sounds, initial sounds, final sounds, etc.), the two cards are taken down and given to the side that chose them. If cards are won, play continues with the same side getting the chance to call out two more numbers. The turn changes if two cards are turned over but the words do not match. Keep playing until all the cards have been matched and given to a side.

4. Hint on making this game work: point out to the teams that they need to split up memorization duties among their members; however, do not let them keep any written notes.

Activity Three: Phonics Snap (an EFL adaptation of the card game, *Snap*!)

1. Prepare a list of words from student vocabulary. Select these words on the basis of the spelling patterns they illustrate (for example, the most basic patterns of the five *short* vowels and the five *long* vowels). Think of words that both rhyme and illustrate the same spelling patterns and add them to the list (they may be from previously studied vocabulary, or they can be new words that should be decodable if phonics skills are used). Using the words you have collected, construct a set of 72 cards, one word on each card. The object of this game depends on randomly matching rhyming words, so be sure to include a large number of only a few rhymes (for example, a deck that is limited to the major patterns for the five *long* vowels). In short, this game does not work if there aren't enough examples of each rhyme. Because of the complexity of English spelling, it is possible to construct games to emphasize many different points. Some possibilities might include: rhymes with the same spelling, rhymes with different spellings, or rhymes with various spellings along with an occasional sight word, which should always come from known vocabulary (for example, *eye* might be matched with *pie*, *my* and *buy*). (See Figure 1 for a list of possible vowels and their spellings.)

2. This game is best played in pairs. Decks for an entire class could be used while the teacher checks how students are doing. Also, the teacher could play this game with a student who needs extra practice with English spelling and pronunciation. Team teaching would allow for this game to be used with a larger class. The two teachers could demonstrate it better, and they could cover more of the classroom – when helping students learn to play it.

3. Have students form pairs. Distribute one deck of cards to each pair. After shuffling and dealing the cards (face down), one player begins play by placing their top card face up on the desk and pronouncing the word (e.g. *light*). The other player then lays a card on top of the previous one and pronounces it (e.g. *late*). Play continues in turn until a rhyming card has been laid on top of the previous one (e.g., *seen* then *bean*). At that instant, the first player to recognize the rhyme and say 'Snap!' wins all the cards that have been laid. Players should not cheat by looking at their cards before they lay them, a point that should be stressed when the game is demonstrated and monitored. Players keep doing this until one player has won all the cards.

4. Other principles could be practiced with this game; for example, the same internal vowel sound in nonrhyming words (*feet* and *bean*).

Conclusion

It is understandable that students would want to resort to using *katakana* transcriptions of English to make the language they are studying clearer for decoding into pronunciations. Also, it is perfectly legitimate when this process is used to bring English loan words into Japanese. However, *katakana eigo* is of limited use for beginning literacy in real written English, and may well hinder language development, since it distorts perceptions of English pronunciation. Phonics can be used to lessen the need for things like *katakana eigo*, but it must be remembered that phonics is not simply some neat set of rules that teachers give to students. Rather, just as with the acquisition of any generative, patterned, rule-like aspect to a language, students must be given the opportunities to build up skills and abilities that they can actually apply to understanding and making meaning in the FL. Activities such as the three outlined in this article should help teachers to do just that.

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The voices of our 2001 attendees could become known as 2001 soundscapes in Asia. **JALT2001**

オーストラリアにおける教師再教育のための日本語読解・作文通信教育の試み

菊池　民子
お茶の水女子大学大学院

Ⅰ　はじめに

筆者は1998年3月から2000年2月までの2年間、国際交流基金から日本語アドバイザーとして、オーストラリア、タスマニア州教育省に派遣された。そこでの仕事は、初等中等日本語教育に携わる現地教師に対する様々な支援活動であったが、その一つに、教師再教育のための読解・作文通信教育があった。今回、このコースで行なった試みについて報告したい。

Ⅱ　背　景

1．タスマニア州における日本語教育・日本語教師の現状

オーストラリアでは、1970年代になってLOTE（Language Other Than English－英語以外の言語）教育が導入され、1980年代後半には空前の日本語教育ブームが起こった。

タスマニア州では、1980年頃から、公立中、高等学校でもわずかながら日本語が教えられていた（LOTE学習者数の2％）が、1990年代に入って学習者数が急速に伸び始め、1998年には30％を超えた。また、1996年からは、教育省支援のもと、公立小学校で3年生からの日本語教育も開始された。

ここで、大きな問題となったのが、小学校での日本語教師の不足と中学、高校を含めた全日本語教師の質的向上であった。そのために、教育省では、日本語力の維持、向上を目指す再教育にも力を入れ、公立私立を含む全教師向けのセミナーを開催して、新しい教授法、アクティビティの紹介、教師間での情報の共有などを図っていた。筆者の赴任時は、小学校の教師は自ら初級の日本語を習いながら子供に教え、中学高校での経験の長い教師は自分の日本語力低下を自覚しながら教えていると言う状況であった。海外で日本語を教える非母語話者教師にとって日本語力の維持、向上は共通の大きな問題のひとつである。

2．通信教育

オーストラリアの広い国土では、通信教育（遠隔地教育ーディスタンスエデュケーションと呼ばれている）として、さまざまな試みがなされ、その報告も多い。郵便を使ったものから、テレビで教室に参加するもの、電話で複数の参加者とやり取りができるもの、コンピューターを使うものなどがある。これらは、通学時間がかからない、ものによっては勉強時間を自分で決められる、などが受講者にとって大きな利点となっている。

Chapman（1995）は、教師教育における遠隔地教育のメリットは単発的なセミナーでの学習を補完する持続的学習だと述べているが、非母語話者教師に求められる日本語力の維持，向上にはこの持続性が重要になる。また、Monash（1994）では、遠隔地教育の受講者の動機として、一に仕事の都合、二に受講し易さがあげられている。そして、受講者が感じた問題点として、時間の不足とやる気の持続の難しさをあげていたが、この長所を最大限に利用しつつ、問題点を克服することが通信教育の現場で求められている。

Ⅲ　コースの目指したもの

1．教師が抱える問題

本コースを始めるにあたり、タスマニア州の日本語教師に対し、読みに対するアンケート調査を行った。州の全日本語教師数は100名前後と言われている。小学校から高等学校までの現職の日本語教師37名を対象に、5段階のリカートスケールで回答してもらった。「日本語を読むときに、むずかしいものは：」との問いに表1のような結果が得られた。漢字の読みに関しては、約6割、漢字の意味では、9割強、語彙の意味では5割強が難しいと回答した。読みをスムーズに進めるためには漢字や語彙の知識が必須である。その点からも、非漢字圏の学習者にとって、漢字・語彙に対する苦手意識の克服、つまり知っている漢字や語彙の数を増やすことが大きな課題である。

表1：日本語を読むときに難しいものは？

	強く賛成＋賛成	どちらでもない	強く反対＋反対
漢字の読み	22（59.5%）	6	9
漢字の意味	34（91.9%）	2	1
語彙の意味	20（54.1%）	7	10

対象者：タスマニア州日本語教師37名

また、州内の学校訪問の際になされた教師との話では、日々の業務に追われ、自分の日本語力向上のために日本語を読んだり書いたりする機会や、新聞、雑誌、ビデオなどで自然な日本語に触れる機会がほとんどないこと、つまり日本語学習が習慣化できないという問題が多く出された。このような教師の抱える問題を取りこむ形で以下のようなコースを計画した。

2．コースデザインとその背景

学習者が一人で日本文を読む場合、これまで一般的であったのは辞書を引きながら逐語的に文を理解していく形であった。前述のアンケートでも37名中33名がわからない単語は辞書を引くとしている。これは個々の語、文などに注意が向いてしまい、課題文の大意をつかむ、予測しながら読む、モニターしながら読むなどの「読み」の力を養っているとは言えないものである。

このコースでは、読解の作業はトップダウン（以下TD）とボトムアップ（以下BU）両方向の読みを行なっているという相互交流モデルに基づいてコースデザインを考えた。最近の日本語読解教育研究でも、読解を促進させるものとして、絵の効果、既有知識の活性化、予測しながら読むなどのTD読みの重要性が検証されてきた（深澤1997、菊池1998、池田ら1998など）。また、

Eskey（1988）の、TD同様BU読みも重要だとの指摘をふまえて、現場の読解教育における実践の提唱（岡崎 1996）や、学習者がこの二つの読みを効率よく使うための指導が試みられている（水野ら 1995）。そして、BU読みの基礎となる漢字・語彙の習得に関して、カイザー（1998）は非漢字圏学習者に限定した上で、書くより読んで覚える効果、漢字の複雑度に関わりなく使用頻度の高いものを自然な日本語の中で読ませる方法を提唱している。

以上のような先行研究を踏まえて、本コースでは学習者がBU読みとTD読みの力をともに養えるように以下の方法を採用した。BU読みの基礎となる漢字・語彙学習では、同一の漢字を読み、同一の語彙を使うことを異なったコンテクストで繰り返し、意味を類推することを習慣化する。TD読みの訓練にはイラストやタイトルを利用した既有知識の活性化を習慣化する。その他にBU, TD両方の読みのストラテジーが意識的に使えるように各課題文に合ったストラテジーの紹介や意識化（Consciousness raising）を試みた。また、読解文にはできるだけ新聞や雑誌などからオーセンティックな日本文を選ぶことを心がけた。

Gradmanら（1991）のTOEFLを使った調査で、日頃の課外での読みが書く能力と正の相関関係にあることが明らかになっているが、「読み」から得られる語彙、表現、文章構成や書くためのアイディアなどは作文の際に効果的に作用すると考えられる。また、「読み」指導の一環としての読後の作文はテキストから得られた新しい情報を読み手の既有知識と統合するものと考えられ、読解内容の再確認をも促す活動である（Dubinら 1991, Reid 1993）。日本語教育においても「読み」と「書き」は統合的に指導すると効果が大きい（松井 1997）と言われており、本コースでは作文を以下のように位置づけて、読解活動後に行なうようにした。

毎回最後に読解文の内容に関連したトピックの作文を書くことを課したが、このような作文では、読解の中で学習した漢字、語彙、表現やそこで使われていた文章構成が役立つことになるからである。さらに、読解文から得た情報を基礎に自分の考えを日本語で表現する作業を行なうことで学習に対する達成感が獲得できる。それと同時に、書き手は自分が読解での学習項目を確実に理解しているかどうかを確認することができるのである。

以上のように、このコースでは「読み」と「書き」という字を媒介とした受動的・能動的作業をバランスよく持続的に行なうことを目指した。

Ⅳ　コースでの実践内容

本コースを始めるにあたって、通信教育の形態として郵便を利用することにした。現時点ではこれが一番便利な方法だとの判断からである。例えば、コンピューターは普及していても日本語対応のものはまだ数えるほどしかないこと。教師の日本語力がコンピューターに正しく打ちこめるほどにはなっていない場合も多いこと。そのため、まずは日本語を自分で読み、そして書く機会を増やすことを当面の目標としてこの方式を採用した。

1．一回分の内容（資料参照）

①前号で取り上げた漢字、語彙を異なったコンテクストの文で復習②当月の課題文に出る漢字、語彙を意味が類推し易いコンテクストの文で予習③答と解説④課題文を読む前に、タイトルに注目することと一、二の質問を出して既有知識を活性化する。その後課題文を読む⑤当月の課題文を読むときに役立つストラテジーの紹介⑥課題の内容に関する質問（回答は日英両語可）⑦課題文のトピックに関連した作文を書く。中上級とも初めの何回かは書きやすくするために質問をしたり、中級ではサンプル文を載せたりした。⑧質問、連絡のためのページ。出題者とのコミュニケーションを保証するためのもの（⑧は資料略）。

2．課題文、ストラテジー、作文のトピック

各回の課題文、ストラテジー、作文のトピックの関連性は資料が一例となる。ストラテジー紹介では既有知識活性化のための絵やタイトルの活用から、文のスタイル、テキストタイプの見分け方やカタカナ語の理解などが提示された。

3．学習者と出題者の相互交流

通信教育では、学習者と出題者および学習者同士がお互い顔を合わせることがなく、コミュニケーションが取りにくいことが大きな欠点となる。本コースでは少なくとも学習者と出題者の交流を保証するために、最後に質問、連絡用として1ページを設けた。これの利用は大変多く、寄せられた100項目の内訳を以下に示す。

＊課題文に対する印象や感想	35
＊英語を示して日本語でどう表現したらよいか	23
＊手紙（近況報告）	18
＊出題者への依頼	7
＊漢字に関する質問	6
＊文法に関する質問	4
＊コースのやり方や日本語表現に対する気づき	4
＊出題者がした質問への返事	3

課題文に対する印象や感想は、自分の経験と照らし合わせたり、日豪の人々の考え方や文化の違いなどが多く、内容に関する日豪のスキーマの違いを意識する助けになる。これは日本文の理解と産出によい影響を与えるものだと考えられる。日本語の表現に関する質問は、作文の際に必要になったものが多かった。日頃質問する術のない外国という環境にいるため、この場を多いに利用したのであろう。この他に注目すべきものとして、コースのやり方や日本語表現に対する気づきがある。この中には、自分の学習を正しく評価しようとするメタ認知的な質問として「これまで日本の新聞記事が読めた経験がないのだが、課題文は手直ししているのか」、「解答は母語がよいのか、目標言語がよいのか」などがあった。

Ⅴ　結果と問題点

1．3名のコース修了者

当初、18名（中級8名、上級10名）が参加を希望したが、全ての課題をこなし、プレテスト、ポストテストともに行なった者は中級2名、上級1名の計3名であった。3名の学習教育経験を以下に、プレ、ポストテストの結果を表2に示す。

表2：プレテストとポストテストの結果

	総合点(100点)		漢字・語彙正解率(%)		読解正解率(%)	
	プレ	ポスト	プレ	ポスト	プレ	ポスト
A	69	94	85.2	88.9	40.0	80.0
B	73	88	92.6	88.9	40.0	70.0
C	27	53	31.4	48.6	16.7	50.0

A　大学で3年間日本語学習（1993年修了）、日本語教育経験8年、中級受講
B　大学で2年間日本語学習（1989年修了）、日本語教育経験6年、中級受講
C　大学で3年間日本語専攻（1976年修了）、日本語教育経験20年、上級受講

この3名は全て女性であるが、一度も欠けることなく、全ての教材を学習した。他の人達と比べて、学習への高いモーティベーションを維持し続けた訳だが、この3人は質問のページをよく利用していたこと、筆者と直接会う機会が多かったことなどが、他の参加者と違っていた点である。

プレ、ポストテストとも日本語能力試験3級（中級）と2級（上級）の一部を使用した。Cは全体の点数が低いが、これは上級のテストであったためと思われる。全体として3名ともポストテストで成績があがっているが、特に、読解問題の正解率が飛躍的にのびている。わずか3名の結果であるため一般化できないが、この3名に限ってみれば、コース受講でプラスの効果があったとして差し支えないのではないだろうか。

なお、作文に関しては評価の対象としなかった。受講者に日本語の読み書きになれてもらうという当初の意図と、読解課題文で学習した漢字・語彙・表現などを使ってアウトプットすることによる達成感の獲得が主な目的であったためである。受講者にとって、作文は時間と労力が必要な作業ではあったが、表現に関する質問は殆どが作文のためのものであったことからも達成感を得る一助になったと考えられる。

2．修了者以外の参加者について

はじめの申込人数は18名（中級8名、上級10名）であったが、修了者3名以外は以下のようになる。プレテストを含めて一度も送ってこなかったものが7名おり、このうち3名（中級2、上級1）は難しすぎてできないとの申し出があり資料として送ることにした者である。送って来ていたが最後のテストまでは終わらなかった者が8名いる。この中には出産、来日のために途中で止めた者が各1名ずつ、残り6名の提出した回数（提出した号）は、全13回のうちそれぞれ7（第1～7号まで）、6（1～6）、6（1、8～12）、4（1，4，5，7）、3（1～3）、1（1）回である。この1回しか送ってこなかった人も第1回終了後難しすぎるとの連絡をくれた。また、このコースの最後に全参加者にコース評価を求めたが、送ってくれたのは修了者3名のみであった。このような理由で、現れた現象から類推せざるを得ない形ではあるが、いくつかの問題点と今後の改良すべき点は浮かび上がってくる。

一番大きな要因はレベルの問題であろう。全くあるいは一回しか送ってこなかった者の半分が難しすぎると報告している。今回、通信教育コースを提供した時に、こちらであらかじめ設定したレベルと内容があり、それに自分のニーズが合わないと判断した人が送ってこなかったと考えられる。教師の持続的学習のためのコースであるから、持続的学習を望む教師をまず募集し、そこでニーズ分析、レベルチェックを行ない、コース内容を考えるという手順を取れば、脱落するものはもっと少なかったであろう。具体的には、BU，TD読みを統合した形のコースの前段階として、例えばBU読みを容易にするための漢字、語彙のみの学習コース，一文単位の理解、産出を目標とするものなど、目的を限定したコースが考えられてもよいかもしれない。持続学習を第一の目標にするのであれば、より取り組みやすい形を今後もっと模索すべきであろう。

またこれに対して、初めの段階では自分のニーズに合っているとして参加した（実際、初回の通信欄に丁度望んでいたものだと書いた者が4名いたが、そのうち1名のみが修了）が途中で脱落した者（内訳は前述）の傾向を見ると、連続して送ってきてある時点で中止してしまうパターンが多い（一名は途中が抜けていてその後連続）。これは各号の内容によって送ったり送らなかったりではなく、やる気が持続している間は送り続けるというのが、このような通信教育受講者の主なパターンと言えそうである。このような場合、コース提供者からの何らかの働きかけが再開のきっかけをつくることもあるかもしれない。他の場面でのアドバイザーとの接触を避けるようになることを恐れて、今回こちらからの積極的な働きかけはしなかったが、今後このような事態では試みるべき方法であろう。

VI　おわりに

今回、外国での教師再教育の一方法として、読解・作文の通信教育を試みたが、結果として修了者が3名しかいなかったことに本コースの問題点が端的に表れている。非修了者の提示した問題からニーズ分析の必要性、通信教育という形態の特殊性、海外非母語話者教師の日本語能力維持向上と通信教育でのモーティベーション持続の困難性、教育省のアドバイザーとしての関わり方など、今後このようなコースを改良して行く上での切り口が見えてくると考える。時間的制約の多い教師にとって有効な通信教育という枠の中で、問題の解決法を見出す努力が必要である。

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資料

READING/WRITING COURSE MATERIAL (No. 11)

LEVEL 2(Advanced)

One of the most important things to make reading Japanese easier is to increase the amount of vocabulary and Kanji you can read. This course gives you the chance to memorize vocabulary and Kanji as much as possible.

Another important thing is to know the strategies for reading and to use them as often as possible. This course introduces you to various kinds of strategies which help you to read Japanese.

In the lesson for writing, you will write a passage on the same topic of the reading material. That helps you to know how to express in Japanese.

① REVIEW OF KANJI AND VOCABULARY OF LAST MONTH

You already learned the following Kanji and vocabulary twice, in the preview and passage of last month, so this is the third time to learn the same Kanji and vocabulary in different context, which help you to memorize them.

1）次の文を読んで、大きい漢字の読み方を（　）の中に書いてください。

1、雨が降ってきたので、友達を待たないで帰った。
（　　って）

2、青い糸と赤い糸の間に白い糸を入れるときれいですよ。
（　）　（　）

2）もっとも適当な言葉を下のしかくの中から選んで（　　）に書いて下さい。

1、見たことをもっと（　　）話してください。
2、毎日３時間しかねませんが、もっとねる時間を（　　）ほうがいいと思います。
3、今年の夏は雨が降らなかったので、空気が（　　）います。
4、ひどい技術（じゅうたい）で、車は３０分も止まっていて、それからやっと動き（　　）。
5、私は昨日５時間も勉強した。（　　）しけんはできなかった。
6、小さい子供を持つ母親（　　）、たすけ合っていきましょう。
7、１０年かかった仕事が昨日（　　）終った。
8、（　　）の会議は長すぎたので、今日は早く終りましょう。
9、先生が書く（　　）、漢字を書いてみてください。

どうし	とおり	だした	詳しく		増やした
とうとう		なのに		かわいて	この間

② The following Kanji will appear in the「今月の課題文」. If you don't know how to read them, look at the answers on the next page and memorize them.

1）次の文を読んで、大きい漢字の読み方を（　　）の中に書いて下さい。

1、日本の若者（わかもの）は平和な国に住んでいるのを当たり前だと思っている。
（　　）　（　　）

2、国連で、世界のために働くのが私の夢（ゆめ）です。
（　　）　国連：United Nations

3、昨日、シドニーで日本人が二人殺されたニュースにショックを受けた。
（　　）　（　　）

The following words will appear in the「今月の課題文」. If you don't know their meaning, look at the answers on the next page and look up in the dictionary.

2) もっとも適当な言葉を下のしかくの中から選んで（　　）の中に書いて下さい。

1.「この間、事故（じこ）の時、たすけてくださってありがとう。」
「いいえ、（　　）のことをしただけです。」
2. 私達はもっと環境（＝かんきょう environment）の問題を（　　）しなければいけません。
3. あなたが日本語を勉強する（　　）は何だったのですか。
4. 父の（　　）は北海道ですが、私は東京で生まれました。
5. あなたの（　　）にあるのは、ピカソ(= Picasso)の絵です。
6. 子供達は、日本の地震（じしん）や台風（たいふう）の話を（　　）聞いた。
7. 赤ちゃんの（　　）は、泣いても笑っても（わらっても）かわいい。
8. 母は、高いところが大きらいですが、私は（　　）です。
9. 山田さんは、むこうから来る車に（　　）事故（じこ）にあった。
10. あなたが今一番（　　）があることを話して下さい。
11. ころんで頭を（　　）しまいました。
12. しけんを（　　）学生は100人です。

生まれ	目の前	真剣に	当たり前	関心	意識	平気
表情	打って	気づかないで	受ける	きっかけ		

③

2)
1. 当たり前（あたりまえ）：natural, proper, reasonable
当たり前のこと：a matter of course
子供達は道でごみをひろうのを当たり前のことだと思っている。
2. 意識（いしき）：consciousness
意識する：be aware of / be conscious of
若い人たちは、自分たちが話す言葉をあまり意識しない。
私は、最近意識して、甘いものを食べないようにしている。
3. きっかけ：a chance / a start
山田さんに会ったのがきっかけで、テニスを始めた。
五十才のたんじょうびをきっかけにして、毎朝ジョギングをしている。

④「今月の課題文」

文章を読む前に、下のタイトル（題）を見て下さい。そして次の問題を考えてから文章を読み始めて下さい。

1）あなたは、学生と「平和」や「戦争（せんそう）」について、話すことがありますか。

「平和」の重さ

「平和」について、私は日本にいる時は、当たり前のように感じていた。でも、ドイツのボンで父母と生活するようになって、初めてこの言葉を意識（いしき）するようになった。それは、同じアパートに住むカナダ人の学生と友達になったのがきっかけだった。

彼は２１才、父がカナダ人、母がジャマイカ人で、生まれはアフリカのモザンビーク。国連の仕事をしている父親と戦乱（せんらん）の国などを回った時、目の前で子供が殺されるのを見た。大きなショックを受け、怒りを感じたという。

この話をするときは、彼は、ケラケラと笑ういつもの顔とは違って、真剣で何ともいえない表情になる。私はその時、テレビで人が殺されるニュースが流れていても、平気でご飯を食べていた自分に気付いて（きづいて）ハッとした。

彼の夢（ゆめ）は、プロのサッカーコーチ。その彼が、国連ボランティアの一員（いちいん）として、東ティモールに行く。

彼が出発の朝、近くの店にいっしょに行き、サッカーボールを２個買った。「何でボールを買うの」と聞くと、「行った先々（さきざき）で、みんなにサッカーを教えてあげたいんだ」。それが彼のもう一つの夢（ゆめ）だという。自分の好きなサッカーで、スポーツの楽しさまで教えようとしているのだ。私は心を打たれた。

彼を見ながら、いままで関心がなかった「平和」について、真剣に考えている。

（朝日新聞1999年8月7日水島葉瑞16才の投書より一部修正）

ボン：Bonn
モザンビーク：Mozambique
ショック：shock
ケラケラ：(onomatopoeia) shows "laughing cheerfully"
ハッとする：realize suddenly and be surprised
プロ：professional
一員（いちいん）：one of the members
先々（さきざき）：places one goes to
ジャマイカ：Jamaica
戦乱（せんらん）：the disturbances of war
何ともいえない：I don't know how to describe it
コーチ：a coach for sports.
ティモール：Timor

⑤

There are many カタカナ words in this passage, the names of the places, onomatopoeias, and borrowed words from foreign languages, especially English. If you try to pronounce them quickly, it may sometimes help you to guess what it means.

⑥ 質問に答えて下さい。

1）どうして私（= writer）は「平和」を意識するようになったのですか。

2）友達のカナダ人はどんな人ですか。かんたんな履歴（りれき = personal history）を書いて下さい。

3）この友達は、いつもはどんな性格（せいかく = personality/ character）の人だと思いますか。それはどの言葉からわかりますか。

4）私はどんな自分に気付いてハッとしたのですか。そして、私は気付いたことをどう思ったのですか。

5）彼（カナダ人）の夢（ゆめ）は何ですか。2つ書いて下さい。

⑦

[LESSON FOR WRITING]

外国人の友達の紹介（しょうかい）をしてください。
Please introduce your foreign friend.

The above is a report on the distance education course of Japanese reading and writing which was given to the teachers in Tasmania, Australia. The aim of this course is to give them the chance to read Japanese with top-down and bottom-up strategies and to write a Japanese essay on a topic similar to the reading material. Only three of the 18 participants completed the course, and their post-test results showed better scores than pretest ones. The data showed many avenues to pursue creating better and more successful distance education courses for in-service teachers.

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EFL Press 4
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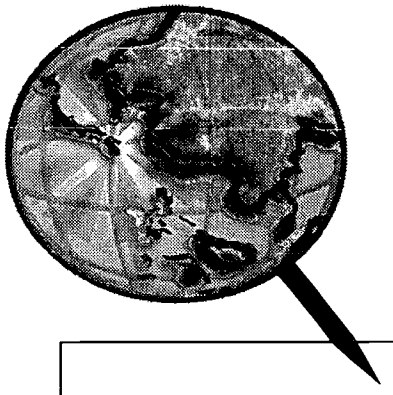
Thomson ..... IFC



The long journey that our foreign language teaching profession has taken–the exciting innovations as well as the difficult challenges–comes into focus at the Pan-Asian Conference 2001: A Language Odyssey.

JALT201

FEELTA

Greetings from the president of the Russian Far Eastern English Language Teachers' Association! I am happy to be able to communicate with colleagues in Japan to explore the state of foreign language teaching in this part of the world and to look for cooperation with our nearest neighbors.

The Russian Far Eastern English Language Teachers' Association (FEELTA) is a relatively young organization. It was founded in 1995 under the initiative of a group of university EFL teachers. By that time there was a great need for a regional professional association for a number of reasons:

- After 70 years of living behind the Iron Curtain the Russian Far East became open to the world. There was a strong demand for the English language as a means of communication and cultural understanding in the Russian Far East as it strives to take its place as an active member of the Pacific Rim community.
- We teachers of English working in the Russian Far East had become increasingly aware that our teaching concerns were different in our Asian context from those of the European part of Russia. To mention just a few of them: the demand for American English, the need to focus on East Asian accents and varieties of English (for trading relations with Asian nations), and the emphasis on multiculturalism. Never before had we thought about the peculiarities of teaching English in the Far East as the educational system was centralized and uniform all over Russia.
- There was a need to integrate English language teachers working at different educational levels: primary, secondary and tertiary to create more coherence in language teaching.
- Moscow and Saint Petersburg had always been educational centers in Russia, with the richest libraries and the best universities. Immense distance and economic difficulties made it impossible for us Far Eastern teachers to go to Moscow or Saint Petersburg to attend professional development courses or work in the national libraries.

We see the primary goals of the association to be strengthening the teaching and learning of English in the Russian Far East, promoting EFL teachers' professional development, supporting networking with colleagues all over the world, and giving our members access to the latest language teaching resources. I have to admit that these goals are not easy to attain, as a regional professional association is a novelty in Russian EFL. Many of us are not accustomed to recognizing the kind of help that networks and support groups can offer. Many of us got used to hierarchy in educational system and still wait for somebody to tell us when and what to do for professional development. But one of the main discoveries that we FEELTA members have made recently is that FEELTA is us and for us!

As the geography of the Russian Far East is extensive, to coordinate our work efficiently we have founded affiliates throughout the Far East. Today FEELTA has four affiliates: in Primorye, the Khabarovskiy region, Sakhalin and the Amure region, with its head office in Valdivostok. With a core membership of over 200, FEELTA is working hard to spread the word about the benefits of membership to English teachers throughout the region: we have, for example, established a tradition that each of our affiliates should have a chance to host the biennial international conference, which usually attracts over 500 participants. This conference is the highlight of the FEELTA calendar and EFL practitioners from remote parts of the Russian Far East come to network and expand their knowledge and expertise. The first three conferences proved to be professionally fruitful for many teachers who have now developed a taste for networking. For many of us non-native speaking teachers of English, the conference is a rare chance to meet native speaking teachers, to discover the things we ELT professionals have in common, and to become more international.

Among other FEELTA activities are the *Winter EFL Methodology School* (a number of workshops and seminars on new trends in language and culture teaching), publishers' seminars and exhibitions to inform teachers about the latest textbooks and other teaching resources, and the annual English Language Contest "Talent Show" for secondary school students. We do everything possible to facilitate the learning of FEELTA members and to increase students' motivation to master the language and to discover the joy of learning a foreign language.

We clearly see that nowadays networking is not only possible, but essential, with increasing globalization of everything, including the English language. Our aspiration is to join other ELT professional organisations with similar concerns, to give FEELTA members the chance to know the state of TESOL in other countries, to share our experiences and ideas, and to learn from each other.

Galina Lovtsevich, FEELTA President

I attended FEELTA's first conference, in Vladivostok in 1996, with a small group of JALT members, thinking that the Russian Far East might be an interesting place to meet language teachers. Nothing could have prepared us for what we found: a beautifully run conference, where everything fell into place with the ease of a duck gliding through

water; audiences who sat in part rapt attention; a level of scholarship few of us had ever experienced; dedication, professionalism and sheer enthusiasm in quantities that still bring tears to my eyes; and a warmth of welcome that has had me running back for more to each succeeding conference.

The event was all the more remarkable for the circumstances under which it was held. For decades during the Soviet period, Vladivostok was a closed city; English teachers worked with almost no contact with the outside world. Even five years earlier the idea of holding an international conference for English teachers there would have been a fantasy of the most self-indulgent kind. FEELTA itself was less than twelve months old when the conference was held. Many of those attending had not seen each other since leaving university, for there had been no previous regional conference. Many had travelled 12–15 hours to be there, some more than 30. No wonder they were enthusiastic.

Khabarovsk in 1998, FEELTA2, was a must for me. Times were hard, though: the conference was held just weeks after the ruble crashed; life savings looked certain to be lost and even supplies of basic food and fuel seemed uncertain; many people had to cancel their travel plans at the last moment. Those who could come, did, and with the same enthusiasm as before. Upon arrival, I was greeted with the words: "Thank heavens you've come. Now we can have an *international* conference," a slight exaggeration as there were Peace Corps volunteers and representatives from the U.S. Information Service, too; but our presence was obviously appreciated.

What a pleasure it was then to arrive in Vladivostok for FEELTA3 last summer, to find the local economy much more robust and FEELTA positively blooming. The conference was bigger and slicker than ever, but the spirit was still the same: teachers delighted to be talking to teachers, warm hospitality, and overwhelming enthusiasm. FEELTA is clearly ready to spread its wings beyond the Russian Far East and to begin networking with other language teaching organisations in the region.

Stephen M. Ryan
FEELTA representative to PAC
<RX1S-RYAN@asahi-net.or.jp>

STOP PRESS

FEELTA (the [Russian] Far Eastern English Language Teachers' Association) is pleased to announce the signing of a partnership agreement with the Japan Association for Language Teaching (JALT). Thomas L. Simmons, JALT President, and Galina Lovtsevich, FEELTA President, exchanged an electronic version of the agreement on February 14th/15th, 2001, with a paper version to be signed later.

FEELTA, which already has a partnership agreement with KOTESOL, looks forward to signing similar agreements with ThaiTESOL and ETA-ROC in the near future, in order to proceed to full participation in PAC before the PAC3 at JALT2001 conference in November.

Net Nuggets

edited by larry davies <tlt_net@jalt.org>

Kitchen Sink SL/FL Sites

There are many new Second Language learning sites springing up all over; many are commercial, but some continue to remain in the public domain. Here is a sampling of three that include links to many other resources.

<www.everythingesl.net/> This site, run by Judie Haynes, is a depository for myriad resources that would be of interest to teachers of English, but also to teachers of other languages. Categories within the site that hold many interesting and valuable resources include "Lesson Plans," "Teaching Tips," "Resource Picks," "Discussions," and "Upcoming Events." There is also a "Recent Features" section that changes often, so it is worthwhile visiting this site monthly.

<www.sabotenweb.com/bookmarks/> This is "Keiko Schneider's Bookmarks" run by Keiko Schneider (naturally) out of her New Mexico hideaway. This page, part of a tri-lingual website (English-Japanese-Spanish) contains comprehensive links of resources for English speaking teachers of Japanese, Spanish, and English. You can also join her mailing list "SenseiOnline" which now boasts over 300 members (send a blank message to <senseionline-subscribe@yahoogroups.com> to join the list). Keiko is now a virtual conference organizer, too, and has recently completed her 8th *Benkyoukai*.

<www.rikai.com/cgi-bin/HomePage.pl?Language=En> One link I followed from Keiko's site led me to Rikai. This is an amazing source for learning Japanese, so Japanese SL teachers will be delighted. The site makes extensive use of *Javascript*, so that you can point to any word on the page to see an instant translation. The site does English-to-Japanese, Japanese-to-English, and English-to-Spanish translations of all its pages. Worth a visit for novice *htmlers* to learn some cool tricks in their own web design of SL/FL pages.

edited by joyce cunningham & miyao mariko

The TLT, *proofers, and coeditors wish to apologize for the late appearance of this report. This month, you will read about two successful chapter/SIG-sponsored retreats, their goals, content, and the people who went to them. The coeditors invite those who didn't go to send in an 800-word report about your chapter or SIG in English or Japanese or a combination of both.*

Teacher Education SIG and Ibaraki Chapter Action Research Retreat, April 22-23, 2000

The Teacher Education SIG Action Research (AR) retreat was held at British Hills, a reconstructed "historic" English village between Tokyo and Sendai. In Tudor buildings nestled in swirling mist in the mountains, an intimate group of 15 gathered for the weekend. The retreat leader, Dr. Andy Curtis, flew in from Hong Kong to weave together anecdotes with talks and activities on research theory and practice.

The workshop began with a poster session as participants shared their contexts, experience with AR, and projects in progress. Over the next two days, Andy led us through interactive activities, lectures, readings, and discussions. We first generated key ideas to define AR—the process of classroom-based inquiry that starts with a hypothesis or question and is followed by reflection and intervention (or action). Data collection and analysis may lead the researcher back to form a new question or take new action. We looked at Nunan's seven steps and worked from case studies and our own experiences to explore the "myth of linearity" within the AR process and created guidelines for carrying out what can be messy.

A variety of reasons to do AR were brought up, with the need to solve problems and effect positive lasting change as two of the strongest. Andy presented information about problems teachers face in doing AR. Time was the most problematic. He urged us to consider time realistically when setting the scope of a project and to design projects that we feel passionate about. We also received a guide to designing research projects, which included the questions: What can be known? How we will know that we know it? and Is it worth knowing?

Applying work on our own AR, we identified whether our projects were more structured or interventionist, whether our data collection was more quantitative or qualitative. Finally, we discussed methods of data collection.

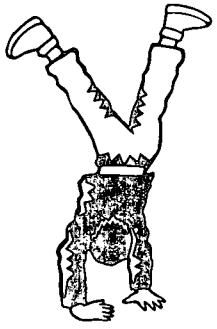
Throughout the weekend, discussion was lively, even as the evening came and we sunk ever more comfortably into overstuffed chairs. We were provided with snacks, lunchtime swimming, and plenty of British fish-'n-chips. Great fun!

Andy Curtis, currently in Canada, can be reached at <chengly@post.queensu.ca>. His book, *Pursuing Professional Development: The Self as Source*, published by Heinle and Heinle and co-authored with Kathleen Bailey and David Nunan, is available this spring. (The chapter on AR is particularly good!)

Lois Scott-Conley, Academic Coordinator, School for Int'l Training IEP at Tokyo Jogakkan Jr. College
Teacher Education SIG website: <www.jalt.org/teach/>

Pan-Kyushu Retreat, March 31-April 2, 2000

On the weekend of April 1st, 2000, Kyushu JALT chapters (Fukuoka, Kitakyushu, Nagasaki, Miyazaki, Kagoshima, and Kumamoto) held their 3rd annual Pan Kyushu Hanami Retreat. This year, it was held in Amakusa, Kumamoto, at the Amakusa Camping Grounds near Shimoda Onsen (info at <www.kumagaku.ac.jp/teacher/jtomei/jalt/retreatl.jpg>). The idea was to rent bungalows and charge a fixed fee rather than having to deal with reservations and last-minute cancellations. Plus families with children could have the run of a place rather than worrying about upsetting other guests. Three families stayed on the Friday night for a pre-*hanami* outing, with the total number of people swelling to 21 for the Saturday festivities.



In contrast to the previous year, sponsored by Kitakyushu at an Oita *onsen*, we avoided setting up a schedule in favour of just getting people together. Because the trip was completely paid for by the fixed fee, we hoped to encourage non-JALT members to come and get to know everyone. We didn't have as many as the previous year, but a good time was had by all. The one big disappointment was that the local pod of dolphins was not in residence, so the planned dolphin-watching excursion was cancelled in favor of a lie on the beach (shucks!). However, the whole weekend was a great chance to get to know not only JALT members but also their families.

I will be very un-Japanese and point out that one of the highlights was Miho Tomei's Saturday evening Thai pumpkin curry; she has been volunteered for it for next year. In addition, the Kitakyushu chapter sponsored the Sunday morning breakfast with Peg Orleans' homemade waffles and two kinds of quiche, provided by Malcolm Swanson, editor of *The Language Teacher*. (Why is New Zealand quiche so good? Is it the sheep?)

Kitakyushu is now planning the next retreat, combining it with a pre-conference local planning event in preparation for JALT2001. Tentative plans are for mid-April 2001, and we warmly invite other JALT members to our sun-kissed latitudes (especially those interested in getting involved in JALT2001). If you would like information or would like to come, please contact me at <jtomei@kumagaku.ac.jp> or Dennis Woolbright at <ldw@seafolk.ne.jp>. See you there!

Joseph Tomei
Membership Chair, Kumamoto Chapter

Authentic Video Scenes for Low-level Students

Peter J. Farrell,
Keio Shonan Fujisawa Junior and Senior High School, Fujisawa

In 1999 I was assigned to teach our lowest tracked English debate class of second year high school students. I began searching for authentic listening materials to introduce debate topics in an inspiring way, to build vocabulary for debates and discussions, and to bolster confidence in low-skills listeners.

Finding materials dealing with timely issues without overwhelming my students was difficult. Many excellent films and programs came to mind but proved to be too long or lacking in digestible scenes. During my search for appropriate material, I considered factors such as scene length, amount of inappropriate language (technical jargon, street slang, offensive language), pacing of dialog, amount of background noise, possible listening tasks, and my students' background knowledge.

The following list contains some of the scenes I have selected to introduce certain debate topics. The listening activities are usually followed by preparation for a formal debate related to the topic. Some scenes involve clear debates between speakers, while others involve conversations or situations that reveal a dilemma or social issue. Most of the materials are available at video stores in Japan and the subtitles on the screen can be covered with a strip of paper. Also, if available, a close-captioned decoder might be helpful. Some scenes need to be cut and spliced to make them more suitable. The timer readings listed refer to time measured from the start of the film or episode.

Films

Marriage/choosing a mate – *Father of the Bride* (0:09:30 to 0:15:00)—A 22-year-old woman announces to her family that she is engaged to a man she met while travelling abroad. She describes why she loves him. The mother and father both react differently and argue about whether the two are old enough, and whether the man is suitable for her. They also argue about marriage in general. This scene could be used in a lesson to introduce adjectives describing people and in a general discussion about marriage issues.

Premarital sex – *Boyz 'n the Hood* (0:46:14 to 0:49:20)—A debate between a teenage couple; requires a bit of splicing as the scene is interrupted briefly by a different scene. Very clear arguments for and against. Some street slang.

Adoption vs. having your own children – *Mighty Aphrodite*—Second scene of the film in a restaurant. Much of the film would be inappropriate for a high school class, but the second scene has a frantic debate around a dinner table about adoption versus having your own children. The dialog is a bit too fast paced for some students, but very realistic as everyone seems to talk at once.

Animal rights/vegetarianism – *Babe* (1:08:00 to 1:11:38)—The evil cat reveals to Babe what pigs are really for, after which Babe questions the mother dog about the truth of this information. A real tearjerker. (See sample lesson below.)

Smoking – *Dead Again* (1:23:12 to 1:26:17)—A young man visits an elderly man dying of lung cancer who speaks and breathes through a hole in his throat. In this black humor scene the patient begs for a cigarette, then smokes it through the hole. A graphic introduction to the health hazards of smoking. Needs a bit of cutting because of offensive language and irrelevant dialog. Good for dictation and listening for simple questions and answers. Listening may be difficult because of the sick man's electronic talking device.

TV

I also found the TV drama *ER* especially good for providing scenes about timely issues.

Gun control – *ER*, Season 3, videocassette 11, "One More for the Road" (0:38:00 to 0:40:15)—Some thugs on the subway try to rob Dr. Green. He pulls out a gun and scares them off. This can be spliced with a scene a few minutes later when Dr. Green throws the gun into a river. This powerful scene provides an excellent introduction to a gun control debate. Listening for specific information, simple informal slang, and imitating inflection can be taught. A reenactment is also a possible activity.

Working with HIV – *ER*, Season 3, videocassette 1, "Let the Games Begin" (0:37:35 to 0:39:20)—Physician's Assistant Boule has HIV and continues to work in the emergency room. Doctor Benton knows her secret and pushes her out of the emergency room. Splice this with a scene a few minutes later when Benton and Boule argue about her working in the emergency room. Good for listening to two different opinions. For a third "doctor's opinion," there is a quiet scene in a later episode between Boule and her boss, Dr. Weaver, about her dilemma. (See also Season 3, videocassette 2, "Don't Ask, Don't Tell," 0:37:35 to 0:39:20.)

Sample Lesson: *Babe* (approx. 50 minutes)
Listening: Introduce the following vocabulary to the students for discussion:

vegetarians	superior	cruel
to be raised	rights	to hunt
farmers	natural	crazy

Have each student use the chart (Fig. 1) to interview three classmates using Questions 1 and 2. Tell them to write their classmates' names and answers in the boxes. Students should use a different vocabulary word in each answer.

Introduce the following vocabulary for the video:

to be upset	I'll be blunt	the boss
forgive me	to realize	noble
to have a purpose		

Viewing

Put the following questions on the board and have students read each question separately. Then watch the video looking for the answer to it.

1. Is the cat good or bad?
2. What does the cat tell the pig?
3. What does the pig ask the dog?
4. What is the dog's answer?

Watch the video as many times as you think the majority of students need. Discuss the answers as a class. Ask them to explain their answers with evidence from the video. If time is limited, discuss all the answers first before watching the video again.

Follow-up activities

1. Have students interview their classmates again, asking the same three people Question 3. Again, make them use terms from the vocabulary list.
2. Students write paragraphs about their opinions, using some of the learned vocabulary.
3. Students write their own version of the dialog using vocabulary from the second list. They then practice it and perform it without notes.
4. Students have a formal debate about a related topic such as vegetarianism, animal rights, or zoos, using some of the learned vocabulary.

Figure 1

Classmate Name	(Before listening) Q1. What do you think of killing animals for food?	(Before listening) Q2. What do you think of vegetarians?	(After listening) Q3. Has this video changed your opinions? How?
Name:	Answer:	Answer:	Answer:
	Word used:	Word used:	Word used:
Name:	Answer:	Answer:	Answer:
	Word used:	Word used:	Word used:
Name:	Answer:	Answer:	Answer:
	Word used:	Word used:	Word used:

Quick Guide
Key Words: Video, Debate
Learner English Level: Beginner to Advanced
Learner Maturity Level: High School to Adult
Preparation Time: 5-10 minutes to prepare handout and prepare video
Activity Time: 50 minutes; follow-ups could take longer

World Records: Fun with the Four Skills

Michael J. Crawford, ***Hokkaido University of Education, Hakodate***

Learning about world records is fun. Who wouldn't be intrigued to learn that the world record for the number of plastic drinking straws stuffed into a person's mouth is 151, or that the distance record for squirting milk from the eyeball is 6 feet 7 1/2 inches (2 meters)? Over the years, I have developed several activities which make use of intriguing world records like these. Here I would like to present an activity designed for small groups of five to seven students (adaptable to larger groups) which involves all four language skills: reading, writing, listening, and speaking. In the activity, students take turns reading aloud two authentic world records and one fictional world record that they have written themselves. The other group members listen and guess which of the three records is not true.

Preparation

You will need to prepare two slips of paper for each member of the group. Prepare the first slip with two authentic world records and leave a space open for the students to write a fictional world record (see sample in Fig. 1). Each of these slips should have dif-

Figure 1: Records are adapted from the *Guinness Book of World Records* (2000).

1. Anna Bates gave birth to a boy weighing a record 10.9 kilograms in Seville, Ohio, in 1879.

2. Akira Matsushima from Japan unicycled a record 5247 kilometers across the U.S. between July 10 and August 22, 1992.

3._____

ferent authentic world records. (If you have a large class, it's possible to distribute duplicate slips, as long as students with duplicates don't do the activity together.) For use in explaining the activity to the class, you will also need to prepare one or two more of these slips for teacher use only, on each of which you should write your own fictional world record.

The second slip of paper—a recording sheet required for the activity—is the same for all members of the class (see Fig. 2).

Procedure

1. Begin by handing out the recording sheet shown in Figure 2 to all of the students in the class. Model the activity by reading one of the world record slips that you have prepared beforehand. Tell the students to write down the number of the world record that they think is not true. Then reveal which one is fictional, and explain that those students who chose correctly should give themselves a point in the points column. If they need more practice, do it again with the second practice slip.

2. Divide the class into small groups. Tell the students that each of them will receive a slip of paper with two authentic world records and a space for them to write their own fictional world record. Explain that they should use their imagination and write a world record that sounds at least reasonably possible. Divide the class into groups and give them a few minutes to write their fictional world records. Circulate around the class to help them in case they have any questions.

3. After they have written their fictional records, the students start the activity by having one of the group members read his/her three records. Make it clear that if the students listening to the records do not understand something, they should ask for repetition or clarification. The activity proceeds until all students have read the records on their sheets.

4. The students now tally their points and determine a winner for each group.

5. Finally, have the winner of each group stand up. Have the group winners compete with each other by reading their records to each other and guessing which ones are fictional. The student who gets the most points in this step is the winner!

Figure 2

Student	Which record is not true?	Points
(Practice #1)		
(Practice #2)		
Student 1		
Student 2		
Student 3		
Student 4		
Student 5		
	Total points:	

Additional Points

1. When making the world record slips, be sure to vary the order in which the records are listed. If the fictional record is always Number 3, the students will catch on quickly.

2. If you are a fan of dictation, as I am, you can have the students dictate one of their records to their group at the end of the activity.

3. You may need to spend a few minutes giving your students some ideas for using their imaginations before they try to write their own fictitious world records.

Conclusion

Perhaps what I have found to be most encouraging about this activity is how attentively my students listen to each other as they are reading the world records. Not only do they listen attentively, but they seem to be more willing to speak up if they don't understand something. My guess is that this is due to their interest in this weird and entertaining subject matter.

Reference

Guinness book of world records. (2000). New York: Bantam.

Quick Guide

Key Words: World records, Four skills
Learner English Level: Intermediate to Advanced
Learner Maturity Level: High School to Adult
Preparation Time: About one hour initially, compiling appropriate world records
Activity Time: 40 to 50 minutes

Book Reviews

edited by stephen snyder

In Your Hands: NLP in ELT. Jane Revell and Susan Norman. London: Saffire Press, 1998. pp. 144. £15. ISBN: 1-901564-00-2. Cassette: £8.50. ISBN 1-901564-00-2.

In Your Hands is an attractive book which presents the core concepts and principles of Neuro-linguistic Programming (NLP). For those who may not already know, NLP is an approach that is dedicated to modeling exceptional performance in various fields. The authors begin with an overview of NLP and suggestions for getting the most out of the book and the learning/teaching processes.

The book is beautifully laid out with attractive print, illustrations, and design features. The table of contents lists (in mixed order): an introduction to NLP, 9 sections on presuppositions, 11 stories, 10 core concepts, 3 NLP techniques, 3 guided fantasies, 1 guided relaxation, 6 sections on language, 1 double induction, and 3 quizzes, making a total of 48 sections. At the back there are two pages of teaching suggestions (covering stories and the guided relaxation/fantasies), and then two pages listing reference books, a page of useful addresses (all in England), and a two-page index. There are also numerous attractive illustrations and thought-provoking quotations throughout, of which teachers are invited to make big photocopies to hang in the classroom.

While supposedly a resource text for English language teaching, it is as much for the reader's personal development as it is for the development of teaching. Of course anything that develops the person contributes to doing a better job, especially when the person is continually standing up before others to be modeled. By thumbing through the book, readers can easily find attractive activities that they can use immediately in their classes, and leave the rest to explore later. While we are already using the text with groups of students and teachers, we would like to suggest certain changes in the hope that it will be even better in the second edition. First, we feel the targeted audience (mostly only in the title) is too narrow and while the book only marginally addresses ELT-specific needs, it does address the very important teacher/personal development needs of many teachers in many fields. That it grew out of training manuals is obvious and the book is wonderfully right brain (which many training manuals are not), and has a good "feel." However, for more left-brain-abstract-conceptualizers, and for a book, we feel there needs to be a bit more organization and chunking of material for the reader. Also, we would like more explanations of material so that it could truly stand alone as a book without trainer guidance (e.g., on p. 98 a "Think" section concerning the four stages of learning from non-conscious incompetence through non-conscious competence seems to be dropped in with no explanation).

The teaching suggestions in the back focus primarily on ideas for delivering stories, definitely a strong point of the book, which has a wonderful cassette to go with it. In fact, we have already used several stories in our own classes under the inspiration of the cassette alone. However, were teachers merely to look in the back at these pages they might think NLP is only about story telling, relaxation, and guided fantasies. The book actually does deal with many more excellent applications of NLP to teaching within the individual sections.

All in all, the first edition of *In Your Hands* is a nice collection of ideas and a simplified version of some of the main NLP presuppositions, core concepts, and techniques for teachers to explore.

Reviewed by Brad Deacon and Tim Murphey
Nanzan University

Handing Over: NLP-based activities for language learning. Jane Revell and Susan Norman. London: Saffire Press, 1999. pp. 144. £15. ISBN: 1-901564-02-9.

Handing Over is the practically oriented follow-up to the authors' first book *In Your Hands: NLP in ELT.* This latest book will help anyone to become more aware of their own and others' greater potential for learning and specifically answers the question: "yes, but . . . what do I actually do with NLP in the classroom" (p. 3).

The authors begin with an introduction that briefly outlines the connection between NLP (which they assume the reader has prior knowledge of) and the activities within *Handing Over.* The book then includes various activities under the following NLP-related chapters: setting goals, come to your senses, metaphor, belief, modeling, and relating with rapport. Most activities are clearly organized to indicate their appropriateness for student level, purpose, and language focus. Detailed instructions for the activity procedure, fun illustrative pictures, thought provoking quotes, and lots of copiable material are obviously offered with the busy teacher in mind. Revell and Norman know teachers! The "yes, buts . . ." sections address some teachers' doubtful minds and are immediately followed by "yes, ands . . ." which frame the activities as well intentioned and learner centered, thus opening teacher's models of the world and willingness to experiment in the classroom.

Handing Over begins logically from the first chapter on setting goals and provides learners with motivating activities to set well-formed learning outcomes. In our experience, we find it is crucial for our students to be aware of and clearly focused on

language learning goals in order to make real progress. The authors also encourage readers to note their own goals in using the book (p. 6).

Moreover, many of the activities include effective ways and tips for studying to maximize learning. Most activities are well organized, full of myriad suggestions for use, are clear, and fun to experiment with in many classes.

While the book does indeed provide many interesting and useful learning opportunities, it could use some fine tuning to become more user friendly. For instance, teachers unfamiliar with NLP and who have not yet read the first book *In Your Hands* may struggle to grasp the connection between some of the activities and the core concepts of NLP. Therefore, a more detailed introduction or refresher, or a glossary of NLP terms used even, would be beneficial for both newcomers and experienced NLP-ers. Surprisingly, the book also lacks a table of contents and instead has a rather detailed index/contents section in the back. Revell and Norman do suggest that the reader flip around and use the book "in whatever order you find most appropriate" (p. 4). However it would help to have a clear map of the book under a contents section from the start.

We also found that many of the "yes, but...yes, and..." sections did not quite fit coherently under their respective chapters. For example, within what is already a strong chapter on "metaphors" the authors suddenly introduce the topic of "grading" (p. 82). YES, grading is important, AND how about including it elsewhere? Perhaps in an appendix. It would be more useful to address specific points which match each chapter respectively. The stories section was excellent and full of many useful ideas for presentation. We wanted even more stories! We also find it regrettable that there is no cassette with this edition as there was with the first book.

Revell and Norman make up for any shortcomings with the variety of practical and enjoyable activities. Part of the fun in using this book will be for instructors and students alike to experiment and notice the language learning and self development that has always been a potential in their hands.

Reviewed by Tim Murphey and Brad Deacon
Nanzan University

Fundamentals of English Language Teaching. S. Kathleen Kitao, and Kenji Kitao. Tokyo: Eichosha, 1999. pp. xiii+157. ¥3,000. ISBN: 4-268-00328-2 C3082.

The title of the book looks very promising. The reader gets even more impressed to see that in the 19 chapters of the book the authors attempt to introduce the importance of English as a world language, ELT history, teaching methods, language acquisition, lesson plans, language skills, cultural issues and technology in ELT, materials, evaluation, testing, professional resources and development, and using the Internet.

Unfortunately, the authors pursue unrealistic goals in their attempt to cover all these subjects in chapters varying from 6 to 12 pages in length. The reader gets disappointed to find that the book offers very little information on any of the listed subjects. Language teaching methods (Chapters 3, 4) freeze eternally on the Communicative Approach and Suggestopedia. The chapter on "teaching plans" contains slogans, like "No one teaches a class or lesson without any idea about what to teach and how to teach it," (p. 37) but not a single sample of a lesson plan. The chapter on "Speaking skills development" suggests starting with speaking drills, but instead of explaining what to do next, jumps over to role-plays, texts, and pair work, leaving the relation between the outlined activities totally obscure. The chapter with a remarkable title "Teaching about *English-Speaking Cultures*"* mixes up content teaching and cultural issues and does not address any important cultural issues in ELT.

The few facts which the book does contain are often wrong. On page 2 we read that "In some countries, English is the *sole** or dominant language. It has this role in the United Kingdom, the United States, Canada, Australia, New Zealand and Ireland." In reality, a variety of languages are spoken in all the countries on this list, and it is also very questionable if English could be called "dominant" in these countries, particularly in Ireland or Quebec. A paragraph on page 4 states, "English is often used in India, because it is neutral. It is the language of government," whereas English is neither the only language of Indian government, nor is perceived as "neutral." The authors also claim that French was a "lingua franca of Europe in the 16th-17th centuries, a necessary language for travelers, traders, and *soldiers*" (p. 8). A Russian physiologist Pavlov seemingly investigated "how animals learned, and through animals, how humans learned," (p. 10) whereas the discoverer of reflexes never thought of applying his findings in dogs' physiology and neurology to human learning. The authors connect the value of English with the spread of American popular culture, but never mention the existence of English language *literature*. The book also has numerous blunders like "English is used for books, music and *dance*" (p. 4); "in the field of *psychology*, behaviorism has had a great effect on *language teaching*" (p. 10).

The book is poorly structured. For example, there are two chapters on language teaching methods, each covering much the same material. This is also true for the two chapters on technology. The issues of testing are split between two different chapters dealing with "evaluation" and "teaching skills."

The style of the book is primitive, chopped, unclear, wordy, and repetitive; its grammar is faulty, e.g.: "Whenever we meet English-speaking people from various countries when we travel . . ." (p. 5);

"One way to distinguish among types of content teaching is according to the goal of the teaching. For some programs, the goal of the teaching is to teach the English language, and the content is the vehicle for the teaching of English" (p. 83).

The only helpful part of the book is the appendix: a list of ELT-related websites. Sadly, the internet-related part of the main text is self-advertising: for any information we are referred to almost exclusively the authors' homepage. The only recommendation the authors make for "improving your teaching" (p. 146) is to refer to the authors' homepage and "articles." The authors' own writings are about the only references one can find in the whole book.

The above described "rudimentary" rather than "fundamental" features of the book make it unsuitable for any category of readers.

*All the italics in the text are introduced by the reviewer.

Reviewed by Veronika Makarova, Meikai University

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of April. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Business

*Business Venture 1 [new ed.], (student's, teacher's, workbook, CD). Barnard, R., & Cady, J. Oxford: Oxford University Press, 2000.

Course Books

*Explorations: Integrated English 1 (student's, teacher's, workbook, CD). Lee, L., & Brockman, T. New York: Oxford University Press, 2000.

*Expressions: Meaningful English Communication 1 (student's, teacher's, workbook, cassettes, website). Nunan, D. Boston: Heinle & Heinle/ Thomson Learning, 2001.

*Expressions: Meaningful English Communication 2 (student's, teacher's, workbook, cassettes, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 2001.

*Expressions: Meaningful English Communication 3 (student's, teacher's, workbook, cassettes, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 2001.

*Go For It! 1 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/ Thomson Learning, 1999.

*Go For It! 2 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/ Thomson Learning, 1999.

*Go For It! 3 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/ Thomson Learning, 1999.

*Go For It! 4 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/ Thomson Learning, 1999.

!Impact Listening 1 (student's, teacher's, CD set, test pack). Kisslinger, E. Hong Kong: Longman, 2001.

!Impact Listening 2 (student's, teacher's, CD set, test pack). Robbins, J., & MacNeil, A. Hong Kong: Longman, 2001.

!Impact Listening 3 (student's, teacher's, CD set, test pack). Harsh, K., & Wolfe-Quintero, K. Hong Kong: Longman, 2001.

*New Headway English Course: Elementary (student's, teacher's, resource book, workbook, cassettes). Soars, L., & Soars, J. Oxford: Oxford University Press, 2000.

!Sound Bytes 1: Listening for Today's World (student's, teacher's, cassettes). Gershon, S., & Mares, C. Singapore: Longman, 1999.

!Sound Bytes 2: Listening for Today's World (student's, teacher's, cassettes). Gershon, S., & Mares, C. Singapore: Longman, 2000.

Dictionaries

*Oxford Advanced Learner's Dictionary (6th ed.). Oxford: Oxford University Press, 2000.

*The American Heritage Dictionary of Idioms for Students of English. Boston: Houghton Mifflin Co., 2000.

Idioms

*Can You Believe It?: Stories and Idioms from Real Life 1 (student's, cassette). Huizenga, J. New York: Oxford University Press, 2000.

*Can You Believe It?: Stories and Idioms from Real Life 2 (student's, cassette). Huizenga, J. New York: Oxford University Press, 2000.

*Can You Believe It?: Stories and Idioms from Real Life 3 (student's, cassette). Huizenga, J., & Huizenga L. New York: Oxford University Press, 2000.

English for Specific Purposes

*Complete Guide to the TOEFL Test: CBT Edition (guide, CD ROM, answer key). Rogers, B. Boston: Heinle & Heinle/Thomson Learning, 2001.

For Teachers

Contact the JALT Journal editor directly to request the following:

*Studies in Japanese Bilingualism. Goebel Noguchi, M., & Fotos, S. (Eds.). Clevedon: Multilingual Matters Ltd., 2001.

JALT News

edited by amy e. hawley

Welcome to this month's column. While it is shorter than usual, it is packed full of important information. The first report is from Keith Lane on an important meeting that JALT recently had with SIETAR (Society for Intercultural Education Training and Research). At January's EBM, the people present at the pre-confer-

ence planning meeting had the chance to meet one of SIETAR's representatives. They seem very eager to become involved in JALT and we are happy to begin to work with them more closely.

Secondly, the column also includes another reminder on this year's national directors' elections from the NEC Chair, Michelle Nagashima. Are you thinking of nominating someone? Would you, yourself, like to become more involved in JALT National? Take a look at this election information and think about nominating someone who would be great at continuing to steer JALT through the 21st Century.

Finally, there is an announcement and call for papers from the CUE SIG editor, Michael Carroll. He announces that there are several different places one can have something published through the CUE SIG. It is a great opportunity, so please have a look.

今月のJALT Newsへようこそ。いつもよりは短いですが、重要な情報が入っています。まず、最初の報告は、Keith LaneがJALTとSIETAR (Society for Intercultural Education Training and Research)とのミーティングについて報告しています。1月のEBMでは、プレコンファレンスで計画されているミーティングでSIETARの代表者との会合を予定しています。彼らは非常にJALTとの関係を重視しており、我々も彼らとより緊密に仕事ができることをうれしく思います。

次に、選挙管理委員長、Michelle Nagashimaから今年度の役員選挙についてのお知らせがあります。推薦すべき人は見つかりましたか。JALTの全国選出議員として働いてみませんか。選挙についてのお知らせをご覧になり、誰がJALTの21世紀の舵取りを行うのがふさわしいかをお考えになってください。

最後に分野別研究部会CUEの編集者Michael Carrollから論文募集のお知らせがあります。そこでは、CUEを通してさまざまな発表の場所が存在することをお知らせしています。良い機会です。お見逃しなく。

JALT and SIETAR

JALT and SIETAR (Society for Intercultural Education Training and Research) Japan recently took a tentative but significant step together into the new millennium. During an informal dinner meeting, Keith Lane and David McMurray discussed a blueprint for SIETAR's accepting JALT President Thomas Simmon's invitation to participate as a partner at JALT2001 *A Language Odyssey*, Annual International Conference and Educational Materials Exhibition with key members of SIETAR leadership.

The SIETAR response was enthusiastic and optimistic. They seemed especially attracted to the program plans. As a designated PAC conference, JALT2001 will bring together professionals in language education and research from throughout Asia and the world. Our PAC partners come from Thailand (ThaiTESOL), Korea (KOTESOL), and Taiwan (ETA-ROC). Additionally we have the involvement of FEELTA members visiting from Far East Russian Federation regions and Pacific Second Language Research Foundation (PacSLRF) which will contribute excellent programming, opportunities for networking, and collaboration. JALT2001 will have a professional fair-like quality and feature collaborative plenary addresses by a global cast of educators including Tessa Woodward and Adrian Underhill, David Nunan and Arunee Viriyachitra, Han Sang-Ho and Robert Dickey, Christopher Candlin and Anne Burns, and Feng-Fu Tsao. Additionally we have an impressive line-up of Featured Speakers and the contributions of this year's winner of JALT's Asian Scholarship Award, Raoul LaBorte, an excellent secondary school teacher from the Philippines. Certainly this will be a pivotal event for both intercultural education and language education.

SIETAR programming contributions will include intercultural training workshops and practical advice for the classroom. JALT President Thomas Simmons, JALT2001 Conference Program Chair David McMurray, and Keith Lane, Director of Programs, look forward to this first step forward in partnership building and encourage all of you to look forward to SIETAR programming at JALT2001 in Kokura, Kita Kyushu, this November 22-25. Please check and bookmark the JALT2001 homepage <jalt.org/>.

Keith Lane, NPO JALT Director of Programs

JALTとSIETAR (Society for Intercultural Education Training and Research) Japanは、実験的ではありますが、非常に意義有るステップを新世紀に向けて踏み出しました。非公式なディナーミーティングでKeith LaneとDavid McMurrayは、JALT2001へSIETARの主要メンバーをパートナーとして招待するという計画について議論しました。SIETARの対応は熱心で好意的なものでした。特に、プログラムのプランについて興味があるようでした。PACコンファレンスとして計画されているJALT2001へは、アジア、そして世界から言語教育と研究の専門家が集います。タイ(Thai TESOL)、韓国(KOTESOL)、そして、台湾(ETA-ROC)からのPACパートナーが集います。加えて、ロシアからはPacific Second Language Research Foundation (PacSLRF)の参加もあります。

SIETARは、異文化トレーニングワークショップと教室での実践的なアドバイスに関わるプログラムを提供してくれます。JALT理事Thomas Simmons、JALT 2001大会委員長David McMurrayと企画担当理事Keith Laneは、この最初のステップを歓迎し、11月22-25日に小倉で開催されるJALT2001がSIETARとのより緊密なパートナーシップの先駆けとなることを期待しています。ニュースの詳細は、英文またはthe JALT 2001 homepage [http://jalt.org/]でご覧ください。

JALT 2001 Elections for National Director Positions

Nominations are now open for the following JALT national director positions:

President—Has general responsibility for coordinating the activities of the Executive Board and for directing and publicizing the affairs of the organization. She/he presides at Executive Board meetings. The president, with the approval of the Executive Board, also appoints the heads of committees, subcommittees, and boards not specified in the constitution and bylaws. The president is a non-voting

member of all committees.

Vice President—Fills in for the president in her/his absence, and shares the duties and responsibilities of the presidency. The vice president is also responsible for the Administrative Committee.

Director of Membership—Responsible for overseeing JALT membership records; coordinating the formation of new affiliates, chapters, and SIGs; formulation and implementing policies governing their relationship to JALT national; and assisting in membership drives. He/she also chairs the Membership Committee.

Director of Records—Responsible for recording and keeping the minutes of Executive Board Meetings and the General Meeting, and for keeping the chapters and SIGs informed of the activities of the national organization. He/she chairs the Records and Procedures Committee.

All terms are for two years beginning immediately after the Ordinary General Meeting (OGM) at the JALT2001 Conference in Kokura, Kitakyushu. Further descriptions of these positions can be found in the constitution and bylaws of JALT as published in *The Language Teacher* April supplement: Information & Directory of Officers and Associate Members.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Michelle Nagashima by mail at 1-302, 1-17 Yanagi-cho, Numazu-shi, Shizuoka-ken 410-0043, or by email to: <michelle@katoh-net.ac.jp>.

When making nominations, identify yourself by name, chapter affiliation, and membership number, and include your contact information. Identify your nominee by name, chapter affiliation, and membership number, and include his/her contact information. The deadline for nominations is May 31, 2001.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by June 10, 2001.

Anyone with further questions about the elections should contact Michelle Nagashima at the addresses above, or by phone before 9 p.m. at 0559-23-7975.

Michelle Nagashima, NEC 2001 Chair

JALT 2001選挙管理委員会は以下の役員の推薦の受付を開始いたしました。

理事長：執行役員会の活動を統括し、本会の事業を指導し周知させる全般的な責任を有します。理事長は執行役員会会議の議長となります。また執行役員会の承認により、諸委員会、小委員会および定款と定款細則に記載されていない委員会の委員長を任命します。理事長はすべての委員会の構成員ですが、投票権は持ちません。

副理事長：副理事長は理事長不在の際に会議の議長を務め、理事長の責務を補佐します。理事長、副理事長ともに不在の場合は、理事長の指名により執行役員会のその他のメンバーが会議の議長を務めます。副理事長は、総務委員会の議長を務めます。

会員担当理事：会員担当理事は、本会の会員の記録を管理し、新しい準支部ないし準分野別研究部会、支部および分野別研究部会の設立のための調整をはかり、これらのグループと本会の全国組織との関係に関わる方針を定め、実施する責任を持ちます。またこれらのグループの会員の獲得を支援する責任を持ちます。会員担当理事は会員担当委員会の議長を務めます。

書記担当理事：書記担当理事は執行役員会会議及び通常総会の議事録を作成、管理し、本会の活動について支部と分野別研究部会に周知をはかる責任を持ちます。書記担当理事は、庶務委員会の議長を務めます。

全ての役員の任期は北九州でのJALT 2001年次大会における総会後直ちに始まり、２年間です。詳細は、ＴＬＴ４月号と共に発送される年次報告に掲載されていますので、そちらをご参照ください。

全ての被推薦者はＪＡＬＴ会員である必要があります。推薦したいという人がいる場合には、Michelle Nagashimaまでご連絡ください。連絡先、詳細は英文をご参照ください。

On CUE *Call for Papers*

On CUE has an ongoing call for papers. Also don't forget that following last year's highly successful mini-conference on Content Education, held at Keisen University, this year's CUE conference on Autonomy will be held May 11-13 at Tokai University in Shimizu, Shizuoka. There is still time for last-minute registrations. Details at the conference website: <www.wild-e.org/cue/conferences/autonomy.html>, or contact Eamon McCafferty at <eamon@gol.com>.

On CUE aims to provide a forum for the presentation and discussion of research, ideas and curriculum activities of interest to College and University Language Educators. Feature articles of around 2000 words are welcome, as are shorter pieces for the "Focus on Language" column. Other specialist columns are: "From the Chalkface," edited by Andrew Obermeier; "Opinions and Perspectives," edited by Keith Ford, <jf6k-ford@asahi-net.or.jp>; "Professional Development" edited by Debra Pappler and Mark Weinkle, <toonomads@hotmail.com>; and book, software and website reviews edited by Steve Snyder, <snyder@phoenix.ac.jp>. Full submission guidelines are available from the editor, or from the CUE website: <www.wilde-e.org/cue>. Abstracts of papers published in college and university bulletins are also sought for the "Research Digest" column, the aim of which is to make such research more widely accessible, and to build up a picture of the diverse, but often hidden, research activity going on in Japan. Deadlines: May 24 and Nov 18. Contact the editor, Michael Carroll, <Michael@carroll.freehosting.net>

Michael Carroll, CUE SIG Editor

投稿募集

大学外国語教育では、投稿を募集しています。昨年恵泉大学で開催されたミニコンファレンスの成功を忘れずに、今年度のＣＵＥコンファレンスは５月１１-１３日に静岡県清水市の東海大学で開催されます。応募締め切りまであとわずかです。詳細は、英文をご参照ください。

Special Interest Groups News

edited by gregory hadley

As the winter snows begin to thaw, Special Interest Group (SIG) activities are beginning to heat up. Contact a SIG coordinator and get involved today!

CALL—Two new CALL SIG books *Recipes for Wired Teachers* and *CALLing Asia Conference Proceedings* are now available from the CALL SIG Online Store at <http://jaltcall.org>. CALL plans to publish another book in 2001. The 5th Annual JALT CALL SIG Conference on Computer Assisted Language Learning, will be held on May 26-27 at Kanto Gakuen University in Gunma, just north of Tokyo. For more information visit <http://jaltcall.org> or contact Richard Taylor at <taylorx@sc.starcat.ne.jp>.

College And University Educators—A mini-conference, "Developing Autonomy" is planned for May 12-13th in Shimizu. A book on projects for the university classroom for members, the *On CUE* newsletter, and conference proceedings are also in the making.

GALE—There will be a joint GALE-EASH conference titled "The Other Hokkaido: Minorities and Diversity in Sapporo," September 29-30. GALE members are encouraged to submit proposals for presentations, workshops, demonstrations, and seminars for this conference.

Pragmatics—We published the fourth issue of *Pragmatic Matters*, PRAG SIG's completely bilingual newsletter (in English and Japanese) early in the new year. The newsletter featured a "People Watch" interview with Hartmut Haberland, the founder of the *Journal of Pragmatics*, brief articles based on the PRAG SIG Forum at JALT2000 in Shizuoka, "Web Watch" of websites about pragmatics, "Conference Watch," and "Book Watch." JALT Kobe Chapter has generously agreed to sponsor a Pragmatics SIG Event/Mini-Conference on Sunday June 24 at the Kobe YMCA. We are also preparing to participate in the CUE mini-conference at Tokai University on June 24. Members may access the SIG's eGroup list and receive newest information in regards to Pragmatics regularly by email. Contact Coordinator Sayoko Yamashita <yama@tmd.ac.jp>; f: 5283-5861, or Membership Co-chairs Eton Churchill <eton_c@yahoo.com> or Yuri Kite <ykite@gol.com>.

語用論部会では年明け早々に英語と日本語完全併用表記による部会ニュース「語用論事情」第四号を発行しました。この最新号ではピーブル・ウォッチの記事として国際的語用論専門誌「ジャーナル・オブ・プラグマティックス」の創始者であるヘルトムート・ハバーランド氏への独占インタビューのほか、静岡JALT2000における語用論部会のフォーラムをまとめた記事や語用論関係のウェブサイトの情報、内外の関係学会の情報、書評を掲載しています。6月24日(日)にはJALT神戸チャプターの講演で、語用論部会のミニ研究会が神戸YMCAで開かれます。また、同じ日には東海大学においてCUEミニ研究会が行われることになっていますが、語用論部会はそちらにも参加することになっています。会員は会員のみに提供されるeGroupリストを通して定期的にメールで最新の情報を得ることができます。お問い合わせは、コーディネータの山下早代子(yama@tmd.ac.jp/ファクス03-5283-5861)、あるいは会員係Eton Churchill(eton_c@yahoo.com)またはYuri Kite (ykite@gol.com)まで。

Teaching Children: At JALT2001 in Kita-Kyushu, the TC-SIG, with the conference committee, is planning a separate space for presentations focused on teaching children, tentatively called "JALT2001 Junior." Presenters are urgently needed, especially people with new things to say.

Testing And Evaluation: The Testing & Evaluation SIG has launched an open Internet discussion forum called "Test Talk Asia." This forum is dedicated to the discussion of foreign language testing, assessment, and evaluation issues in Asian contexts. To subscribe, simply go to <http://groups.yahoo.com/group/test_talk_asia> and follow the instructions. Also, interested readers are invited to view an "interactive" online article by Dennis Roberts that encourages their response. The article is at <www.jalt.org/test/rob_1.htm>.

SIG Contacts

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Richard Gitsaki-Taylor; t: 052-872- 5815(w); t/f: 052-704-1017(h); <taylorx@sc.starcat.ne.jp>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Japanese as a Second Language—Shin Nitoguri; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—Bob Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp; website <www.miyazaki-mu.ac.jp/~hnicholl/>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Help with Employment and Labor Policies—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp; Michael H. Fox; <thefox@human-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w);

miriamblacktesig@yahoo.com

Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>

Testing and Evaluation—Tim Newfields t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <newfield@dream.ocn.ne.jp>; website: <www.geocities.com/~newfields/>

Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); 0722-65-7005(f); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <http://www2.gol.com/users/ath/gale/>; Jane Nakagawa; <janenakagawa@yahoo.com>

Forming SIGs

Pragmatics—Yamashita Sayoko; t/f: 03-5283-5858(w); 03-5283-5861(f); <yama@tmd.ac.jp>

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Cross Culture—David Brooks; t: 042-778-8052(w); f: 042-778-9233; <dbrooks@tkb.att.ne.jp>

Chapter Reports

edited by diane pelyk

Nagasaki: October—***Teaching Speaking: Renewing Our Perspectives Through Discourse*** by Anne Burns. The speaker, of Macquarie University, Sydney, opened her presentation by comparing two different conversations modeled from texts. She encouraged us to analyze the respective dialogues for differences in amount of information withheld, levels of formality, and usage of contractions and abbreviations.

She continued by discussing the role of language in social contexts, differing between transactional and interactional exchanges. She once again elicited our own observations about form and function, power relationships, consistency or inconsistency in topics, and the ways in which grammar and content are continually mirrored or back-channeled. She also discussed main storytelling genres in casual conversation, including narratives, anecdotes, moral exemplum, and recounting of events. Finally, she outlined various activities and tasks for the classroom using a discourse approach. These include activities for preparation, discourse, language, interaction, and giving workshops.

Nagasaki: December—***My Share***. For our final meeting of the year, we chose a "My Share" format, which has been so successful in other chapters, but had not been attempted much of late in Nagasaki. Prior to the meeting, we tried to persuade, cajole, and otherwise encourage everyone to bring materials or methods and share them for about 10 minutes. We explained that seasonal or "first day of class" activities would be welcome, but were not essential.

In the end, we had one of our best meetings ever. Matt Kujawa opened the meeting by sharing his ideas for identification of goals and targets by high school students. He also shared some seasonal questions used with them. Tanaka Kaori led a lively discussion about ways to work within team teaching, especially with ALTs at junior high schools. Karen Masatsugu explained Christmas activities, including word searches, for junior college and university students, while Tim Allan did the same with exercises and topics based on the texts, *Explain Yourself* and *The Book of Days*, respectively. Maekawa Tomoko discussed first day of class activities and ability-evaluation concerns in university classes of 50 or more students, while Vernon Chun explained how he uses video and movies such as *The Wedding Singer* with classes of up to 300 at his university.

Both reported by Tim Allan

Nagoya: November—***Teaching for AIDS Awareness*** by Louise Haynes. The presenter asked us to think of some reasons why teachers might not want to teach about AIDS. The following suggestions were given: 1) The students might think the teacher is gay. 2) The teacher may be teased. 3) It's connected with sex (taboo subject). 4) It might be difficult to discuss in a mixed class. 5) Supervisors and school authorities may object. 6) Teachers may not be knowledgeable about the topic. 7) Teachers may be accused of preaching.

We were then asked to give reasons why we might want to teach about AIDS. The following ideas came up: 1) Students are interested in the subject. 2) There is a lot of ignorance on the subject. Dispelling this ignorance can help to prevent further infection and decrease discrimination. 3) Although some might say it is not relevant to language teaching, it is a topic area from which it may be possible to do a lot of focused work on vocabulary and structure.

There are many possible classroom activities using the topic of AIDS. Haynes gave out a ques-

tionnaire designed to test AIDS knowledge. One of the questions was "What's the difference between HIV and AIDS?" Students also could watch a video of mothers responding to their children's questions about AIDS, and then do similar parent-child role-plays. Many writing activities are also possible. These include letters to the newspaper, designing questionnaires, making pamphlets, writing book and film reviews, and designing an AIDS awareness poster. Speaking activities included interviews, guest speakers, reactions to films and movies, discussions, and thinking of a question about AIDS, then phoning an English hotline service.

Haynes then gave some information about AIDS. HIV is the virus and AIDS is the illness. It is possible to have HIV for many years without it developing into AIDS. AIDS occurs when the immune system has reached a point where it can no longer fight against bacteria or infection. People with AIDS cannot eat raw food because the food may contain bacteria. Therefore, *sushi* is out. Also caffeine and chocolate may be dangerous.

The pill regime for HIV treatment is very strict. One may have to take a pill every four hours. Some pills may have to be taken in the middle of the night, some on an empty, some on a full stomach. Often there are side effects. Some pills may have HIV written on them and patients may feel embarrassed about taking them at work and sneak off to the bathroom every so often. Some people have had HIV for 19 years and it still hasn't developed into AIDS. The average, however, is about 10 years. People with AIDS can get opportunist infections such as certain types of cancer, pneumonia, blindness, and diseases of the nervous system. The HIV virus is found in blood, semen, vaginal fluids, and breast milk. It can be passed on through intravenous drugs injected with unclean needles, sex, and from mother to child. Transfusions are less of a problem in Japan now as unheated blood products are not used, but it may be a danger if travelling to certain other countries. HIV tests can't be taken immediately after sex because a certain number of antibodies need to develop before it will show up. The "window period" is usually about 12 weeks but may be as much as 15 with some people. It is suggested that people take a test after three months and then again after six months.

There are special problems in Japan regarding medication and the workplace. Under the Japanese insurance system, the type of medicine prescribed will be reported to the workplace. A professional AIDS counselor in Nagoya reports that the number of cases is going up but the funding is going down.

Reported by Bob Jones

Chapter Meetings

edited by tom merner

Akita—*Introducing Public Elementary School English and the Monbusho Handbook* by Tom Merner, Japan College of Foreign Languages. English instruction is about to become an option for the new "Period for Integrated Studies" in the Japanese public schools. Monbusho has published a "Handbook for Elementary School English Teaching Activities," to provide support to teachers. Merner, member of the authoring committee, will introduce the handbook, share views about the direction public elementary school English seems to be heading, and introduce results of a survey about the current situation in schools which have already implemented English. *Saturday April 21, 14:00-16:00; Minnesota State University-Akita (MSU-A); one-day members 1000 yen.*

2002年に全国の公立小学校に新たに導入される「総合的な学習の時間」で扱われる、環境・健康／福祉・情報教育・国際理解という４本の柱の中で英語活動が加えられることとなりました。文部省では「小学校英語活動指導の手引き」を作成し、小学校の先生方を支援しようとしています。この手引書作成協力者会議の一員でもあったマーナーがこの手引書の内容を紹介します。また、昨年実施した英会話活動実施校へのアンケート調査の結果を報告し、公立小学校の英会話活動の今後の方向等について論じます。

Fukui—*Reasons To Rap In Class* by Prisca Molotsi, Nanzan University. Rap music can be an invaluable tool when teaching English. Rap can aid memory retention, phrasing, expansion of vocabulary, diction, inflection, and overall pronunciation as well as being a fun way of tapping into students' creativity. The presenter will demonstrate exercises which can be used in classes. *Sunday April 15, 14:00-16:00; Fukui International Centre, Fukui City; one-day members 1000 yen.*

Fukuoka—*Stop Making Sentences!* by Michael Guest, Miyazaki Medical College. It has often been said that there is no such thing as a sentence in speech. Yet teachers and classroom texts still place an inordinate amount of focus on using sentences to teach spoken English. Using authentic samples of spoken English, this presentation will demonstrate why sentences are often unnecessary in spoken discourse and how a fixation upon sentences can actually impede communication. *Saturday April 21, 19:00-21:00; Aso Foreign Language College (near Hakata Station; map on website); one-day members 1000 yen.*

Gifu—*Effective Use of Songs In and Out of the Classroom* by Brian Cullen, Nagoya Institute of Technology. As most teachers find out at some point, students are highly motivated by listening to English-language songs. This motivation can be a powerful force in language learning both inside and outside of the classroom. This presentation examines different ways in which this motivation

can be most effectively directed into language learning activities. A range of song types and task types will be demonstrated. Participation is welcomed, especially perspectives on how to adapt song-based activities for different settings such as younger learners, high school, and adult classes. *Sunday April 29, 14:00-16:30; Dream Theater, Gifu City; one-day members 1000 yen.*

Gunma—***Hot Rods: Using Cuisenaire Rods to Promote Conversation*** by Larry Cisar, Kanto Gakuen University. This interactive workshop shows seven simple, easy, fun ways to get students conversing in their target language. The rods, often associated with the Silent Way, are easily used in a wide variety of situations to promote active language. These techniques can be used in just about all levels of classes. The language(s) of the workshop are the language(s) that the participants want to practice. While the rods are being used, practical suggestions for substitutions will be provided. *Sunday April 15, 14:00-16:30; Nodai Niko High School (t: 027-323-1483); one-day members 1000 yen, students 200 yen, newcomers free.*

Hiroshima—(1) ***Starting Out Right with SuperTots*** by Michelle Nagashima, co-author of *SuperTots*, and (2) ***Pingu Play! For Every Child's First English Experience*** by Katherine Mackay, Longman ELT consultant. Details for each of these presentations will be forthcoming. *Sunday April 15, 15:00-17:00; Hiroshima International Center, Crystal Plaza 6F; free for all.*

Hokkaido—***Using Drama in the ESL Classroom*** by Ohno Akihiko. Ohno is a free-lance dramatist who is involved in education and theater. He gives workshops on how to use drama in second language classrooms. *Sunday April 22, 13:30-16:00 (doors open at 13:00); Hokkaido International School (5 minutes from Sumikawa Station); one-day members 1000 yen.*

大野氏は演劇を通して教育にも携わってこられたフリーのドラマ作家です。このワークショップではドラマを使った第二言語学習指導の一例が紹介されます。

Ibaraki—***Use of Visual Aids for Tactile Learners*** by Duane Isham, Ibaraki University. The presenter will explain his methods of using artwork and teaching/learning through experience. *Sunday April 15, 13:30-17:00; Tsuchiura Ulara Building—Kennan Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members 500 yen.*

Iwate—***Introducing Public Elementary School English and the Monbusho Handbook*** by Tom Merner, Japan College of Foreign Languages. For details of the presentation, refer to the Akita Chapter announcement above. *Sunday April 22, 10:30-12:30; Iwate International Plaza; one-day members 1000 yen.*

公立小学校への英会話導入と文部省「小学校英語活動指導の手引き」。詳細は、上記秋田支部の講演内容をご覧ください。

Kobe—***Pragmatic Tasks With a Purpose*** by Robert W. Long III, Kyushu Institute of Technology. DiPietro's strategic interactions have been used successfully in an ESL context, but it can be difficult for some EFL teachers to implement this approach. The presenter will introduce five kinds of pragmatic tasks for use at the novice through advanced levels, based on language tied to context, emotion, purpose, and identity. Participants will then engage in a variety of real-life simulations based on these tasks. *Sunday April 22, 13:30-16:30; Kobe YMCA 4F LETS, one-day members 500 yen.*

Kumamoto—***Voices From the Classroom*** by Professor Takaki Nobuyuki of Kumamoto University and the PIGATE Action Research Group. The highlight of the first hour of this teacher education extravaganza will be a talk entitled, *Inverting ESP*, by Joseph Tomei, Kumamoto Gakuen University. This presentation will focus on an overview of some poster presentations done by Tomei's students on the theme of creating a barrier-free environment at their university. Also in this hour, local teachers of children will give short presentations on practical teaching ideas for the classroom. In the second hour, Professor Takaki, our featured speaker for the day, will discuss, in English and Japanese, the goals and purposes of the PIGATE Action Research group, and what the educators of this longstanding organization have accomplished in terms of state-of-the-art research and professional development. The final hour of the program will be devoted to participants in the PIGATE Research Group reporting (mainly in Japanese) on how they, as practitioners in local junior high schools, have implemented the unique PIGATE syllabus. The meeting will be followed by a social event at a local *izakaya. Saturday April 21, 16:00-19:00; Kumamoto Shimin Kaikan (Room #7 on the second floor); one-day members 1000 yen.*

Matsuyama—Two presentations by Paul Shimizu. ***A Holistic Approach to Oral Communication*** illustrates usage of information gaps, listening with peer review, surveys, and "Find someone who ..." types of activities. Participants experience activities which make the learning process fun and meaningful. ***A Case for Freewriting*** shows how freewriting allows students to express themselves freely. By focusing on expressing ideas, students develop social skills and confidence to share their ideas and opinions. *Sunday April 15, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen; local members 4000 yen per year.*

Nagasaki—To Be Announced. Our April meeting is almost confirmed at publication time, and we will have more details by the time that this issue is in your hands. We plan to have a major publisher and noted materials writer in the Kyushu region sponsor an interesting, useful, practical commercially-sponsored presentation. This meeting may also have

another "My Share" participatory element. For more information and confirmation, please see our free email newsletter. You can sign up by contacting us by email at <allan@kwassui.ac.jp> or visiting our website at <http://kyushu.com/jalt/nagamail.php3>. *Sunday April 29, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nagoya—***Kids/Dictionaries*** by Takeuchi Eiko and Brendan Delahunty. Takeuchi will introduce children's teachers to various activities that cater to short attention spans and the learning styles of children while encouraging teachers to avoid overuse of their own personal favorites. Delahunty will explore the advantages of monolingual dictionaries and methods for building students' confidence in their use. *Sunday April 22, 13:30-16:00; Nagoya International Center; free admission.*

Niigata—***Creating Collaborative Learning Communities*** by Tim Murphey, Nanzan University. Teachers can help construct an environment in which "what minds are modeling is made manifest to all." We will explore different ways that teachers can encourage students to make manifest to each other and the teacher what their minds are modeling and what activities they are constructing. Concretely, processes of shadowing and summarizing, action logging and newsletters, and community building techniques will be highlighted. *Sunday April 8, 10:30-12:30; Niigata International Friendship Center; one-day members 1000 yen, students 500 yen.*

Okayama—***My Share: Lesson Ideas That Will Keep You Awake at Night*** hosted by Scott Gardner <sngard@mx1.tiki.ne.jp>. EUREKA! Closet Archimedeans! Surely something you've taught has worked! Why not share your intimate classroom discoveries with other teachers? Come out to the swap meet, give it all away, and go home with a fistful of equally superb ideas dreamed up by your friends and colleagues. Just in time to use in the new class term! What you need to do: Put your idea descriptions, procedures, explanations, whatever in a handout form and make 10 copies. *Saturday April 21, 15:00-17:00; Sankaku building; one-day members 1000 yen.*

Omiya—***Star Taxi*** by Theo Steckler and Marc Sheffner. Star Taxi is a story told in 20 scenes. The teacher becomes a director and students become actors who rehearse, then perform the simple yet authentic dialogues. No props, stage, or acting experience necessary. The focus is on vocabulary, pronunciation, intonation, and body language. Participants will learn how to block a scene, plan a lesson, and evaluate students' performances. Star Taxi has been used successfully in high schools, colleges, and companies. *Sunday April 22, 14:00-17:00; Omiya Jack 6F (near Omiya JR Station, west exit.)*

スタータクシーは20のシーンから成る物語である。舞台装置や小道具を使わず、教師は監督に、生徒は役者になり、演技を通して発音、抑揚、イントネーションを、学ぶ方法を紹介する。

Toyohashi—***(1) Creative Note Taking, (2) English Education in Taiwan*** by Tim Newfields, Nanzan University. *Sunday, April 15, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus.*

Yamagata—***Speech Act Theory and Second Language Learning*** by Mark Anthony, Yamagata University. The presenter will discuss various speech acts used by speakers and will introduce the field of pragmatics in detail while explaining its relevance to second language learning. *Saturday April 14, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—***Increasing Students' Involvement in the English Language Classroom*** by Hattori Takahiko, Otsuma Women's University. The main purpose of this presentation is to introduce a variety of communicative activities suitable for pair work, groups, and large classes. All are designed to inspire students to talk and be creative. *Sunday April 8, 14:00-16:30; Gino Bunka Kaikan, 6F, in Kannai; one-day members 1000 yen.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal.yasuda-u.ac.jp/student/jalthiroshima.html>.

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/for>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi

Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>
Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>
Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>
Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>
Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>
Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>
Kobe—Hirayanagi Yukio; t/f: 078-794-0401; <hirayanagi@aol.com>
Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <akiko@aminet.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>
Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-979-6531; cell: 090-2891-6959; <lindak@shinonome.ac.jp>; website <MatsuyamaJALT.50megs.com/>
Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Mathew White; t/f: 0565-53-9953; <matspaldingwhite@hotmail.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>; website <www2.gol.com/users/ljc/jan.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Job Information Center

edited by paul daniels

April in Japan is traditionally a time of changes and new beginnings: new jobs, new schools, new challenges. This year it also marks a change in editors for the JIC column. I have enjoyed these last few years and will still be involved with the JIC at the conference, but beginning this month Paul Daniels will be editing this column, as well as the email list and website. Paul currently teaches at Tokai University in Kanagawa-ken, and is looking forward to assisting teachers to find employment in Japan through the JIC. I am grateful to Paul for taking on this responsibility, but a little sad to be losing so many interesting friends and contacts. Good luck to all of you in your search for the perfect teacher or the perfect job! Over to you, Paul...

Welcome to the Job Information Center. To list a position in *The Language Teacher*, please fax or email Paul Daniels, Job Information Center. Please send emails to <tlt_jic@jalt.org> and faxes to 0463-59-5365. Be sure to include the editor's name on the fax. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University announces three full-time positions for associate lecturers in English (EFL/EAP), with one position to begin in April

2001 and two in April 2002. **Qualifications:** MA or higher in TEFL/TESL or applied linguistics, teaching experience in university EAP, experience coordinating other teachers or working in a coordinated program, experience in curriculum design and materials development, a demonstrated ability to function effectively as part of a team, evidence of professional development activities, a commitment to further professional development, native-like competence in English. **Salary & Benefits:** Highly competitive salary and benefits, including subsidized housing and research funding; annual contracts renewable for up to four years. **Other information:** The School of Policy Studies is on the Kobe-Sanda campus, located approximately one hour from the cities of Kobe and Osaka. For more information and application procedures, please see <www.ksc.kwansei.ac.jp>.

Ibaraki-ken—The English Section of the Foreign Language Center, University of Tsukuba, has an ongoing interest in seeking applications for part-time EFL teachers for the present and coming academic year. **Qualifications:** MA or PhD in TEFL/TESL or a related field, and teaching experience at university/college level (Japanese or foreign), and a minimum of two publications. **Duties:** Teach two to four 75-minute first-year English classes a week (exact number is dependent on availability and university needs). **Salary & Benefits:** Salary and commuting allowance are based on the university's scale. **Application Materials:** cover letter; CV (university forms will be sent later); list of publications, including page numbers (copies of publications may be requested later); copies of relevant degrees, diplomas, and certificates, if possible. Please specify which term or academic year you will be available to start work (Note: first term is from April-June, second term from September to the end of November, third term is from December to the end of February.) **Deadline:** ongoing. **Contact:** Mr. Hirosada IWASAKI; Foreign Language Center, University of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki 305-8577; t: 0298-53-2430; <iwasakih@sakura.cc.tsukuba.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below).

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

JIC/Positions

TLT encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Send all email *TLT* ads to <tlt_jic@jalt.org>, and all ads by fax to Paul Daniels at 0463-59-5365. Be sure to include the editor's name on the fax. Deadline for all *TLT* JIC ads is the 15th of the month, two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Calls for Papers (in order of deadlines)

First-Time Writers—*The Language Teacher* is calling for submissions from chapters for a special issue to be published in December 2001. The focus of this issue will be on "First-Time Writers," and will be similar in requirements to the chapter-sponsored presentations at the annual JALT confer-

ences. Each chapter will be entitled to sponsor a paper by someone within their membership who has never published an academic paper before. These papers will be given preferential treatment in the review process, and for those that require significant editing, a collaborative reader will be assigned from the Peer Support Group to assist the writer. **Guidelines**: Open to first-time writers only (collaborative pieces by first-time writers will also be accepted); Limited to one per chapter on a first-come, first-served basis while space is available. **Deadlines**: Notice of intention to submit: **August** 1, 2001. Manuscripts: September 15, 2001. Preference will be given to papers with a strong pedagogical grounding. Papers may be in English or Japanese. If your chapter is interested in sponsoring someone, please get in touch with the editors as soon as possible.

Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

PacSLRF 2001—The Pacific Second Language Research Forum conference will be held from October 4-7, 2001 at the University of Hawai'i at Manoa, Honolulu, Hawai'i, USA. This conference will focus on research in second language acquisition, particularly in Asian and Pacific languages. Invited plenary speakers will include Kevin Gregg (St. Andrew's University in Osaka, Japan), William O'Grady (University of Hawai'i at Manoa), Jeff Siegel (University of New England in New South Wales, Australia), Noeau Warner (University of Hawai'i at Manoa), Karen Watson-Gegeo (University of California, Davis), and Lydia White (McGill University in Montreal, Canada). Proposals for papers, posters, and colloquia regarding any aspect of research in second language acquisition, particularly in Asian and Pacific languages, are invited. For submission guidelines or further information, please visit our website at <www.LLL.hawaii.edu/pacslrf>. The submission deadline is **April** 2, 2001. **Contact**: PacSLRF 2001, c/o National Foreign Language Resource Center, University of Hawai'i at Manoa, 1859 East-West Road #106, Honolulu, HI 96822 USA; t:001-808-956-9424; f: 1-808-956-5983; <pacslrf@hawaii.edu>.

Other Announcements

New Members: A Teaching for Charity group was formed at JALT2000 in Shizuoka. The group is dedicated to alleviating global suffering by teaching classes for charity. Principally this involves teaching a class in our community and donating the proceeds to charity. The group is also interested in getting students involved in volunteer projects, both in Japan and abroad. We are currently gathering information to help teachers start such volunteer projects. Group members may also be interested in teaching community classes for free as a goodwill gesture to Japanese. We plan to network on an ongoing basis in order to share information about worthwhile charity organizations and projects, as well as appropriate global issues teaching materials. Check out the web site: <www.charityteaching.f2s.com> or join the email discussion at <charityteaching@egroups.com> or contact John at <small@nagasaki-gaigo.ac.jp>.

ATEM 2001—The 7th ATEM (Association for Teaching English through Movies) Annual Conference will be held at Sapporo Kyoiku Bunka Kaikan on June 23, 2001. There will be a keynote speech, four presentations, and six My Shares. Information: <www.atem.org> (in Japanese) or email to Dr. Takahashi Hiroshi at <tak12318@hoku-iryo-u.ac.jp>.

Staff Recruitment—***The Language Teacher*** needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well-written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (bold-faced or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の２　カ月前の１　５　日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1　週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、３００字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2　カ月前の2　０　日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Associate Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ms@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156 (w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner & Oishi Harumi*
t/f: 086-270-7101; tlt_ms@jalt.org

Book Reviews — *Steve Snyder*, tlt_br@jalt.org

Publishers' Review Copies Liaison — *Angela Ota*
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Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
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Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya 464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t/f: 048-789-2240; tlt_sf@jalt.org

SIG News — *Greg Hadley*
t: 025-239-3417; f: 025-239-3828; tlt_sig@jalt.org

Chapter Reports — *Malcolm Swanson & Nagano Yoshiko*
English: tlt_chre@jalt.org
日本語: nagano97@pop.wa2.so-net.or.jp

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi, Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — Paul Daniels
tlt_jic@jalt.org

OCCASIONAL COLUMN EDITORS

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Working Papers — *John McLaughlin* <jmcl@gol.com>

PRODUCTION

Proofreaders — *Douglas Doyle, Tim Gutierrez, Kinugawa Takao, Aleda Krause, Beverley Elsom Lafaye, Robert Long, Andy McInulty, Amanda O'Brien, Ono Masaki, Coleman South, Tsukahara Maki, Jerry Talandis*

和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

Printing — *Koshinsha Co., Ltd.*, Osaka

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JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

For information on advertising in *TLT*, please contact the JALT Central Office:
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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

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研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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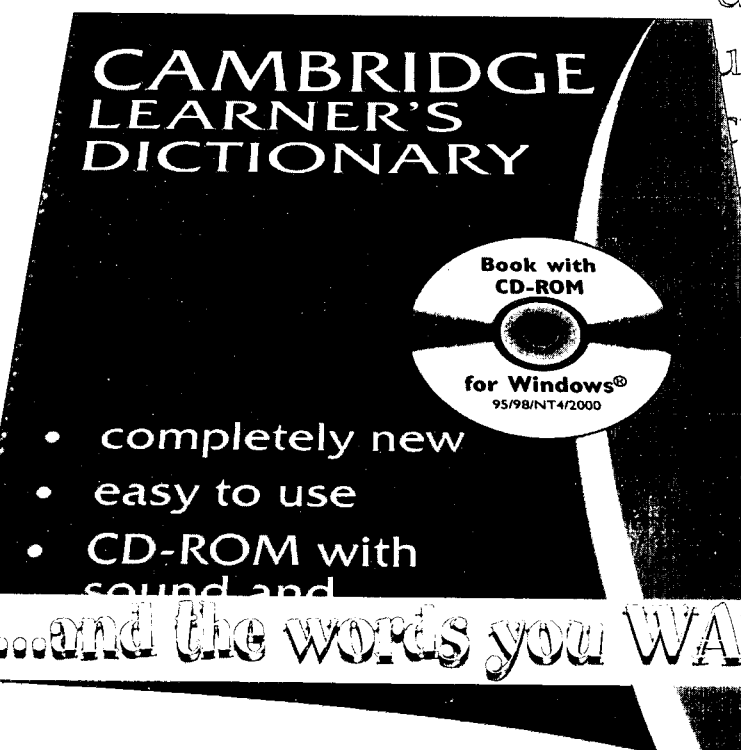

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第二十五巻 第四号 平成十三年四月一日発行 〒110-0016 東京都台東区台東一―三七―九 アーバンエッジビル五階 (毎月一日発行) デビッド・マクマレー
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the language teacher

ISSN 0289-7938
¥950

4 Do We Practice What We Preach? Stated Beliefs about Communicative Language Teaching and Classroom Questioning Strategies
Nigel Cundale

10 Developing Listening Subskills with Trivia
Michael J. Crawford & Tim Powell

14 Working Papers: Employment Discrimination, Foreign Women and SCOEP
Michael H. Fox

16 Report: Attitude and Motivation in Language Learning: Revisited
Gregory Strong

18 JALT-JACET Liaison Report
Marilyn Books

21 My Share Special: Poessays in the English Language Classroom
John Pereira, Simon Potter, Wayne K. Johnson

5

May, 2001
Volume 25, Number 5

全国語学教育学会
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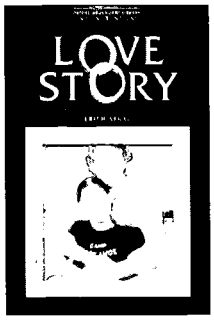

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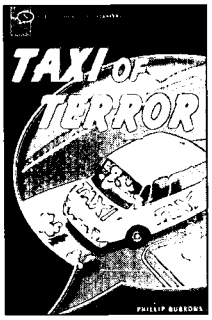

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At this time of year, settling into a new school year, students, or new job, it is easy to get so busy and involved that you can lose perspective. To help teachers to pause, step back and reflect on their teaching practices, activities, and profession, we have three articles of interest. Our first article by **Nigel Cundale** is about looking at our beliefs as they relate to our questioning strategies. While some of this information might not be so new to some of our readers, it may serve as a reminder that critical reflection about our teaching practices is important. Our second article by **Michael Crawford** and **Tim Powell** is aimed at making teachers more aware of the potential trivia has for developing listening skills. Finally to round things off, in our Working Papers Column, we have another thought-provoking article by **Michael Fox** about employment discrimination. So, on behalf of all of the *TLT* staff, we hope that these articles will help you to reflect on your teaching and on our profession as you enjoy the cherry blossoms and the new school year.

Robert Long
TLT *Co-Editor*

新年度、新しい学生、または新しい仕事を迎えるこの時期、忙しさのために将来の展望を見失いがちです。教育実践、活動、専門などを振り返って、ちょっと立ち止まって考えることの手助けになればと、私たちは興味深い三つの記事をお送りいたします。

Nigel Cundaleの最初の記事は、教師の質問ストラテジーに関連したものです。ここに記されているいくつかのことは、読者の何人かの方にとっては新しいものではないかもしれませんが、私たちの教育実践について批判的に内省することの重要性を思い出させてくれます。 Michael Crawford とTim Powellによる二つ目の記事は、聴解能力を向上させるために、トリビアルなものが持つ可能性について教師の関心を高めることを目的としています。最後の私たちのWorking Papers Columnでは、Michael Foxの雇用差別に関する示唆に富んだ記事を掲載しています。全てのＴＬＴスタッフに代わって、これらの記事が教育や専門性について皆さんの内省の一助になることを期待しております。

Robert Long
TLT *Co-editor*

contents

features
4 Do We Practice What We Preach?
10 Developing Listening Subskills with Trivia

working papers
14 Employment Discrimination, Foreign Women and SCOEP

reports
16 Attitude and Motivation in Language Learning: Revisited
18 JALT-JACET Liaison Report

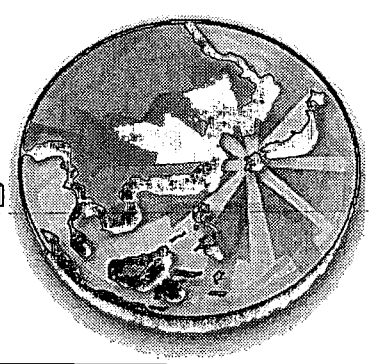
my share special
21 Poessays in the English Language Classroom

a chapter in your life
27 What a Difference a Chapter Makes

my share
28 Role-Play Scriptwriting and Integration of Language Skills
29 Introducing "Strange English" into the EFL Classroom (Just for a Class or Two)
31 Writing Pop Song Lyrics

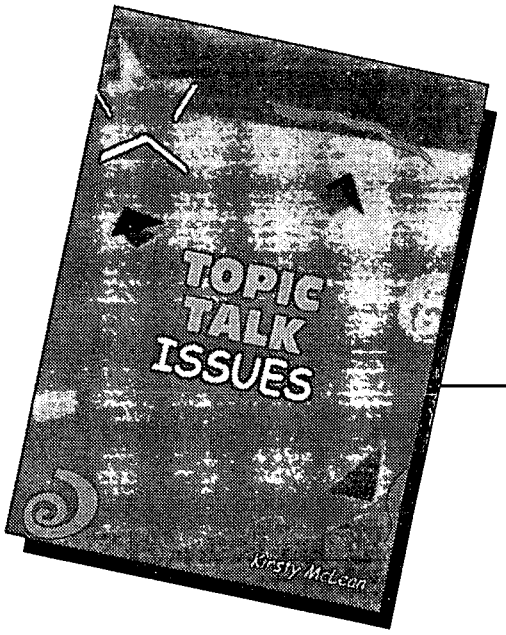
departments
33 Book Reviews
36 JALT News
38 Special Interest Groups News
38 SIG Contacts
39 Chapter Reports
39 Chapter Meetings
39 Chapter Conferences
40 Monthly Chapter Meetings
42 Chapter Contacts
43 Job Information Center
44 Bulletin Board
46 Submissions
47 Staff List
45 Advertiser index

Don't miss the June *TLT*'s conference supplement!
Speaker articles, registration information, schedules, accommodation, traveling—it's all there!



2001: A Language Odyssey
November 22–25; Kitakyushu, Japan

Finally...



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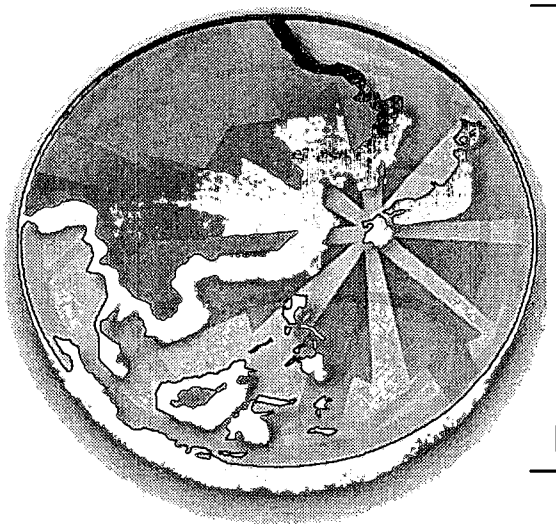

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Conference Update

Planning for a conference is a huge task, as the Kitakyushu Team are beginning to find out. Here's an update on some of the preparation that has taken place . . .

- ***Conference Schedule***: The conference programme team have been hard at work preparing the schedule, and the first wave of acceptances have already been sent out. By the time this reaches you, the schedule will be more or less complete. We're very excited this year, because we've been able to create a comprehensive website which will allow you to search by presenter, topic, and title. For those of you who like to prepare your conference event schedule carefully, this will enable you to come to PAC3 at JALT2001 fully prepared, without the need to madly scramble through the handbook at registration time. The site can be accessed at <http://jalt.org/jalt2001/schedule/>

- ***Pre-Conference TLT & Supplement***: In next month's *TLT*, you'll receive the supplement, which contains information on the conference, pre-registration, accommodation, and transportation. The *TLT* will also be crammed full of articles by our many main and featured speakers. For those wanting to get a jump on this, try accessing the conference site at <http://jalt.org/jalt2001/registration/>.and once you're there, hit the links to the information you're looking for. You'll find accommodation guides, downloadable pre-registration forms, and lots more!

- ***Conference Site***: We've already begun planning the layout of the conference, and the events we will have during the four days. There will be more news on this over the coming months. For those of you wondering how to actually get there, check out <http://jalt.org/jalt2001/gettingthere/>

- ***Asian Youth Forum***: Kip Cates recently rolled into town for two days of planning and getting to know the site. AYF is planning to bring 100 students from all over Asia to Kitakyushu, holding all kinds of workshops, activities and events during the time. Anyone is welcome to observe or participate in these events: <http://jalt.org/jalt2001/AYF.html>

- ***JALT Junior***: And lastly, the Teaching Children SIG are well underway with planning their big event . . . two rooms and three days of activities and presentations specifically aimed at anyone teaching English to young learners. There will also be materials on display aimed specifically at this level. Visit the conference site for more information: <http://jalt.org/jalt2001>

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By Nigel Cundale
Anglo Mexican Cultural Institute, Puebla, Mexico

Do We Practice What We Preach?

Stated Beliefs about Communicative Language Teaching and Classroom Questioning Strategies

習の性質に関するプロのビリーフと呼ぶ無意識レベルの実際的な考察に基づいている。これらのビリーフがいかに日常の教育とかかわりあっているかが研究者の間で注目を集めている(Borg, 1998; Burns, 1996; Woods, 1996)。 教師が教室でどのような質問するかは、教育上の重要な決定の一つである。本論では教師が行う質問の性質を調査し、それらがコミュニカティブ・ランゲージ・ティーチング（CLT）についての表明されたビリーフとどの程度一致しているかを研究した。教師が各自の支持するビリーフと一致する質問ストラテジーを使用していたかどうかをデータは示している。

In recent years there has been a reconceptualization of what teaching really is, from a view that it involves the mastery of a limited number of technical skills (how to present language, how to ask questions, how to give feedback, etc.) to a belief that it involves a continuous process of critical reflection (Schon 1983, Richards & Lockhart 1996). Thus, the teacher is no longer someone who has to learn a *craft*, but rather a professional who has to develop the ability to critically analyze what he or she does in the classroom. However, the ability to reflect is not innate, so the question is how can we facilitate this?

This paper refers to a collaborative investigation carried out with two teachers at the Anglo Mexican Cultural Institute (Puebla), which aimed to identify the types of questions they ask their students. These findings were then compared to their stated beliefs about CLT. The question I wished to answer was do they practice what they preach?

A Basic Typology of Questions

Teachers ask a great number of questions in their lessons and each question can be seen as setting up a mini-learning task. For this reason, the type of questions we ask impact heavily on the learning process. Teachers' questions can be categorized in many ways; one of the most useful is outlined below.

Display questions

Display questions are also referred to as known information questions, i.e. the teacher already knows the answer but asks to check that the student can produce it. Examples of typical display questions include:

What is the past tense of the verb *to come*?

What does the text tell us about the man?

Can you use *since* with past simple?

Is *true* the answer to question 3?

As these examples show, display questions can be closed (the answer is yes or no) or open. Their purpose is exclusively pedagogical, they are intended to check learning, and, for this reason, they are rarely found in discourse outside the classroom. In answering such questions, the student has limited scope. Specific information is expected in the reply, and in linguistic terms, many display questions are an-

swered with a word or phrase, especially those of the closed variety. Display questions normally require the respondent to produce the right answer, and as Tsui (1996) points out, this itself may generate more anxiety and less participation.

Referential questions

Here, the questioner does not know the answer to the question and there is a genuine exchange of information. The focus is on what is said, not on how it is said. Examples of how referential questions might be used in the classroom follow:

Which Mexican cities do you find attractive?

Why don't you like visiting zoos?

Have you been on holiday abroad?

Is learning English going to be useful for you in your job?

The answer to these questions would be difficult to predict as they refer to personal experiences, attitudes, opinions and so on. They demand more of the respondent cognitively (they are not simply trying to recall the right answer) and give the opportunity for a more extended answer, using a wider range of linguistic resources. However, it should be noted that referential questions can also be closed and quite possibly answered with one word. Later reference will be made to whether this does in fact happen.

In answering a referential question, learners may be pushed to use language at the limits of their competence in order to make their output comprehensible (Swain 1985). Additionally, listeners frequently request clarification and ask questions to check understanding in an effort to make input comprehensible (Long 1983). Both processes are regarded as particularly helpful in promoting language acquisition.

I believe the nature of teacher questions has a great influence on the way classes develop. A reliance on display questions is likely to see form and accuracy emerge as dominant features of a lesson. A preference for referential questions is likely to see meaning and fluency prevail. My standpoint is simple. A teacher who professes to be communicative should use a substantial number of referential questions.

The Importance of Questions in the Second Language Classroom

There is a considerable history of studying questions in general education, but surprisingly the first study in ESL/EFL was much more recent (Long & Sato 1983). This is even more surprising given that questions are easy to observe and record and are amenable to quantitative analysis. Questions can be viewed as important from a number of perspectives.

Firstly, in educational terms, questions serve a number of purposes, most notably (a) encourage student involvement in learning, (b) help weaker students participate, (c) help elicit particular structures and vocabulary, (d) stimulate thinking, and (e) enable teachers to check student understanding (Richards and Lockhart 1996:185).

Questions are also important, in that they represent a major source of a student's linguistic input. White and Lightbown (1984) recorded a teacher asking 427 questions in a single 50-minute class. Presumably this is not typical of questioning patterns in all classrooms, but, undoubtedly, questions represent a key aspect of teacher talk. With input being widely accepted as an essential prerequisite for language learning, it is no exaggeration to conclude that the nature of teacher's questions, per se, has a direct impact on second language acquisition.

Simply being exposed to language, though, is not enough. We also need the opportunity to use it in meaningful interaction. This point was highlighted by Long & Sato (1983:270), who state that,

> Access to comprehensible input and opportunities to use the target language for communicative purposes are probably the minimum requirements for successful classroom second language acquisition.

I believe the nature of teacher questions has a great influence on the way classes develop.

Teachers who constantly use display questions deprive their students of the chance to use language meaningfully; that will have a considerable impact on their learning.

Having outlined a basic typology of teachers' questions and indicated their role in classroom language learning, I would now like to turn to the study that forms the basis of this paper.

The Study

I worked with two teachers from the Anglo Mexican Cultural Institute (Puebla), a private language school. The teachers observed, Alberto and Laura (to protect identities, pseudonyms are used), have a very similar professional profile, both having 7 years teaching experience and the Cambridge University COTE (Certificate for Overseas Teachers of English) qualification. During previous classroom observations, in my role as their supervisor, I noticed that they favored the use of more meaning-focused activities, rather than those predominantly concerned with form. The initial stage of my investigation was to interview them separately about their views on CLT. A number of their comments are listed below.

Alberto:

> Communicative language teaching is allowing students to express what they want to express. It doesn't matter how they say it.
>
> There should be a focus on the exchange of information.
>
> I like to ask them questions about themselves, about things nobody knows.

Laura:

> In communicative language teaching the students are not just paying attention to the form, they're paying attention to the content.
>
> Focusing on grammar alone is not enough. To learn a language you need to really use it.
>
> I would say that I'm communicative in my teaching.

So, we can conclude, on the basis of these espoused beliefs, that both teachers are in favor of a communicative approach to teaching and profess to incorporate such principles in their lessons.

To conclude the interview, I confirmed that I would like to observe each of them compare their stated beliefs with the type of questions they ask in class. I made no reference to how I would classify their questions. There may be those who would claim that revealing the focus of my study led to the teachers adopting untypical questioning strategies, producing unreliable data. This was an outcome I considered, but I believe that a *hidden agenda* is incompatible with a collaborative study of this nature and, in addition, during post-observation meetings with the teachers, to share data, it was evident that they had not considered the categories I had used.

The Observation

Alberto was working with a group of 12 young adults studying at the upper intermediate level. During my observation, Alberto combined group discussions about ecology with two accuracy-focused activities (a cloze and error correcting a paragraph. Laura was teaching a group of 9 pre-intermediate students, all of whom were young adults, who studied examples of letters requesting and giving advice, discussing both the content of the texts and the use of should and ought to. The first hour of their lessons was recorded and analyzed. During the observation, I noted the type of questions they asked while in lockstep mode, that is, with the teacher addressing the whole group, and classified them into one of four categories: (a) open referential questions (b) closed referential questions, (c) open display questions, (d) closed display questions.

Theoretically, since referential questions involve the exchange of information, they should occur more frequently in a lesson with a communicative focus. In addition, as open questions provide the respondent with the greatest opportunity to participate, these should also be used extensively. Thus, when I entered my observation, I was interested to see how closely these theoretical assumptions related to my two subjects' classroom performance.

The Data

The data collected are shown in Table 1.

Table 1

	Referential		Display	
	Open	Closed	Open	Closed
Alberto	11	11	9	1
Laura	14	7	15	1

Interestingly, both teachers asked approximately the same number of questions, 32 for Alberto and 37 for Laura. Alberto asked 69% referential questions, Laura 57%. Alberto used a greater number of closed questions, 37% of all his questions, compared with 22% for Laura. Beyond these distinctions, perhaps the most notable statistic is that each teacher used only one closed display question, theoretically the question type that restricts classroom discourse most.

The day after the observation I met with the teachers, individually, to show them the data I had collected and to ask if they were in agreement with it. We then discussed the implications of my data; I will refer to these discussions subsequently.

An Evaluation of the Questioning Strategies Recorded

In this section I will try to answer the question I had previously set myself. Do Alberto and Laura use questioning strategies that reflect their stated beliefs about CLT? In fact, answering this question with any type of certainty is extremely difficult, as there is no agreed benchmark to indicate what a *communicative* mix of question types is. Given this situation, what can be done is to compare the data with that from similar previous investigations. Long & Sato (1983: 280) recorded 14% of teachers' questions as being referential (the remainder being display questions), while Brock (1986: 53) gave a figure of 17% in her control group. Neither study distinguished between open and closed questions. In this light, we can say that during their observations Alberto and Laura placed a greater emphasis on the use of referential questions. In addition, both favored the use of open questions. On the basis of the data collected, we can say that their teaching practice is in accord with their stated beliefs.

Identifying Good Practice

Behind my desire to investigate the questioning strategies used by teachers in the classroom was an interest in looking into the issue of whether we could establish if there was an ideal balance between display and referential questions. I would like to address this matter now.

The issue as to what type of classroom discourse/questioning is the ideal has been considered by a number of researchers and practitioners. Seedhouse (1996) takes the view that since the primary role of the teacher is to help students achieve specific pedagogical goals, the use of display questions and initiation-response-feedback chains (Sinclair & Coulthard 1975) is perfectly natural and justifiable. In fact, he goes further and suggests that:

A paradoxical institutional aim of communicative language teaching is to produce non-institutional discourse in an institutional setting. (Seedhouse 1996: 22)

Both Nunan (1987) and Thornbury (1996) are implicitly critical of teachers who claim to be communicative, but in reality rely on the overuse of display questions and a focus on form. They propose the introduction of more *naturalistic* patterns of discourse in the classroom. Thus, for them, the greater use of referential questions is highly desirable.

Cullen (1998) to some extent takes a more practical middle way. He rejects the approach whereby classroom discourse is compared to *naturalistic* discourse in order to decide if it is communicative. He views classroom discourse as unique, concerned as it is with promoting learning, with the teacher in the dual role of interlocutor and instructor. In his view, the patterns that are witnessed there need to be evaluated in this light. So, when we are investigating and evaluating classroom discourse, this should be done with reference to the specific nature of classroom-based second language learning. There is an evident need for a blend of both display questions, to check understanding and learning, and referential questions, to encourage the use of more varied and complex language. However, specifying exact percentages would be arbitrary in the extreme.

Insights Acquired During the Investigation

During the recording of the data, I was able to acquire my own insights into the nature of teachers' questions and their relationship with classroom discourse. Here, I will outline the most important.

(1) It is easy to believe that closed questions restrict the length of responses, but it seems that teachers use this type of question to elicit a student turn, and several of those I observed were longer than a single sentence. Extract 1, taken from Alberto's class, provides an example of this. Here, students were discussing travelling in bad weather.

Extract 1

S1 So we tried to continue to Cuetzalan, but it was impossible.
T Iván, have you ever had a similar experience?
S2 Nothing so bad. My worse experience was driving to Jalapa in the fog.
It was very dangerous and I drive . . . had to drive carefully.

Interestingly, Richards, too, found that closed questions rarely produce a simple yes/no response, either with, or without, the repetition of the auxiliary. In his study, only 20% of questions were answered this way by native speakers (1985: 97).

(2) My second finding was that even though teachers may be focusing on information that is shared by the group, students still take opportunities to introduce referential information. In Extract 2, also from Alberto's class, he was concluding a question and answer session to recall a text students had read the day before.

Extract 2

T So, the atmosphere was covered by dust. As a result of this, the plants died and the dinosaurs didn't have anything to eat. Yeah?
S1 This may sound ridiculous, but I think it wasn't healthy for animals to live with all that dust.
T Yeah, I don't think it's ridiculous. I think it's very reasonable.

So, known and new information can be juxtapositional in classroom discourse, rather than being separated, as we might think.

(3) Next, I found that we can not always satisfactorily categorize questions as entirely display, or referential in nature. When Laura was checking students' understanding of problem page letter, she asked the following question.

So, what advice would you give the parents?

During our post-observation meeting I asked Laura if she could confirm whether the question was display in nature and she replied:

Part of the answer was predictable as the situation was set by the text, but students often add their own ideas too.

(4) A further point that occurred to me was that the statistics I collected did not always truly reflect the interaction that took place in the classroom. For example, both teachers used short, intensive periods of display questions to check students' understanding of reading texts. These lasted barely a few minutes, and did not affect the fact that the class was in general meaning-focused. However, during

this episode a great number of display questions were recorded, creating a different impression.

(5) What all of the above indicates is that, while we can analyze the type of questions a teacher asks in a variety of ways, there is a danger of being too deterministic and prescriptive. This was a point made by van Lier (1988: 224), who commented,

> An analysis must go beyond simple distinctions as display and referential questions, yes/no and open-ended questions, and so on, to investigate what different tasks questions set, and the different commitments they place on the answerer.

However, examining question types can be very useful, and both teachers expressed an interest in investigating this matter further. Their comments are included below:

> *Alberto*: What I can do is what you did. Record one of my classes and analyze the data.

> *Laura*: I'm becoming more aware of the questions I use, both when I'm planning classes and when I'm teaching.

For me, carrying out the investigation enabled me to acquire a deeper understanding of how teachers' questions affect the development of classroom discourse. At an instinctive level, I previously believed that they were a powerful influence, and having the opportunity to closely observe their impact was very rewarding personally. In addition, carrying out this research sharpened my awareness of how complex a place the classroom is. While isolating a limited number of variables helped me focus more effectively on my chosen area of investigation, the fact that so many other variables were excluded left me feeling that my study was only a first step in understanding the issues involved. For example, remaining doubts that I have include:

- My data are based on only 60 minutes of observation and represent only a brief snapshot of Alberto and Laura at work. In order to have a more complete picture, it would be useful to see them working with other groups.

- Although I am convinced that the teachers did not put on a *show class* for me, it would, nevertheless, be interesting to identify their questioning strategies when they are not being observed and note any variations.

- The ability levels of the students and the tasks they were engaged in were distinct. Did this affect the type of questions the teachers asked?

These are factors that could usefully be followed up in future research.

Implications

While the study reported here was on a small scale and cannot be said to have produced definitive findings, a range of practical implications can be identified. Firstly, it is important that teachers recognize the fundamental role their questions play in structuring the learning process. Having done this, teachers then need to be aware of the type of questions they ask in their lessons. This can be achieved through recording lessons, or by having a peer, or supervisor, sit in and keep a tally.

Once a picture emerges of the balance of display and referential questions being used, teachers may wish to look at altering that balance and note the impact this has on the way classroom discourse develops. This, in itself, will reveal how learning is being approached, primarily through a focus on accuracy or fluency. Finally, by following such a process of critical reflection teachers will be in a stronger position to identify appropriate professional practice for their own particular teaching situation.

Conclusion

In undertaking this classroom-based research, my aim was to identify how closely teachers' beliefs and practice matched. Both my subjects used a majority of referential questions and favored the use of open over closed questions. On the basis of this, we can say that they do indeed practice what they preach. What we cannot say is how close to, or far from, the ideal their questioning strategies were. Teaching, unfortunately or fortunately, depending on your viewpoint, is too complex for such deterministic statements to carry much weight.

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Acknowledgements

I would like to thank Tony Wright and the two anonymous JALT reviewers for their comments on a previous draft of this paper.

Nigel Cundale is a teacher trainer and programme administrator for the Anglo Mexican Cultural Institute, in Puebla. He has worked in Mexico for 8 years and has taught in England and Italy. He holds the UCLES Dip.RSA and is currently undertaking a MEd in ELT with the College of St Mark & St John, Plymouth, England. He has published articles and given presentations on his special areas of interest: classroom discourse and grammar teaching.

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E-mail: tujinfo@tuj.ac.jp http://owls.tuj.ac.jp/tesol

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Temple University Japan, Osaka Campus
Osaka YMCA 1-5-6 Tosabori
Nishi-ku, Osaka 550-0001
Tel: 06-6441-0203 Fax: 06-6441-6026

Michael J. Crawford
Hokkaido University of Education, Hakodate
Tim Powell
James English School, Sendai

Developing Listening Subskills with Trivia[1]

第二言語リスニングの分野では、近年リスニング・サブスキルの開発に対する関心が　高まっている。リーディングのように、リスニングは質問を聞いて答えるために聞く、特定の情報を求めて聞く、描写を聞くなどのように様々なサブスキルに分けることができる。数年前から、リスニング・サブスキルを向上させる練習を組み込んだテキストが増えてきた。このような流れは歓迎できるが、ほとんどの教師は、サブスキル向上のためにはテキストだけでは不十分で、他のアクティビティも授業に取り入れなければならないということに気づいている。本論では、いかにtrivia contentがリスニング・サブスキルを向上させるためのゲームやアクティビティ開発の出発点になるかについて論じられている。第二言語リスニングを教えるための背景が論じられ、　3つの聴解サブスキルを教えるためのtrivia-basedアクティビティがいくつか紹介されている。これらのアクティビティはすべて著者のウェブサイトからダウンロードすることができる。

Anyone who has spent much time watching Japanese television knows that quiz shows are very popular in this country. Actually, it may be more accurate to say that quiz *games* are popular because in fact many TV programs that are not *quiz shows* in the sense of the word contain segments where guests answer a series of questions. Indeed, sometimes it seems as though nearly every program broadcast has some kind of *quiz element*. As teachers who feel strongly that student motivation can be improved by interesting content, we would like to argue that given the popularity of quiz games in Japan, using trivia content in the classroom can be an excellent method for developing Japanese students' listening skills. In this paper, we will provide some background information on teaching second language listening and discuss the growing focus in the field on developing listening subskills. Then we will explain how trivia content can be integrated into the listening curriculum by outlining several games and activities that can be used to teach three different listening subskills: listening to questions and responding, listening for specific information, and listening to descriptions. While the primary goal of this paper will be to describe the activities that can be used to teach these subskills, we also want to open readers' eyes to the possibilities of using trivia in the classroom. We feel that this will help teachers to think of games and activities that match their own classroom settings and learner needs.

Teaching Second Language Listening

The typical communicative approach to teaching listening comprehension to second language learners often involves these steps: (a) introducing a text of some kind (dialogue, story, etc.) with preview questions, (b) having the students listen to the text one or more times, and (c) then asking them to perform some kind of comprehension *check* to determine how well they have understood the text. Although this kind of activity is still widely used, it has become clear that as with reading, students need specific skill training to help them improve their listening (Field, 1998). As such, in the past few years, materials writers such as Richards (1997) have published listening textbooks that focus specifically on developing subskills.

Although the trend toward textbooks that develop listening subskills is a welcome one, most teachers understand that only using a textbook is

insufficient. For linguistic reasons, students need exposure to a large amount of listening input, more than a single textbook can provide. For affective reasons, students need a variety of engaging activities that encourage them to develop a positive attitude towards listening which encourages them to think of listening as a source of both information and entertainment (Rost, 1994). Accordingly, it is important for teachers to devise a variety of listening activities for their classes that can serve to supplement the core textbook for the class. An excellent springboard for developing these kinds of listening activities is trivia content.

Trivia Content in the Listening Curriculum: Applications for Teaching Listening Subskills

Trivia content can be used to teach a number of listening subskills. Most obviously, it can be used for teaching the subskill of listening to questions and responding, but it also can be useful for teaching the subskills of listening for specific information, and listening to descriptions. In the remaining sections of the paper, we will provide a brief overview of these three subskills and then explain how games and activities using trivia content can be used to teach them.

Adapting trivia games such as those on TV for use in the classroom creates an exciting atmosphere.

Subskill #1: Listening to questions and responding

For the purpose of interactional communication, listening to questions and responding is perhaps the most important subskill learners need to acquire. In teaching L2 learners, an over reliance on activities that separate listening from speaking may create passive listeners. To train learners to become effective communicators, listening and speaking must be seen as interdependent (Anderson & Lynch, 1988). A glance at most listening textbooks that employ communicative methodology reveals that instruction in this subskill is, in fact, given the priority it deserves. However, as was mentioned above, students need to get their noses out of the textbooks from time to time and try their skills out in a different type of activity.

Trivia content is ideal for designing activities that work on the subskill of listening to questions and responding. Adapting trivia games such as those on TV for use in the classroom creates an exciting atmosphere where students listen attentively and are eager to respond. Because of its relatively simple format, the American TV quiz game *Jeopardy* can easily be adapted for use in the classroom. In our adaptation of this popular program, the teacher begins by placing 30 large-size index cards (with magnets attached to the back and monetary figures from $100 to $500 written on the front) in 6 columns of 5 cards each on the board. Each column is a question category such as "Dracula," "Famous firsts," or "Words beginning with I" (Crawford, 2000a; Powell, 2000a). The students are told that the higher the monetary figure for each question in the category, the harder the question. Students are divided into 2 or more teams, and then play begins by having one team member choose a category and a monetary amount by saying something like "*Doraemon* for $100, please."

The teacher then reads the question, and the student listens and responds. If the answer is correct, another member of the same team asks for the next question; otherwise, a student from the next team selects. We have found this simple adaptation of *Jeopardy* to be extremely popular in both university and language school settings, and have written some 200 categories from which questions can be selected based on students' ages, interests, and language ability.

A slight variation on the standard quiz game format that has also been successful involves the teacher dividing the class into teams and handing out information (in chart or prose form) on some topic of interest to the learners—the Academy Awards, for example. Each member of the team is given different information related to the main topic, which in this case could be chronological lists of (a) Best Film Awards, (b) Best Actress Awards, (c) Best Screenplay Awards, and so forth. After this information has been handed out, the teacher begins by asking a question such as "Who won the Academy Award for best actress in 1996?" The first student to raise his/her hand and answer the question correctly wins a point for the team. Like the more traditional quiz game described above in this activity the students usually become quite attentive listeners eager to respond.

Subskill #2: Listening for specific information

Utilized in both interactional and transactional communication, listening for specific information can come into play in a number of different settings. For L2 learners, some of the situations in the real world in which this subskill might be required include catching people's names during introductions, hearing a flight number announced at an airport, or listening to directions. Exercises that focus on these types of situations are not uncommon in textbooks, and although they can be useful, some of them tend to be too textbook-like and divorced from reality (i.e., using imaginary people

for introductions and imaginary cities for directions, etc.). Using trivia content to work on this subskill can lead to activities better grounded in the real world, heightened motivation in students, and overall a more enjoyable lesson.

An excellent way to teach the subskill of listening for specific information is to create information gap activities with trivia content. Like those found in many textbooks in the market today, the information gaps can be designed as pair work activities in which two learners exchange information about a given topic. However, it is also possible to create information gap activities involving the whole class which essentially are conducted as *serial* pair work. Below, examples of each of these two types of information gaps will be provided.

Pair information gap activities are relatively easy to make, requiring only an interesting topic of some kind, and two sheets of paper which contain different information about this topic. To maximize participation, these activities should be tailored to the interests of the students and/or linked with topics that are included in the curriculum. One example of an activity that has proven to be quite popular focuses on major 20th century earthquake disasters in Japan (Powell, 2000b). In this activity, students exchange information about the dates, locations, and magnitudes of earthquakes. (Because many learners in Japan have experienced earthquakes, this often leads to post-activity sharing of personal experiences.) To cite another example, in a recent class a reading about Orson Welles' broadcast of "The War of the Worlds" led to a discussion about Mars and Martians, and from there to the names of the planets in the solar system. As most of the students did not know the names of the planets in English, in the next class students did a pair information gap activity; they exchanged specific information about the names of the planets, their orbital periods, the number of moons they have, and their average surface temperatures (Crawford, 2000b). At the end of the class, the students were challenged to come to class the following week having memorized the names of the nine planets (and somewhat surprisingly, 17 out of 20 students did so). The students seemed to have enjoyed learning the names of the planets and to have had an opportunity to practice listening for specific information.

Information gap activities involving the whole class require a little more preparation work on the part of the teacher, but they are still fairly easy to make. As mentioned above, these activities are conducted as *serial* pair work; in short, the students walk around the classroom and exchange information with a number of different classmates. We have found that the best way to arrange these activities is to provide the students with a slip of paper or card with specific information to be communicated to their classmates, in addition to a sheet of paper on which they record the information they receive from their classmates. For small classes, it is possible to give each student different information, but if this is done for larger classes it will take quite a long time for the students to gather all of the information. For this reason, it is best to limit the number of different slips or cards to about ten. If students happen to pair up with a classmate with the same information, they can simply stop the exchange and find another partner.

One activity that has worked well is an information gap in which the students exchange information about the names, capital cities, populations, and literacy rates of ten countries in Southeast Asia (Crawford, 2000c). The students are given a card with this information about one of the ten countries, as well as a sheet that has a place for them to record the information they get from their classmates, and a map of Southeast Asia. Another activity deals with the ten largest universities in the United States (Crawford, 2000d). In this activity, students exchange information about the names, locations, enrollments, and dates of foundation of the universities. In these activities, the students have a chance to exchange specific information in the form of names, large numbers, percentages, and dates, providing them ample practice with the target listening subskill, listening for specific information

Listening to questions and responding is perhaps the most important subskill learners need to acquire.

Subskill #3: Listening to descriptions

Although the subskill of listening to descriptions often involves longer pieces of discourse such as a news report describing an event or a lecturer describing a research study, this is not always the case. In normal everyday conversation, it is quite common for speakers to briefly describe other people, events, places, and so on. In the realm of L2 pedagogy, longer descriptions are usually reserved for upper-intermediate to advanced learners, while shorter descriptions are used for lower level learners. In both cases, trivia content is well suited to teaching this important subskill.

In order to practice listening to descriptions, the *Jeopardy* quiz game described above can be used with one slight modification: simply write the items for each quiz category as descriptions rather than as questions. Thus, in the category Brazil, for example, instead of writing a question such as "What is the

capital of Brazil?" one could write an item such as "This city, famous for its modern architecture and sculpture, is the capital of Brazil." Writing the items as descriptions works better for some categories than others, but it is fairly easy to do and there are a large number of possible categories. By modifying the length of the descriptions for each item, it is also possible to use the game for beginning all the way up to very advanced students.

In another type of activity that involves descriptions, students work in small groups to match the names of various things with their descriptions. To perform this activity, create 15 to 20 separate sentences that describe something. The sentences should be easily divisible into subject and predicate, i.e. the thing being described and the description. Teachers can write the sentences themselves, or they can use reference materials such as encyclopedias, almanacs, and dictionaries. The sentences are printed onto a piece of paper, and cut into subject slips and predicate slips. Keeping the subjects and predicates separate, shuffle the slips and hand them out so that each student gets two subjects and two predicates. One student then begins the activity by reading aloud a predicate slip. The other students listen, and if they think that one of their subject slips matches the predicate slip read aloud, they raise their hand, and read their subject slip aloud. If the other members of the group agree that it is a match, the person with the subject receives the predicate slip, places the pair on the table, and then another student reads a predicate slip and the game proceeds until all of the slips have been matched. At this point, if there is time, the students can take turns dictating the sentences to one another. An example of such an activity is "The Animal Kingdom" (Crawford, 2000e). In making this activity, we adapted descriptions of animals from *Isaac Asimov's Book of Facts* (1997). As the title of Asimov's book suggests, the information in the sentences is somewhat surprising (did you know that mosquitoes have 47 teeth?), leading to heightened interest from the students, and making the matching process more challenging. "The Animal Kingdom" was designed for intermediate learners, but by lengthening the sentences and making the content more difficult, one can adapt the activity to more advanced students.

We have found trivia-based activities to be extremely popular with our learners

Conclusion

In this article, we have introduced several activities that use trivia to teach three listening subskills. We have found these activities to be popular in both language school and university settings, and have been pleased to see our students listening intently to us as well as to their classmates. Some of the activities presented here, however, may not be appropriate for some learners or learning contexts. In such cases, we hope that readers will recognize the potential for using trivia to teach listening subskills and will develop their own activities which target these, or even better yet, additional, subskills.

On a final note, it should be said that although we have found trivia-based activities to be extremely popular with our learners, this does not mean that we advocate the use of trivial content to the exclusion of more serious content areas. Rather, we believe that good pedagogy involves variety; including variety in the kinds of activities we have our learners do as well as the content they are based on. There should be time for seriousness and time for fun. If you are looking for fun, it is hard to go wrong with trivia.

Footnotes

(1) Those readers familiar with *Jeopardy* may know that in the TV program, the question is read in the form of a statement and contestants must answer in the form of a question. We have found this method to be appropriate for only the most advanced students.

(2) This paper is an expanded version of a paper given by the authors at the *JALT2000* conference in Shizuoka.

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Employment Discrimination, Foreign Women and SCOEP

Michael H. Fox, *Hyogo College*

Looking back at Japanese society over the past two decades, we can observe two antithetical societal trends which have had an impact on the profession of ESL: the internationalism of the 1980s and the nationalism of the 1990s. The internationalism grew out of financial success—in the 1980s Japan's treasuries were bulging with excess cash. As these fortunes were largely made from exporting, and as the gradual rise in the value of the yen attracted many foreigners to these shores, the abstract notion of *internationalization*, a word not listed in many dictionaries, began to bloom. The JET program was launched, the Diet enacted a law allowing foreign personnel to be employed by national and public universities under the same terms as Japanese (Hall, 1998, p.94-5), and private schools and colleges were eager to hire foreigners.

This trend came to a halt with the bubble burst of the asset-based lending policies, dropping the economy into the deepest recession of the post-war era. This recession not only gutted the discussion of internationalism, it stimulated a backlash of nationalism and the call for a return to traditional values. In the educational sector, the first painful effect of this tremor was the massacre of non-tenured foreign faculty at national and public universities (Hall, 1998, p.80-122). At the time, concerned members of JALT wanted to take action, but their efforts were derailed by those who were still clutching at past illusions of internationalization and a "we gaijin are guests" mentality.

A second throwback to nationalism has been the establishment of a new system of academic tenure: limited term contracts for the employment of university faculty at tertiary institutions (Fox, Shiozawa & Aldwinckle, 1999). When this system began, there was an anticipation that the status of foreign educators would improve since Japanese and foreigners alike would now be in the same boat. Needless to say, this has not been the case, and many Japanese educators continue to be granted automatic tenure while foreign educators are offered three to five year disposable positions, a phenomenon witnessed quite vividly in the Job Information Center section of *The Language Teacher*.

I see a new attack looming against a large segment of ESL educators: foreign women. This attack is a backlash to the rising empowerment of Japanese women in society. Women are taking their cases to the courts and suing for sexual harassment and wage discrimination. Witness the recent resignation and public humiliation of the governor of Osaka for sexual harassment, and the introduction of ombudsmen and harassment awareness programs at both campuses and companies. And as more women seek working careers, they are having fewer children, a trend which has drawn ire from conservative males.

Most prominent among this proudly conservative class is Tokyo Governor Ishihara Shintaro, former avant-garde author, now right wing politician. In order to trim Tokyo's budget, he wants to dismantle the *Tokyo Women's Foundation*, an agency which has reaped great benefits for little financial input (*Japan Times*, December 3, 2000). The meaning of this terse action is, "If women have problems at work let them go home."

Teaching company workers back in the early 1980s, I was astounded by those who proudly declared that in Japan, "man is number one." They jokingly ridiculed the USA as "a place where men make tea for women." I suppose many of these men are now in upper management positions and defiantly protective of their ideologies. Like true corporate samurai, they prefer to fight rather than to yield.

The attack on foreign women is gaining momentum in other sectors. In 1998, the *Japan Women's Volleyball Association* banned the participation of foreign women. Association officials said, "Japanese players were too dependent on the imports, and thus doing a disservice to their own game" (Asahi Evening News Nov. 17, 1999). This action smells of hypocrisy in comparison to male professional sporting leagues, particularly basketball, which actively encourage foreigner athletes to seek Japanese nationality so each team can exceed the established quota. *The Japan Women's Volleyball Association* is run by men, not women, which is probably one reason for this wanton discrimination.

The ESL world is seeing a tidal wave of animosity directed against foreign women in the form of dismissals. Salient among the crowd is Gwendolyn Gallagher who was dismissed from Asahikawa University after twelve years of continuous service because "she had become too Japanese" and the university saw a need for "fresh *gaijin*" (Fox, Shiozawa & Aldwinckle, 1999). Recently, Cathy Era, a nineteen year veteran at International Christian University, was abruptly dismissed without reason. Jill Robbins, an active JALT officer with a PhD in TESL, was dismissed from one of the Kansai's prestigious private schools, Kwansei Gakuin University, at the end of her contract. In order to cope with the rising stature of Japanese women, the reactionary male mentality needs an outlet for anger. These targets, of late, have been foreign women.

Can JALT do anything to mitigate this problem? Yes, JALT can and should do something. Fortunately, the organization has revived its "Standing Committee on Employment Practices" (SCOEP) whose duties are to a) monitor the links between educational policies and employment status, and b) research the existence and ramifications of discriminatory practices; and all manner of employment and labor issues. Though still in an early stage, SCOEP will help empower JALT to defend the interests of the profession against hostile, unethical, and illegal policies.

The purpose of any academic association is to improve society through research and education. When hostility and injustice are directed against JALT or its members, the association must take a stand to defend itself and the profession. To do otherwise is to betray language education and, ultimately, ourselves.

Michael H. Fox <thefox@humans-kc.hyogo-dai.ac.jp>

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Attitude and Motivation in Language Learning: Revisited

Gregory Strong, *Aoyama Gakuin University*

As part of its 2001 "Distinguished Lecturer" series, Temple University invited Dr. Robert Gardner to give a public address and to teach a weekend graduate students' seminar. An overflow crowd of a 100 people attended the free lecture.

According to Gardner, for an individual to truly learn a language, he or she must identify with the speakers of it, find the learning situation to be rewarding, and must be motivated. Few ideas have become as influential. In the ten-year period following the 1985 publication of his landmark text *Social Psychology in Second Language Learning: The Role of Attitudes and Motivation*, (London, Edward Arnold), this was especially true. His work was cited in academic journals some 1,400 times (the number, including, of course, multiple citations in the same journal).

In Japan, his *Attitude/Motivation Test Battery* has been translated and employed to describe Japanese students learning English (Brown, Robson, & Rosenkjar, 1996; Robinson, Strong & Whittle, 2000). With similar results to Gardner, Yamashiro and McLaughlin (1999) tested 95 junior college students and 125 other university students and found correlations between their motivation and their language proficiency.

A short, genial man with a small white goatee, Gardner, 66, professor emeritus in the Department of Psychology at the University of Western Ontario, proved an energetic, engaging speaker. Candid, at times self-deprecating, he began his talk by describing the origins of his work on motivation while an MA student at McGill University, Montreal, in 1956.

> "I'm ideally suited for this kind of research. English is the only language I know." Gardner laughed, "My thesis advisor, Wally Lambert, suspected I might not even be that proficient in English.
>
> "At the time, it was believed that if you had language aptitude, you could learn a language. I said, 'I don't see how you can learn a language if you don't like the group.' Wally turned to me, 'Hey, man, there's your thesis.' I've been doing it for the rest of my life."

Gardner traced the development of the concept of motivation in language learning from the initial premise at the turn of that century that successful language learners had higher intelligence than others. Subsequent writers suggested that motivation and identification with the target language group might be important. However, most of their work was speculative or based upon interviews with very small numbers of learners.

In contrast, Gardner undertook empirical studies. For his PhD, he isolated three factors associated with second language achievement: aptitude, motivation, and integrative orientation—the degree to which a language learner identifies himself with the speakers of that language. In 1960, the state of computers being what it was, he completed his statistical analysis at MIT which alone among educational institutions had computers large enough to handle the data.

Interest in his work ran particularly high in Canada in the late 1960s as the Federal government tried to improve language education in French and English. In 1974, working with another Canadian researcher, Pat Smythe, he published the A/MTB, the *Attitude/Motivation Test Battery*. It consisted of a series of Likert scale items such as "I would like to know more French-Canadians" to which students indicated one of several responses from "strongly disagree" to "strongly agree."

Gardner and Smythe added another variable, instrumental motivation or the practical reasons for studying a foreign language such as obtaining a better job. For two years, Gardner worked on the readability and reliability of the items on the test. Then he split the Likert scale between negatively and positively phrased ones such as "I love learning French." The research, primarily among English-Canadian students in eight different locations across Canada, established correlations between high scores on the A/MTB and high levels of proficiency. Regardless of language aptitude, motivated students were more likely to study longer and harder and acquire a second language than other students.

Because most of Gardner's research was conducted in Canada, his results have been sometimes discounted on the basis that Canada is bilingual. During the lecture, Gardner referred to a 1996 Canadian census table of language use indicating that in most regions of the country, only a small portion of the population was bilingual. In effect, Canada is largely monolingual; either English or French is spoken.

At Temple University, Gardner explained how his research with the A/MTB led him to the elaboration of a socio-educational model. In it, language learning is affected by individual differences in intelligence, language aptitude, motivation, and situational variability. It also takes place in a cultural context of community values about the importance and meaningfulness of learning the language. As the A/MTB measures integrativeness of how target language group, it also reflects the contemporary social and political environment of the time.

Gardner recalled his appearance before a group of American generals to discuss the Russian language training offered to army interpreters and analysts. "One of these generals said, 'I can assure you Dr. Gardner, that my boys aren't learning Russian because they love the Russians.' 'Okay,' I replied, 'it's how much less they hate them, then'."

During the same period that Gardner produced the A/MTB and elaborated on the socio-educational model, other theoretical models explained the development of competence in a second language. The best known of these are Krashen's "Monitor Model," which states that language learning depends on both conscious and unconscious levels, and Carrol's "Conscious Reinforcement Model," which states language learning occurs through an individual's need to express himself or herself and the positive feedback that comes with successful performance. But Gardner's work is unique in that it has a clear and direct link to empirical research. He pointed out that ultimately such distinct testing of a model is necessary to raise a theory from the level of a description to a tool in formulating plans to improve second language learning.

The same appears to be true today as Gardner's model seems to have been eclipsed by new theories about the effect of motivation on language learning, such as "The Heuristic Model of Variables Influencing Willingness to Communicate" (MacIntyre, Clément, Dörnyei, & Noels, 1998). Gardner described their hierarchical, pyramid-shaped model consisting of such aspects of language learning as communicative behaviour, motivation perspectives, and social and individual context as a very elegant description, but ultimately unprovable because of the number and complexity of relationships in it. Interestingly enough, MacIntyre and Clément were both Gardner's PhD students. Gardner commented, "When Peter MacIntyre was at Temple University last year, he called me 'the data nerd'." Chuckling good-naturedly, he added that he always saw himself as "professing statistics," because of their ability to explain and predict behaviour.

This raised some questions from the graduate students at the seminar. Where did Garner stand on qualitative studies and action research. "I'd do qualitative research tomorrow if I thought I could think of something to investigate," he replied, "but I'm trying to come up with general principles." Commenting on Rebecca Oxford's idea about the place of strategies in language learning, he remarked, "We found strategies negatively correlated to the A/MTB. It was the students who didn't have much-language-who used the strategies. As someone develops their ability in the language, strategies become less important."

The session concluded with Garner outlining some of his current research interests. One study, awaiting publication, tracked university students in different classes learning French over a one-year-period. At the end of that time, most students showed a fairly constant level of motivation despite teacher efforts. However, there was some positive change in attitudes among the students with the highest scores and a negative one among those who had the lowest marks.

Finally, with another researcher, Gardner has been testing a mini-version of the A/MTB consisting of only 11 questions and designed for use with computer-assisted instruction. At least with the English students tested, its validity is almost as accurate as the full-length version. "We can judge the results very quickly." He laughed ironically, "Which is a way of saying that 30 years of work was a huge waste of time." Finally, he is also involved in a meta-analysis of motivation based on some 40 studies. The seminar ended in warm applause for Gardner, lecturer and researcher, still very active in the field of language learning.

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JALT-JACET Liaison Report

Marilyn Books, *Miyazaki Municipal University*

JACET (The Japan Association of College English Teachers) held its 39th annual convention from November 3 to 5, 2000, with the theme "English Education in East Asia for the 21st Century" at Okinawa International University in Ginowan near Naha, the capital of the prefecture. This was the first time that the convention was held in Okinawa. I have been a member of JALT since the week I arrived in Japan 14 years ago and a member of JACET for about 13 years, and was appointed JACET-JALT Liaison as of this convention.

Presentations and Participants

There were 169 presentations at the convention, with the breakdown as follows: 82 papers, 29 reports on "Classroom Activities," 13 case studies, 13 symposia, 12 mini-lectures, 5 workshops, 4 publishers' presentations, 4 poster displays, 3 keynote addresses, 3 "Welcome to My Classroom" video presentations, and 1 plenary symposium.

If a presentation was published in the handbook in Japanese, then the language of delivery was Japanese; conversely, if it was written in English, it was read/given in English. Titles in English numbered 56, and about twice that number were in Japanese. With the disclaimer that "nativeness" was determined only from names listed, there were 209 Japanese presenters, 37 Western foreign speakers, seven Korean, one Taiwanese, and one Singaporean. That means that a high proportion of Japanese chose to speak in English. Put another way, 33% of the speakers chose English as their medium of communication although only 20% of the presenters were native English speakers. All of the presentations that I attended in my field were enlightening and well worth attending.

JACET often chooses Asian foreigners as keynote speakers, and this year was no exception. Shih Yu-Hwei from the National Taiwan Normal University spoke on "An Evaluation of the Primary School English Teachers' Training Program in Taiwan." He reported that there has been pressure from the public to begin English education earlier; hence they have launched a program beginning in the fifth and sixth grades with the attendant need for more English teachers. Lee Hyo-Woong, the president of KATE (Korean Association of Teachers of English) delivered his talk on "English Education in Korean Elementary Schools." The Korean Ministry of Education legislated that English be taught starting in the third grade conducted in the target language only.

Presentation Time Allocations

The allocation of the total time and of the breakdown—which specifically mentioned the question and answer period—is quite different from that at other conferences such as JALT and TESOL. When my first proposal was accepted at JACET about thirteen years ago under the category of "Papers" and "Reports of Classroom Activities," I was shocked to be informed that I had only 20 minutes to speak. That remains the allotment for the typical paper presentation today, with a ten-minute question and answer period. (What a luxury it is to have 45 minutes or more all to yourself at JALT and TESOL conferences.) It forces the speaker to be succinct, and actually, it is just enough for the presenter to put forth the main thrust and for the audience to discern if the topic is relevant to their needs.

Two paper presentations are slotted in the same room for one hour and each session has a moderator. The math does not work out if you calculate the time taken by the moderator to introduce the two (or several) speakers, and the changeover time. The second speaker is usually short-changed unless the timing is slightly altered, such as I have done as moderator—introductions, 2 minutes each; presentations, 18 minutes; and Q & A, 8 minutes. Perhaps it is this allocation that is conducive to the mobility of the attendees. I have observed a lot of movement during sessions, especially at the time of the changeover of a new speaker. For example, at about the thirty-minute mark of a "Papers" or "Reports of Classroom Activities" presentation, conference-goers move in and out freely.

The Q & A portion is deemed very important and each type of activity has set guidelines to follow; as much as 15 minutes is to be devoted to Q & A. "Welcome to My Classroom," which is a video presentation of student activities, is allowed 40 minutes, with explanation set at 10 minutes, video at 15, and Q & A at 15. "Case Studies," also 40 minutes, consists of "presentation 35 and Q & A 5." "Mini-lectures" have 10 minutes of questioning, with 50 of lecture. Symposia and workshops, which are allotted 90 minutes, and keynote speeches, which are apportioned 70 minutes, are the exceptions, with the division of time left to the discretion of the chairperson. The poster session affords the maximum amount of audience participation, and is held all day Saturday from 10:00 to 17:00, with the display personnel requested to be present from 11:30 to 12:30 for explanations and discussion.

Concomitant Events

On Friday the short opening ceremony took place, chaired by Nakamura Houshin of Okinawa University and co-chaired by Namoto Mikio. Nakamura is well

known to many JALT members, and deserves credit for much of the backstage in organizing the Kyushu-Okinawa branch. The greetings portion was jointly officiated by the President of JACET, Koike Ikuo, and Namihira Isao, President of Okinawa International University. An award presentation and an hour-long business meeting followed.

Publishers' materials were displayed on the first floor of the main convention building from 10:00 to closing every day. There were many Japanese publishers and some Japanese-only exhibits, but enough English displays to occupy non-Japanese speakers for hours.

The closing ceremonies were chaired by Nakamura, with "Greetings" by Igarashi Yasuo inviting all participants to the 2001 convention. Oka Hideo, the Convention Chair, whose hard work and vigilance helped bring about a beautifully run, successful convention, gave closing remarks. To some in the audience, the closing portion of the convention seemed long because the preceding two-hour plenary symposium was seen as part of the finale. The symposium title was identical to that of the convention theme, and featured these distinguished panelists: Willy Renandya of RELC (Regional Language Center) in Singapore; Kim Young-Sook of Fukuoka Jogakuin University, former President of Korea Association of Applied Linguistics; Shih Yu-Hwei of the National Taiwan Normal University; and Koike Ikuo , President of JACET.

Convention Size

As mentioned above, there were 169 presentations. The largest number of concurrent sessions from which a member had to choose was ten, for "Papers." For non-Japanese speakers, this number is significantly decreased. This compares with about 23 concurrent events four or five times a day at a JALT conference; at TESOL first thing in the morning 49 choices can present themselves.

Three days are set aside for the annual meeting. The 2000 event was held on Friday from 9:00 to 19:00, Saturday from 9:00 to 17:00, and Sunday from 9:00 to 12:30, with no pre-convention institutes, only the national board meeting, national committee meetings, and the trustees meeting on Thursday afternoon.

A medium sized university is often selected, and proves adequate for the concurrent presentations and other meetings. Rooms are also appropriated for presenters, guests, a lounge, and luggage. The exhibit space is generally small, with many Japanese and Japanese-only publishing companies displaying their materials.

Social Events and Entertainment

The main social event is the Saturday night party, which is always well attended, although it is preceded by too many rather long speeches. I was reintroduced at this event, and delivered a short speech incorporating JALT information and an invitation to join in JALT activities.

Each day at noon we were treated to local entertainment; the first day was the delightful "Eisa" dancing and the second was the intriguing "karate dancing." Interested participants could also view the Futenma Base from the rooftop of the main convention building. Naha boosts numerous fine dining and entertainment spots, and we were well rewarded at the Sam's of Hawaii steak houses.

Organization/Smooth Running

Several institutions account for the smooth running of the convention itself. The chapter in whose jurisdiction the convention is held is responsible for the organization (or a good deal of the local jobs); in this case, that duty fell to the Kyushu-Okinawa chapter. But scores of people from across the land pitched in to ensure good management and efficiency. Another point is that the presentations as a rule start precisely on time, thanks to the institution of a moderator.

Unfortunately, there was a time conflict with the JALT conference—they were on the same weekend. Many JALT and JACET members were forced to choose between the two occurrences.

At the convention site, the placement of the activities was logical and the venues were easy to locate. Those presentations that were suitable in a classroom-sized room were located in the largest lecture building. On the ground floor of that building was a large open area, on the periphery of which was the registration desk manned by friendly and obliging members. An information board was strategically placed near Registration for announcements, changes to the program, and contacting other participants.

That open space became the hub of the convention and a natural, convenient meeting spot where it was a pleasure to run into old friends and comfortably find space to compare news and research projects. Even better was the pleasant courtyard that it led out onto. The organizers had wisely moved their usual convention month from September to November when Okinawa was selected as the site: the temperature was perfect for being outdoors (about 24) and the postponement avoided the main typhoon season. However, it ran into the JALT scheduling as mentioned, and a tropical storm kept me tracking the US Joint Typhoon Warning Center web site every day and ruined any chance of snorkeling just before attending the conference.

Those events that required a larger seating capacity, such as the opening ceremony, award presentations, business meeting, keynote addresses, plenary symposia, and closing ceremony, were conducted in another building close by.

Costs
The registration fee for the convention is only ¥3000 for members, ¥6000 for non-members, and ¥3000 for students. Institutional and supporting organizations may send two delegates. The annual membership fee to the national organization is ¥8000; it cannot be accepted at the convention: it must be paid beforehand. Membership in one of the chapters costs ¥1500, to cover postage, but SIG membership is free.

Liaison Role
There were many ways in which I was honored and performed a function at the convention. I took advantage of most occasions to enlighten JACET audiences about these points about JALT: the PAC3 at JALT2001 Annual International Conference in Kitakyushu from November 22 to 25, 2001; the convention proceedings and other publications; the large number of members, chapters, and SIGs; and of course, the JALT home page. The night before the official start of the convention, I was invited to a lavish dinner with a small group of VIPs of JACET. At the opening ceremonies, I was introduced as the JACET-JALT Liaison. Throughout the convention, the chairperson of the event, Oka, and the President of JACET, Koike, went out of their way to introduce and reintroduce me to distinguished participants, to invite me to the guest room, the lounge, and to lunch. I was given the big, thick proceedings of last year's convention of AILA, an international association of applied linguistics, which is associated with JACET, plus a JACET publication, which I have sent to the JALT office for access by JALT members. JACET expressed a desire to exchange publications starting with convention proceedings. I was asked to proofread the English portions of their home page "for life." Additionally, it is hoped that the institution of the position of JALT-JACET Liaison will help prevent the time conflict mentioned above.

Membership and Involvement
The 2800-strong membership is approximately 81% percent Japanese, which is what attracted me to JACET. I sought to meet more Japanese people when I first arrived, and I subsequently benefited by being befriended by Japanese professors and offered many good part time university jobs.

JACET maintains an office at 55 Yokodera-machi, Shinjuku-ku, Tokyo 162-0831. The helpful office manager, Ohama Mitsuko, can be reached at 03-3268-9686 by phone from 13:00 to 17:00, Monday through Friday, or fax at 03-3268-9695. Their URL is <www.jacet.org/> and email can be sent to <info@jacet.org>.

Members can choose to belong to a regional branch—in addition to the national organization—such as Hokkaido, Tohoku, Chubu, Kansai, Chugoku-Shikoku, and Kyushu-Okinawa. Members can also join any of ten SIGs without additional charge: Classroom-centered Research, CALL, Discourse/Pragmatics, Literature, SLA (Second Language Acquisition), Critical Thinking Across the Curriculum, Global Education, Modern English Grammar, English Education in East Asia, and English and the Computer.

The next convention will be held at Fuji Joshi Daigaku in Sapporo from September 14 to 16, and JALT members are cordially invited to attend.

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Poessays in the English Language Classroom

John Pereira, Simon Potter, Wayne K. Johnson

What is a "poessay?" Rather than being a word that you might find in the dictionary, it is a neologism formed from "poem" and "essay," its two constituent parts. On the one hand, it is poetry to be appreciated for its sounds, rhythm, dramatic impact, and imagery. On the other, it contains a flowing message, an insightful opinion, or a rhetorical argument that is usually expressed in linear prose. Examples are given after the following explanation of their pedagogic use: that is, how poessays might be useful for teaching English in Japan.

First of all, it is worth noting that poessays appeal to Japanese sensitivities in their brevity, nonlinearity, imagery, provocativeness, and humor. They are easy to read and understand, while opening up potential depths to explore. As you will see when you read them, many can be entertaining, yet at the same time convey serious thoughts, making poessays enjoyable and stimulating learning materials for English courses.

For oral English classes, poessays can first be read aloud to practice pronunciation and to get a feel for their sounds and rhythms. That poessays are not flat or monotonous adds excitement and encourages students, whether reading or repeating, to put life into their own spoken English. Once a few poessays have been read aloud for their artistry, it is possible to explore their messages, to delve into their intellectual content. A variety of techniques might be used to do so. Direct questions and answers, whether in the form of Socratic discourse (which can be fun) or something less involved, is one way to engage students. Another is to have students discuss a few poessays in pairs or groups, monitored by the teacher who might throw in a comment or two. After a sufficient amount of time has passed, the pairs or groups can report to the entire class. It is, of course, important to note that any given poessay offers a "main point" and insights, which elicit an array of responses (agreement, disagreement, or combinations), and should inspire related concepts and experiences to filter into the discussion.

For written English classes, there are at least two important uses of poessays. One is to write them. For some students this will be easy and fun, but for others it might be more of a challenge. In either case, composing poessays is a good learning experience for students: writing the English correctly (spelling and basic grammar) blends with artistic self-expression and finding the right words. Even students who feel they are deficient in English and/or in artistic ability are likely to get absorbed by the challenge.

The second use of poessays is to write about them. One or a few poessays, selected by the teacher or the students, can lead to pages of explanatory prose. Depending on the aims of a class and the level of its students, an assignment could range from a page to several, encouraging subjectivity and creativity on the part of the students.

Sample Set I

The following poessays were written by university students and published through Seika University as *Communicative Times*. We would appreciate receiving any interesting poessays, written by your students, that might be published in future editions (email: <sampachi@mbox.kyoto-inet.or.jp>). Anyone who would like a free copy of the latest issue should send a self-addressed stamped (80 yen) envelope to: Editor, City Press, 25-18 Okanonishi-cho, Misasagi, Yamashina-ku, Kyoto-shi, 607-8421.

Clone

The
scientist
who produced
the clone
said

this is
the smartest man
in the world

He is a
genius

True

but
does he
know
his mother's
name?

Asuka Matsumiya

Moon

The moon
changes
every night

half moon
full moon
crescent moon
and
new moon

But
no

the moon

is

always
a full moon

Are
we also
like
the
moon?

Yumiko Toguchi

Train

This morning
I got up
late

I
hopped
on the
train

The
train
was
crowded

The
train
shook

My head
swam

because
I was
sleepy

I
crashed
into
my
neighbor

I
said

I'm sorry

After
a while

"Ouch!"

My foot
was
trodden on

but
my neighbor
pretended
to sleep

Yoriko Nagatani

Communication

She doesn't
know
Japanese
or English

but
she has
beautiful hair

and
a pure heart

She is
my friend

my dog
Yukari Tanaka

Almighty

Birds
can fly
but
I
can't

I can
use
chopsticks
but
birds can't

He can
run quickly
but
she can't

She can
sing well
but
he can't

No
one
is
almighty

Yohei Kurita

Money

I
don't like
Him

because
he uses
me

Ryosuke Saeki

Legs

I have
three
lovely legs

the first
is
my bicycle

the second
is
my motorcycle

the third
is
my car

and

they are
all mine

Kana Okuda

Double Standard

My teacher
said that
trying
is more
important

than getting
the correct
answer

But
when I
tried hard
and made
a mistake

he
gave me
minus points

so
tell me

what does
trying
mean?

Kumiko Onishi

Lunch Time

It will be
lunch time
soon

Everybody
will go
to the
dining room

I
want
to go
there too

I want
to have
lunch
too

But
I have
no money

Takayuki Fukano

Far Out

What is
nearer
to me

than
myself?

But
because
of its
nearness

I can't
know
myself

Keiko Nishimura

Harmony

My hands
are
very big

But
I don't
hate them
because
I have
to live
with them

until
I die

so
I get along
with them

Yoshiko Honda

No Coffee Break

Who
is the hardest
worker
in the
world?

The
politician?

The
lawyer?

The
carpenter?

No
no no!

he
who works
non-stop
is

sometimes
he works
slowly

and
sometimes
he works
fast

yes
he who
lives
in my
left breast
is

O my sweet heart!

Masami Yamashita

Harmony

My hands
are
very big

But
I don't
hate them
because

I have
to live
with them

until
I die

so
I get along
with them

Yoshiko Honda

War and Peace

Making
war
is

the worst
act
in the world

How
will war
disappear?

When
will war
disappear?

The
only way
I think

is
for all
of us

to kill
ourselves!

Kazuhiko Nishiguchi

Thanks

Thank you

for cooking
for me
every day

Thank you

for cleaning
my room
for me
every day

Thank you

for working
for me
every day

And
thank you

for being
concerned
about me
every day

I
appreciate
what
you do
for me

but

I'm too
embarrassed
to say it

and so
I write it
here

Hiroe Kido

Loyalty

Honda
is
my partner

my friend

He is
very old
but
he's doing
fine

He has run
75000 kilometers

He tries hard

but
tires easily

*Hiroyuki
Matsuyama*

My Father & Me

My father
regards everything

except scholarship

as trash

so
when he
asked me
what
I learned
recently

and
I told him
it was
the price
of vegetables

my father
cried

Saeko Hada

Soul Brothers

I have
no money
no car
and no girlfriend

But
I have
a good friend

He has
no money
no car
and no girlfriend

Kantaro Iwasaki

My Pet

I
have
a
cat

he is
a selfish cat

and
he is
a proud cat

My
neighbor
says

pets
resemble
their
owners

Keiko Yuno

Kindness

On
a crowded
train

I
told
an old woman
to sit
in my seat
But
she said

I'm not
that old!

Miho Kawamura

D-Grade

Soon
it will be
11 PM
and
my family
is already
asleep

but
not me

I'm
wide awake

as
I fell
asleep

in class
today

Keiji Yamanaka

Values

It's
only
the rain
but
it makes
some
people
happy

and
others
sad!

Masaaki Karahata

Art of Living

Workers
say
we have
money
but no time

Students
say
we have
time
but no money

Life
is not
simple!

Kuniko Katsumata

Hometown

Oh
the countryside!

how
I love
the
blue sky
clean water
fresh air
and
pretty flowers

oh
so beautiful!

Yes
the
countryside
but
can I
live there?

Where
are
the jobs?

Mizue Kakizoe

Love Letter

Dear Earth

I
want you
to know
I like
delicious fruit

fresh water
and
clean air

I also
like

the
beautiful
sky

emerald
sea

and
the big

big
mountains

Thank you
good earth

for
everything!

Yoko Kawaguchi

Sample Set II

The following poessays were written by Gambari-kun, a foreigner who lives in Kyoto. Some of them are from his book *En not Yen* (2000) published in Kyoto by Maruzen.

Amazing

They
resemble
stone Buddhas

as
they sit
in the
classroom

row after row

looking
at you
without
speaking

You ask
a question

and
there is

an echo
of silence

You
try again
and

there is
more
of
the same

Now
is
the
moment

of
truth

I
could
go crazy
as
lots of
foreign teachers
do

or
simply
take
a deep breath
and

thank them
for
allowing me
to speak
and

indulge
my ego

I
wonder
at
it all

Are you
really

Buddhas

who are
already
enlightened

and
who know
truth
cannot be
communicated
through
words . . .

I
continue
to speak . . . .

Ryoanji

A
cowboy
had this
to say
about
the
famous
Zen Garden

"It's just
a
bunch
of rocks"

So
is it
or
isn't it?

Borderless Marriage

When
you marry
the right woman

your marriage
is successful

But when
you marry
the wrong woman

(even the girl
next door)

then
your marriage
is hell

international or
not

Killer

I'd rather
read

the
dictionary

than
a writer

who has
nothing
to say

None for the Road

Alcohol
is
for people

who
can't
get drunk
on
life

Beware

Language
teachers
who say

Japanese
students
can't think
logically
forget

there is
an exception
to
every rule

Math
students!

Humor

I
and you
and
he and she

and

every
human being

has
a
great
sense
of humor

we can
all laugh
at
everybody else

Social Science

Michael
Jackson
wants
to be
a Caucasian

he
has had
surgery
to fix
his lips
and

has
even
bleached
his skin
to look
white

my students
write
again and
again

So

when
I
point out
that

millions
of young
Japanese

bleach
their hair
gold

and
tell them

there are
probably
more
blondes
in Tokyo
than

Chicago
they

look
at me
as
though

I'm
a great
social critic

I
would never
have thought
of
that

all
by myself

their eyes
seem
to say
to
me

Teacher's Room

Billy
was
sitting
silently
smoking
a cigarette

when
the door
opened

and
there
walked in

Mr.
NO SMOKING

who
rushed
to open
the windows

his
nostrils
fuming
and
eyes bulging

Yes
even
with
the windows
open

the
anger in
the room
was heavy

refusing
to leave

while
the cigarette
smoke

gently drifted
away

Bloodless Coup

Don't
ask me

ask
the computer

says
a New Age
scholar

Yes

the
computer
has killed

the
old style
scholar

a
walking
talking
dictionary

knowledgeable

with
a lot
of
memory

but
who
no longer
can
compete

leaving
millions
wondering

what
is
a scholar
today?

Tastes Good

What
a sight
to behold!

expensive
cars

and
their owners

either
parked

or
waiting
in line

to
receive
hamburgers
and
french fries

making
it clear

to all
the world

how
much easier
it is

to acquire
an
expensive car

than
good taste
in food

Secret

On
this
last day

of
class

my
students
look
real happy!

So
am I
but

I
don't
show it

Mission Impossible

Why
can't Japan

give
the world
another

Daisetsu Suzuki
or
Okakura Tenshin

when
hundreds
of thousands
study

live and
work
in
English speaking
countries?

you
ask me

Japanese
who
study English
today

I
tell you

do so
to get
better jobs

move up
the ladder
of success

and are
not at all
inward looking

can do
without
the within

so
are unable

to explain
anything
significant

Belief Systems

My teacher
used to say

Judge a man
by the quality
of his shoes

Anyone
looking at
my shoes
nowadays

(which are
far from clean
and shiny)

would
take me
for
a criminal

Looking back
over the years

I have
only this
to say

Don't believe

anything

your teachers
tell you

Scholarship

I've
read

one
too
many

academic
papers

that
have
length

and
breadth

but
no depth

Food for Thought

Good teachers
always
tell
their students

how much
their homework
has
in common
with sashimi

the fresher
the better

Good Citizen

I
wrapped up
my mind
in
a *furoshiki*

and
gave it
to
my Boss

a
year ago

(he
did
the same
several
years
earlier)

You
are
a good
man!

said
he

Now
I'm
like
all
the others

a rib
in
a wheel

that
makes
Japan
go round

an
independent
spirit

no
more

National Fitness Day

On
this
auspicious
day

most
Japanese
stay home

and
do sports
on TV

Hobby

Poessays
are easy
to write
and fun
too

all
you need
is

simple
everyday
English
and

a
clear mind

edited by joyce cunningham & miyao mariko

In this month's issue, Keith Lane, Miyazaki Chapter Vice President, talks about a very special small chapter, Miyazaki, which is contributing in many ways to our organization. The coeditors encourage chapters and SIGs to submit 800-word reports to this column in English, Japanese, or a combination of both.

What a Difference a Chapter Makes

To apply a double-entendre, despite Miyazaki JALT's small size and very brief history, it is a chapter chock-full of pages of professional involvement in JALT. The record of this chapter serves to demonstrate the value and benefit a chapter—even a small one—can have for the organization.

Miyazaki Chapter was formed in a dynamic surge of energy in 1996. At the time, however, doubt was raised as to the efficacy of small chapters, each requiring operating budgets and additional funding. "How much does it cost to finance a chapter?" and "What is the cost efficient breakeven point in chapter size?" These questions were repeatedly proposed to serve as litmus tests of chapter viability, under the misconception that the working capital of JALT is financial rather than the volunteer energies of our membership. So, I would like to outline how establishing Miyazaki Chapter has profited JALT.

Firstly, Miyazaki membership has remained fairly stable over an extended period of gradual national membership decline. Yes, we are small—fewer than forty—with membership consisting of mostly foreign faculty of local colleges and universities. Taken as a whole, however, Miyazaki membership figures are not something to disparage. Against the background of the considerably lower wages earned in Miyazaki—arguably Japan's least economically developed prefecture—a very conservative and institution-centered career ethic, and faculty downsizing as well as severely restricted operating budgets, Miyazaki's membership stability is respectable. Locally, we see much of the profession in retreat: informal study groups dissolving, an annual seminar with over a decade of success discontinued, and opportunities curtailed. Our many efforts to cultivate more participation among AETs, secondary school teachers, children's teachers, and other segments of our local teaching community have met with mixed success. Even early on, we were able to stage events drawing large audiences of appreciative non-members who nonetheless fail to join. Perhaps that will some day change, but we have learned not to hold our breath. However, by focusing on community service, we have furthered the JALT mission in a place where it is greatly needed.

While we are not large, we are very active. The effects of that activity spread regionally. Strong ties with other Kyushu chapters support an informal but resilient and dynamic fraternity promoting JALT's mission. Much of this good fortune we owe to collaborative programming. Miyazaki Chapter deserves mention for its initiative in this regard. In 1998, Miyazaki initiated and hosted the first Pan-Kyushu Retreat, which each year serves as a planning and networking opportunity and a catalyst for other collaborations. Likewise, the impetus for the first Kyushu Distinguished Lecture Tour in 1999, as well as regional coordination of Four Corners Tours in recent years was initiated here. Collaboration enables all Kyushu chapters to capitalize on efforts, stretch budgets, and extend the sense of inclusiveness. The attractiveness of JALT in all communities is enhanced through this mutual involvement.

Threads of Miyazaki are woven into so much of the fabric of JALT. Miyazaki Chapter has the highest level of subscriptions to SIGs as a percentage of its membership. While in terms of real numbers, this subscription ratio is just a drop in the bucket, in terms of leadership in a few select SIGs, the Miyazaki presence is very significant. Over the past few years alone, beginning in 1998, Miyazaki members have filled no fewer than fifteen key positions in College & University Education, Professionalism in Administration and Language Education, and Learner Development SIGs. In the same period, Miyazaki member names have appeared nearly two dozen times in the table of contents of *The Language Teacher* in addition to the regular and substantial editorial work they do. Miyazaki appears to lead the pack in terms of presentation proposals to the annual conferences as well, and was represented in key areas in the JALT2000 conference programming. Two of JALT's official representatives to other Asian conferences during 2000 were Miyazaki members. We are likely to see even greater involvement for Miyazaki members in the future; Miyazaki members have put their names forward in two of the past three Director elections.

The difference a chapter can make as a gateway and conduit for leadership talent and collaboration is significant. It is wrong to consider a chapter merely as a membership-harvesting vehicle. One small chapter's contributions can be so much more profound. Miyazaki's potential for positively affecting "the bottom line" has more to do with its galvanizing affect on other JALT institutions than improvements it might make in membership numbers. Given Miyazaki Prefecture's population, economic stature, and overall professional conservatism, the chapter will inevitably remain small in size, but in other ways, it has already proven itself a giant.

Keith Lane, Miyazaki Chapter Vice President
Miyazaki International College
<klane@miyazaki-mic.ac.jp>

Role-Play Scriptwriting and Integration of Language Skills

James W. Porcaro, *Toyama University of International Studies*

Introduction

What would James Dean and Leonardo DiCaprio have to say to each other about being movie idols in their generations? Princess Masako and Princess Diana on their stations in their countries? Sugihara Chiune and Anne Frank on the holocaust? Such intriguing encounters have been created from students' imaginations in role-play scriptwriting.

While primarily a writing exercise, role-play scriptwriting provides an opportunity to integrate with it the other basic language skills of reading, speaking, and listening in EFL instruction. It may be included in the syllabus of a writing course or those of oral communication, public speaking, or general English courses as well. The writing task itself and the follow-up presentations are adaptable to a wide range of language proficiencies among students—perhaps best from low-intermediate level and up—and work well in multi-level classes.

Concept and Organization

The initial thought process may be approached in various ways. I direct students to think of some subjects which they have an interest in and some knowledge of, then to determine two well-known personages, living or deceased, related to the subject and the specific content on that subject which the two people might discuss. I have found that two figures work best in these dialog scripts. As an example I might tell students of my interest in Japanese literature. From that subject I might choose as literary figures the Nobel Prize-winning Kawabata Yasunari and the popular contemporary writer Yoshimoto Banana. For the dialog script which I would write, I would have them discuss and compare some aspects of their own work and comment on Japanese literature in general.

Students are instructed that the two figures in their scripts must talk on a subject related to their lives and work. It would not be acceptable that Kawabata and Yoshimoto, for example, talk about the current rise of youth violence in Japan. Each personage must make remarks appropriate for him or her. Thus students must have some knowledge of and interest in the figures they choose.

Most students choose people from popular entertainment—in music, movies, sports, and other fields. Some choose historical figures or contemporary political figures. It is particularly interesting when the people are from different eras. I prescribe that they be real people; however, it is certainly possible and potentially quite creative to use fictional characters, including even animated characters. Yet, I have found that in the latter case, scripts tend to be rather trite and immature.

Scripts may range in nature from serious to comical, with the personages sharing, comparing, or differing in their thoughts, feelings, and experiences. The task may involve some research on the personages, though I prefer with such a relatively short piece of work that students write solely from their acquired knowledge of the people. Furthermore, research in fact is too often mere copying and can actually stifle creativity in this case.

Writing

The writing of the scripts can be assigned as a joint construction for pairs of students or done individually by each member of the class. In my experience, individual writing has worked better. However, with a process approach to the writing task, initially students benefit much by working in pairs or small groups, in English, brainstorming and developing ideas for their individual scripts. Whether the writing is a joint construction by pairs or individual work, students proceed to outline the points to be made by each figure in the script. Usually the assigned length of the script is a minimum of 300 words. It does not include greetings or small talk between the figures. It gets right to the points students have chosen for them to address. It is presumed to be a chunk of an extended conversation between the figures.

A draft of the dialog script can be submitted directly to the teacher or first reviewed by a partner or in small groups for peer feedback. While peer reviewing of drafts can sometimes be problematic, with this task pair partners have a vested interest in each others' scripts, as each will ultimately take one of the roles in both scripts when they are presented to the class. Role-play presentations provide an audience for each student's writing. The teacher at some point then will review and comment on the drafts with directions for students to write their final copies.

Presentation

If written as a joint construction, the pairs then prepare for the presentation of the script to the class. If written individually, the peer review pairs read each other's final script and then work together on the presentation of both. Each student, of course, reads the dialog of one of the two personages. In their

public speaking practice they focus on pronunciation, fluency, pace, vocal clarity, expression, and so on. When presenting to the class, students can first give a brief biographical introduction to the figures in their scripts. Listening practice is gained by all in the class with the presentations. To ensure their active listening, students rate each performance using a simple evaluation form that refers to content, delivery, and effect. The teacher later can readily summarize the evaluations and provide feedback to each of the presenters. All this invests the entire class in each piece of work.

Conclusion

With a class size of 20 students, the unit of work could take a total of about three 90-minute classes—one for the initial brainstorming group work, at least part of another for peer review of drafts, at least part of another for pairs to practice together their script presentations, and finally one class for the role-play presentations themselves.

This lesson has always been well received by students. It provides an opportunity for thoughtful expression and exercise of imagination; it effectively integrates all the basic language skills; it involves participation by all members of the class and is quite informative and entertaining. Oh, my, what the princesses had to say!

Quick Guide
Key Words: Script writing, Role-play, Public speaking
Learner English Level: Low Intermediate and up
Learner Maturity Level: College to Adult
Preparation Time: Minimal
Activity Time: About three 90-minute class sessions

Introducing "Strange English" into the EFL Classroom (Just for a Class or Two)

Ian D. Willey, *Rikkyo University*

Background

The activities in this paper were inspired by Megumi Arai's article "From Bard to Worse in name of English" (*Asahi Evening News*, August 28, 2000, p. 7) about the strange English that abounds in advertising, movie titles, and product packaging in Japan. Having lived in Japan for a few years, I too have noticed that some of the English on public display here can be pretty weird. In some cases, simple proofreading could have prevented the strangeness, as in this passage observed on an orange juice carton: "This is made of selected high quality. Please enjoy our tasty."

In other cases, the strangeness runs deeper, and a proofreader might not know where to begin. This example was observed on a photo album cover: "As time goes on, one photograph taken casually is more precious. One photograph is something wonderful. One person with plenty of wonderful photograph is surely having wonderful life."

Even after the problems with articles and plurals in this sentence have been smoothed over, the remaining sentence is still not something a native speaker would likely have written. As Arai observed, so much of the English out there, like this sentence, is overly sentimental, often to the point of meaninglessness. The question is: Why?

Strange English Activities

When I posed that question to a presentation class at my university, the students said that they had never thought about it before. They never read any of the English out there. Well I say, what a waste! This English is everywhere, and if students are directed to pay some attention to it, they may be able to learn something. I would like to share two activities I created which make use of this English. These activities have two objectives: to help students notice errors common to Japanese learners of English; and most importantly, to initiate reflection and discussion of the role of English in Japan, and of how languages are products of different ways of thought and expression. I feel these activities are applicable to any class where the teacher wants to encourage students to think about interesting cultural phenomena, and to "spice up" the syllabus for a class or two.

Activity One: Group Editing—"'S' Marks the Spot" (about 45 minutes)

For this activity, students are divided into pairs or groups of three. Each group is given a handout listing strange English sentences that have been gathered from the real world. Fortunately (unfortunately?) compiling the list will not consume too much of the teacher's time. It is more than likely that a dozen examples can be gathered from products in one's own home, but if not then a trip to a department store will yield a bumper crop (a list of authentic examples is also included at the end of this paper). It is perhaps best if these examples are in sentence form, containing grammar/spelling errors that students can notice, and if possible, are bizarre or humorous.

Working in groups for twenty minutes, students are directed to locate the errors or strange parts of each sentence, then to alter the sentences so they

are more correct or natural. If a sentence seems strange, but they don't know what to do with it, they are to write an "S" next to it and move on to the next sentence.

During the last twenty minutes, groups present their corrections or "S"-labeled sentences, and tough ones are worked on as a class. I try to contribute as little as possible, instead letting students labor over the sentences' structure and meaning.

Naturally, students are sometimes unable to identify problems with some sentences. I feel that this is not a problem as long as correction is considered a secondary activity, the primary being to make students aware that some of the English around them is used in a manner that is strange to native speakers. As such it serves as a warm-up to the second, more reflective activity.

Activity Two: "Pay Attention!" (about 50 minutes in class)

This activity encourages students to think more deeply about this subject. Students are instructed to pay attention to the English around them for one week, and to write down some of their observations in their journals (a key component of the course). Their observations and writing are to follow three phases:

1. Pay attention to the English around you. Look for examples of English in your own home—on products or clothing, for example, or in Japanese songs. Write down some examples.
2. Pay attention to the English out there. Get out and observe some English in the real world. Look at signs, clothing, products, packaging—can you find any English? Write some more examples.
3. Think about the English you've observed. Does any of it seem strange? Can you say anything about the way English is used in Japan? How do you feel about the way it's used?

In the next class session, students discuss their observations and reflections in small groups. Afterwards, groups present their findings and ideas to the class. You can ask some students to write intriguing examples on the board for class analysis.

"Why?" is an interesting question for students, in large part because many have never thought about this topic before. I have found the discussion that follows this question to be rich and stimulating as students share their ideas about English, culture, and language. Feeling that no term should be left undefined, I often ask students how they would define "strange"; after all, some error-free English is still strange to me, and would never appear on packaging in the United States. Their responses to this question have been thoughtful as well, and now perhaps I am a little more tolerant of strange English in Japan. A little.

Cautions and Conclusions

I felt it was important to conduct these activities in a positive manner, reminding students that the goal is not to make fun of the language, but to examine it. Here I risk making a contradiction, as some examples are humorous to me as well as the students, and some laughter is inevitable. The humor aspect may be helpful in engaging the interest of the students. As long as we laugh at the absurd, unintended images the words yield and not at the minds that produced the words, I feel that a positive atmosphere can be maintained, and students will be able to learn something even from English that is a little "strange."

Quick Guide

Key Words: Group work, Culture, Journal writing
Learner English Level: Advanced
Learner Maturity Level: College to Adult
Preparation Time: At least one hour for Activity One
Activity Time: 45-50 minutes per activity (may vary depending on class interest or students' ability level)

Appendix: Some "Out There" English

Stationery

1. [Brand name's] letter pad is the best and ever used! This letter pad is excellent quality.
2. The breeze passing over my cheek makes my mind gentle. The blue sky makes me generous.
3. Let simple and old-fashioned myself stay with you, while ordinary things have been disappearing from the world.
4. I am full of play mind. Cheerful mode! I now live nicely.
5. The sky has a dream and a hope, but it isn't something the sky can give you. Are you OK?

Academic notebooks

1. It is our hope that this iteme will become your good friend and help to make your life enjoyable all the time.
2. This notebook is well-bound with automatic excellent machine by [company name] that is traditional company since 1909.
3. This is the most comfortable notebook you have ever run into. You will feel like writing with it all the time.
4. There is no royal and easy road to learn.
5. The benefit of this notebook is up to the sense that comes from your passion.

Photo albums

1. This photo album is very functional items.
2. I wake up early morning. After light exercise, energy runs through my body. It is the most blissful moment.
3. I want to see strange people in north and south countries.
4. With the passing of time, we are able to create yet another memory. Please take care of these enjoyable and happy moments. Never forget your gentle sentiment and your warm smile.

Writing Pop Song Lyrics

Jane Joritz-Nakagawa
University of Information and Library Science, Tsukuba City

The aim of this activity is to use student knowledge of Japanese pop songs to write creatively in English. This activity gives beginning- to advanced-level students a chance to work collaboratively with a peer while practicing English writing skills. Reading and listening/speaking skills can be honed at the pre- and/or post-writing stages, for example, when discussing the project or when sharing the students' completed compositions with each other. Brainstorming is also a feature of this activity.

Additionally, this activity can simultaneously draw upon a number of student "intelligences" such as verbal, interpersonal, and musical. See Gardner (1993) for a discussion of multiple intelligences.

Procedure

1. Have the students seated in pairs, or groups of four to be broken into pairs. (If there is an odd number of students, one group of three can be used.) Ask students to brainstorm, individually or in pairs/groups, what they think are the ten most common words (e.g. *yume*/dream) or phrases (e.g. *tori no yo ni*/like a bird) in Japanese pop song lyrics. Ask them to jot down both the Japanese words/phrases, in Roman letters, and their English translations. I give a time limit for this activity of about ten minutes. Time limits and other aspects of the activity can be adjusted up or down to suit the level of the class.

2. After students have generated lists, randomly choose students or group representatives to write their ideas on the blackboard, enough so that you will have roughly ten or so items on the board. Instruct students not to write a word or expression that has already been written—in other words, the items written on the board must all be distinctly different.

3. Once the words/expressions are on the board, erase the Japanese equivalents so that only the English words/phrases remain.

4. Now, ask students to write a pop song in pairs by passing a paper back and forth, where one student writes one line and the other writes the next line, alternating in this way until the song reaches eight to twelve lines of lyric. Students are instructed to use as many of the words on the blackboard as they can (all, if possible) in their English pop song lyrics. Give a time limit such as 15 to 25 minutes.

5. When the pairs finish or time is up, ask them to create a title for their song. Also, have students share their completed lyrics with other pairs. Similarities and differences, favorite lines, etc., can be discussed.

Examples of student work

All the songs below were written during 15-20 minutes of class time after the ten-minute brainstorming activity described above.

Key words/phrases for Songs #1 and #2 below were: *yesterday, outside, friend, snow, you, star, wing, rain, night, brave, why, wind, sky,* and *love*

Song #1 "My Star"
Rain is falling from the dark sky
It reminds me of you
I have been waiting for you outside the town
The wind is cold. The rain has changed to snow
Why don't you come here?
You promised yesterday night
I love you more than anything else
If I had wings, I would be brave enough to go to you

Song #2 "Brave My Heart"
Yesterday, I saw you by chance
Why did I see you?!
I love you, but you don't know my feeling
Because we are ordinary friends
I think about you every night
It rains in my heart
I want to be your lover
I wish the stars would carry my feeling to him

The key words/phrases for Songs #3 and #4 below were: *feelings, love, you, warmth, memory, night, rain, eternal, miss you,* and *tell you.*

Song #3 "Longing For Your Love"
How long has it been raining?
Your warmth is becoming a memory
Have I told you that I still love you?
As the night comes once more
My feelings burn again which I can't stop
Who are you with right now?
I believe that our love was eternal.
I miss you...

Song #4 "Even Raining"
The leaves turn red and yellow.
And I'm thinking about tomorrow
The day I can meet you
It will take away my feeling of blue
Even if it will be raining
Just your smile makes me sing

Additional Activities

Following are other activities my students have done that can precede or follow the above activity:

(a) Students bring English song lyrics they have found on their own to present and discuss with the class. These lyrics can be original lyrics, lyrics originally written by someone else in English, or

a student's translation of lyrics from a different language into English. Discussions can focus on themes, favorite lines, devices, etc.

(b) Students working alone or in pairs work on a translation into English of a Japanese pop song. Later, students/pairs compare with other students/pairs. A composite translation can subsequently be made of the "best" parts of all translations. Two easy Japanese language songs I recommend for this purpose, written by Yoshii Kazuya of the popular Japanese rock/pop band The Yellow Monkey, are included in the references below. More difficult songs can be used for a more advanced class.

(c) Students complete a cloze of an English pop song, filling in the cloze blanks with any words or phrases that appeal to them. Later, clozes are compared with other students and subsequently with the original work. One song I have used very successfully in this fashion appears in the references below (see McCarron, 1999).

(d) Students create oral or written reports or discussions/debates about favorite musicians and songs.

(e) Students create songs with vocal melodies and English lyrics and perform them in class.

Variations

This activity is suitable for anyone familiar with the lyrics of Japanese pop songs; therefore, it might be especially appropriate for teens and young adults (e.g., junior high school to university). As a variation for older students, rather than J-pop the model could be, for example, Japanese *enka*. For children, the model could be children's songs.

Conclusion

The above activity is a fun and easy activity that challenges students' use of a variety of English, and employs other creative skills as well.

References

Gardner, H. (1993). *Multiple intelligences: the theory in practice*. New York: Basic Books.

McCarron, A. (1999). Because today [Recorded by Swimmer]. On *Surreal* [CD]. Beverly Hills: Maverick Records.

Yoshii, K. (1998). Hanareruna [Recorded by The Yellow Monkey]. On *Punch drunkard* [CD]. Tokyo: BMG Funhouse.

Yoshii, K. (2000). Brilliant world [Recorded by The Yellow Monkey]. On *Brilliant world* [CD]. Tokyo: BMG Funhouse.

Quick Guide

Key Words: Pop song lyrics
Learner English Level: High beginning to Advanced
Learner Maturity Level: Teens and Young Adults—adaptable to other age groups
Preparation Time: None
Activity Time: 30 minutes or more

Book Reviews

edited by stephen snyder

Reading Connections: Skills and Strategies for Purposeful Reading. (Intermediate). Anne Ediger and Cheryl Pavlik. New York: Oxford University Press, 1999. Pp. xxi + 218. ¥3,390. ISBN: 0-19-435825-9.
Reading Connections: Skills and Strategies for Purposeful Reading (High Intermediate). Anne Ediger and Cheryl Pavlik. New York: Oxford University Press, 1999. Pp. xix + 238. ¥3,390. ISBN: 0-19-435826-7.

Reading Connections: Skills and Strategies for Purposeful Reading is a series of two-level textbooks that aims to teach reading skills. They are written for those who are planning to study at post-secondary level in English speaking countries or those who wish to hone their reading skills further. The *High Intermediate* consists of four units, each of which comprises three parts in the following order: "Focus on Skills," "Reading for a Purpose," and "Doing the Unit Task." The *Intermediate* follows the same format minus "Focus on Skills" in each unit. In each unit, six to seven readings taken from a variety of sources such as magazines, books, newspapers, websites, and encyclopedia are presented with pre- and post-reading activities geared to teach reading and vocabulary-building strategies. The readings in each unit center around the same topic, including such areas as romance, work, money, intelligence, and movies. The strategies and the exercises to practice them are skillfully organized based on the readings, and the rationale behind the strategies is easy to understand and persuasive. For these reasons, this series could also be used for reference especially by those who are teaching reading skills for the first time.

As the title of the series suggests, *Reading Connections* regards reading as a purposeful act, as it usually is in the real world, and provides learners with specific purposes, i.e., accomplishing an integrated writing task at the end of each unit. The unit tasks offer learners a chance to experience what it is like to write (term) papers as they draw on and integrate their ideas and opinions formed from a critical reading of the several sources. Although each unit is quite long (40 to 60 pages), this is probably necessary in order to provide a simulating experience.

One weakness of this series is that the reading and vocabulary building strategies are heavily dispersed in the *Intermediate*, and that it is at times difficult to keep the main purpose of the readings in mind. Fortunately, this weakness is fully ameliorated in the *High Intermediate* by establishing the "Focus on Skills" separately from the other two parts. The whole purpose of the reading exercises is structurally made clear.

All in all, *Reading Connections* is a welcome addition to the growing body of reading textbooks, especially for those who are planning to study abroad. It requires patience, but those who do have the patience to follow it will be amply rewarded.

Reviewed by Reiko Mori
Kagoshima Prefectural College

Mystery and Murder in Australia. Clare Harris. Sydney: National Centre for English Language Teaching and Research (NCELTR), Macquarie University, 2000. pp. 76. ISBN 186408557-6

This little book, which has an accompanying cassette, contains accounts of two murder inquiries and two stories of bizarre disappearances of people in Australia, spread between 1935 and 1986. Only one, the Lindy Chamberlain case, was solved. Each mystery reads as a recount-narrative based on available primary sources.

Each reading commences with a pre-reading task with a black-and-white-photo graphic for building contextual awareness. Then a short, vivid scene-setting introduction and a more pertinent press photograph lead into the story proper. Sub-sections of text come in large, well-spaced half- to full-page chunks. The events are placed in chronological sequence, and towards the end different views and explanations of the original event and its context are presented. Post-reading tasks follow a list of sources for further reading. These tasks are broken down into Comprehension, Language Focus, "Beyond the Story" and one or two Critical Thinking reflection tasks.

While the language level is recommended for intermediate students, with sufficient scaffolding by a class teacher the language is such that themes are accessible to lower levels. The language focus tasks—and there are more in here than in your average easy-reader—are limited to lexis, except for one requiring sentence transformation into speculative modal verb patterns (p. 35) in the second story about a disappearing plane. Given that the title and thematic focus of the book is "Mysteries," it is surprising that syntactical forms are not emphasized more. Still *Mystery and Murder in Australia* is intended as a reader, not a reading textbook.

The issue of grammatical activities pre-empts the question of how the book is to be used. The topic of murder and mystery is good for extensive reading and the length and format of each part of the book not too burdensome. Also, the somewhat unfamiliar settings in Australia will hold learners' interest levels. The fullcolor in readers from some other pub-

lishers might be more attractive, but this offering from NCELTR at Sydney's Macquarie University has more to offer pedagogically.

So, what is there in this book to offer a teacher for a short program, or for part of a course to high school students, or adults in a culture centre or college? A baby disappearing from a tent, dingoes, three public inquests, and a murder trial in the shade of Uluru; a Cessna disappearance over Bass Strait south west of Melbourne; an arm regurgitated from a shark caught in a beachside pool near Sydney, the main clue to one disappearance and at least one murder (though the complex thread of events threw my class); and an Australian scuba-diving prime minister taken by sharks or even picked up by a Chinese submarine!

This is a reader to get as a class set. There is scope for individual or group-based speculation. Shifting the topics' and themes' integrity beyond the frontiers of this book would give any teacher the natural occasion to induce at least some critical or speculative thinking which is missing in so many other readers.

Access to a Hollywood film *Evil Angels* (1988), in relation to the Lindy Chamberlain case, and to Internet websites listed in the other three mysteries enhance the value of this book. That is if it becomes more easily available than customers having to order direct from NCELTR in Sydney.

Reviewed by Howard Doyle
Wollongong University College, Sydney

Management Matters 2 (CD ROM). B. Tomlin, and T. Aspinall. IBI Multimedia, 2000. Available: <www.business-english.co.jp>, £31.50.

IBI multimedia, located in the UK, distributes an extensive line of CD ROM, video, and text-based educational materials covering general English, British Culture and ESP. *Management Matters 2* is the second half of a two-part, CD ROM series with the following self-stated purpose, "A business English course covering the syllabus of Cambridge Business English Certificate level 2 and related examinations. The self-study course aims to develop general business and presentation skills together with the skills needed for linguistic competence."

I found what I perceived a slight mismatch between the stated purpose of the CD and what was actually delivered. The CD sleeve suggests that this is a course that teaches business and presentation skills in addition to language. While the text in one unit does offer tips for good presentations, the other units are clearly designed to teach business English *not* business skills.

At first glance, this CD is a slick package: excellent video and graphics, professional-looking and well-organized user interface, and good support for users within the CD itself.

The topical syllabus is divided into 6 units which focus on a sub-theme of language function in each unit. The topic themes are naturally business-related and the language functions focus on several facets of business discourse: describing a process, expressing your opinion, understanding stock market reports, selling a concept, constructive criticism (this title has nothing to do with the unit content), and presentation skills.

Within the user interface, the main panel allows easy (though slow) navigation between the main sections of the CD: *Contents page* (allows access to all 6 units), *Video* (access to video and script), *Exercises* (some comprehension, numerous vocabulary and grammar exercises), *Dictation* (students can type dictation of text excerpts), *Voice analyzer* (students can record and compare their voice to that in the video), *Dictionary*, *Grammar* (a searchable index of grammar explanations and examples), and *Help* (offers good technical assistance and useful suggestions about how to use the CD for self-study).

Pros and Cons
(as perceived by myself and 8 experimental users.)

On the upside:

- Installation and stability were all deemed acceptable by users of several different computers.
- Speed of navigation was good within a section, though slow when switching between sections.
- Very professional and easy-to-use interface.
- Excellent quality audio, video, graphics and pictures.
- Good attention to both general and business vocabulary in exercises.
- Interesting pronunciation practice. The CD boasts a voice analyzer. While the term "analyzer" makes me nervous, most students enjoyed the novelty of the activity.
- Students found the media and approach interesting (including several who had limited computer experience).

Could be better:

- Content specifically designed to prepare students for a test that they are not likely to see in Japan.
- This particular CD seems quite high-level for most of the students I encounter on a regular basis. I had difficulty finding appropriate-level students. IBI claims that this CD is intended for intermediate-level speakers; there is also a lower-level CD available.
- Inadequate attention to textual meaning. Comprehension exercises are extremely brief in each unit. The meaning of the text is not dealt with in detail. Long, high-level texts combined with inadequate attention to meaning left many stu-

dents who tried this CD feeling a bit lost.
- The pronunciation section had a pictorial representation of the user's pronunciation pattern (a curve). Some students found this distracting, trying to reproduce the curve rather than the sound.
- The grammar section was based on explanations as opposed to practice. Some students found this useful, other would have liked exercises.
- Since the dictionary was located on a separate page, access was found to be slow by all users.

Summary

Management Matters 2 is a well-designed product that would certainly be useful for acquainting users with business English in a self-study setting. Though designed to prepare students for an exam that is not prevalent in this country, surely a niche of appropriate-level business English students would find this self-study course both interesting and useful. While the lower-level CD was not available for this review, it would be interesting to see if that product would be more suitable to a greater portion of our student population in Japan.

Notes: I was not able to evaluate this CD's effectiveness in preparing students for the Cambridge Business English Certificate level 2, because I am unfamiliar with this exam format. Computer requirements: IBM style PC with minimum 66MHz Pentium processor, 8 MB RAM, 30 MB of free HD space, CD ROM, and sound card.

Reviewed by Jim Goddard
Kwansei University

Recently Received

compiled by amanda o'brien

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of May. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Business

Business Venture 1 [new ed.], (student's, teacher's, workbook, CD). Barnard, R. & Cady, J. Oxford: Oxford University Press, 2000.

Course Books

Explorations: Integrated English 1 (student's, teacher's, workbook, CD). Lee, L. & Brockman, T. New York: Oxford University Press, 2000.

Expressions: Meaningful English Communication 1 (student's, teacher's, workbook, cassettes, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 2001.

Expressions: Meaningful English Communication 2 (student's, teacher's, workbook, cassettes, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 2001.

Expressions: Meaningful English Communication 3 (student's, teacher's, workbook, cassettes, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 2001.

Go For It! 1 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 1999.

Go For It! 2 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 1999.

Go For It! 3 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 1999.

Go For It! 4 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 1999.

***J-Talk: Conversation Across Cultures.** Lee, L., Yoshida, K. & Zoilkowski, S. New York: Oxford University Press, 2000.

New Headway English Course: Elementary (student's, teacher's, resource book, workbook, cassettes). Soars, L. & Soars, J. Oxford: Oxford University Press, 2000.

Dictionaries

Oxford Advanced Learner's Dictionary [6th ed.]. Oxford: Oxford University Press, 2000.

The American Heritage Dictionary of Idioms for Students of English. Boston: Houghton Mifflin Co., 2000.

Idioms

Can You Believe It?: Stories and Idioms from Real Life 1 (student's, cassette). Huizenga, J. New York: Oxford University Press, 2000.

Can You Believe It?: Stories and Idioms from Real Life 2 (student's, cassette). Huizenga, J. New York: Oxford University Press, 2000.

Can You Believe It?: Stories and Idioms from Real Life 3 (student's, cassette). Huizenga, J., & Huizenga L. New York: Oxford University Press, 2000.

English for Specific Purposes

Complete Guide to the TOEFL Test: CBT Edition (guide, CD ROM, answer key). Rogers, B. Boston: Heinle & Heinle/Thomson Learning, 2001.

***English in Today's Research World: A Writing Guide.** Swales, J. & Feak, C. Ann Arbor: University of Michigan Press, 2000.

For Teachers

Contact the *JALT Journal* editor directly to request the following:

Studies in Japanese Bilingualism. Goebel Noguchi, M. & Fotos, S. (Eds.). Clevedon: Multilingual Matters Ltd., 2001.

It's coming, in the June *TLT*.

JALT News

edited by amy e. hawley

This month, I have chosen to include only the motions that were passed at the January 2001 EBM so that all JALT members might be better informed as to what is taking place in JALT at all levels. I did not include all of the minutes as they were rather long, but if you wish to see the minutes in their entirety, you may contact me via email and I will send them to you in PDF (or any other form) you request. Also, they will be included in the next JENL due out in June for the EBM that month. If you have any questions about the following motions, please feel free to contact me.

Unfinished Business

1. MOTION: The budget for this position be a minimum of 50,000 yen and BE increased each year depending upon the sales of the previous year and any increase over the advertising revenue of fiscal year 2000. For an increase of 2 million yen, the total annual budget WILL? be 100,000 yen. For an increase of 4 million yen, the total annual budget should be 150,000 yen. For an increase of 6 million yen, the total annual budget WILL? be 200,000 yen. For an increase of 8 million yen or more, the total annual budget should be 250,000 yen. If there is no increase, then the total annual budget remains at 50,000 yen. (submitted by Mark Zeid, former National Director of Publicity)

New Business

1. MOTION: That officers' terms of office should be unified. (submitted by Tadashi Ishida, JALT National Vice President)
2. MOTION: That any officer shall begin his or her term of office immediately after the Ordinary General Meeting held in the fall. (submitted by Tadashi Ishida, JALT National Vice President)
3. MOTION: That the following article of the Bylaws be abolished:

   Chapters, Special Interest Groups (SIGs) and Affiliates

   6. Each chapter and SIG shall be entitled to one representative at the January and Conference Executive Board Meetings. Chapters together shall be entitled to 12 delegated chapter representatives and the SIGs together to four delegated SIG representatives at other Executive Board Meetings, where each delegated representative has three votes. The delegated chapter representatives shall be elected by the chapter representatives at the January Executive Board Meeting. The delegated SIG representatives shall be elected from among SIG officers. (submitted by Tadashi Ishida, JALT National Vice President)

   NOTE! Larry Cisar was asked to write a standing rule for us to keep the current delegate system in place for the January EBM since the passing of the above motion abolishes this system. Mr. Cisar will pass on the standing rule to Ms. Hawley, the Director of Records who will keep it with her for all future meetings.
4. MOTION: That the EBM approve the working budget that is presented to them by the FSC Chair, Dave Magnusson, for the fiscal year April 1, 2001 to March 31, 2002. (submitted by Dave Magnusson, FSC Chair)
5. MOTION: That the following people be approved as JALT National Appointed Officers for 2001:JIC Chair – Bettina Begole; Research Grants – Thom Simmons with Fred Anderson; TESOL Liaison – Thom Simmons; IATEFL Liaison – a search for a new rep. will take place; TLT Editor – Malcolm Swanson; JJ Editor – Nicholas Jungheim; JJ Assistant Editor – Donna Tatsuki; Domestic Affairs Committee – ask(??) Morijiro Shibayama; National SIG Rep. – Alan Mackenzie; National Chapter Rep. – Bill Balsamo; SIG Treasurer Liaison – Alan Cogen; Chapter Treasurer Liaison – Alan Cogen; FSC Chair – Dave Magnusson; Financial Sales Committee – Jerry Halvorsen; NEC Chair 2001 – Michelle Nagashima; NEC Chair 2002 – Edward Haig; Conf. Prog. Chair 2001/PAC 3 – David McMurray; PAC 3 Prog. Co-chair – Johanna Katchen; Conf. Prog. Chair 2002 – Joe Tomei (removed until June EBM); Conf. Site Chair 2001 – Peg Orleans; Conf. Site Chair 2002 – David Neill (removed until June EBM); Conf. Treas. 2001 – Andrew Zitzmann; Conf. Treas. 2002 – Amy E. Hawley (removed until June EBM); Business Manager – David Neill; JALT Website Editors – (English) Paul Collett/ (Japanese) Chiaki Kotori; International Affairs Committee – Thom Simmons; JALT Kaizenkon Liaison – Junko Okada; Japan Science Council Liaison – Morijiro Shibayama; JALT Archivist – Amy E. Hawley (acting until one is found); Program Database Manager – Joe Tomei; SCOEP Chair – Arudou Debito (submitted by Thom Simmons, JALT National President)
6. MOTION: That JALT establish a mailing list to be called EBM-net, the membership of which consists of and is limited to the Executive Board Members. (submitted by Tadashi Ishida, JALT National Vice President)
7. MOTION: That Robert Long be appointed TLT Co-Editor from April 2001. (submitted by Gene van Troyer, Publications Board Chair)
8. MOTION: That the Pragmatics SIG be recognized as an affiliate SIG. (submitted by Alan Mackenzie, SIG Coordinator)

NOTE! Alan Mackenzie notified the Board that a Pronunciation SIG is forming. It should also be noted here that Mr. Mackenzie believes SIGs are getting out of hand and that the members in JALT need to look seriously at the marriage of some of these SIGs.

9. MOTION: That these be the recognized dates for forthcoming JALT Int'l Conferences in the respective years: 11/0(1)/02 to 11/04/02, 10/(31)/03 to 11/03/03, where ( ) indicates the day of pre-conference workshops and activities, and the first full conference day is the one immediately after. (submitted by Timothy Keith Lane, JALT National Director of Programs)
10. MOTION: That the association uses Granship for JALT2002. (submitted by Timothy Keith Lane, JALT National Director of Programs)
11. MOTION: The following be added to the Bylaws: Chapter and SIG president's domicile or place of employment are listed as the office of each organization. (submitted by Tadashi Ishida, JALT National Vice President)
12. MOTION: That Brendan Lyons, Alan Cogen, Alan Mackenzie, David Magnusson, and David Neill form a committee to work on the financial future of JALT. Their findings and suggestions will be presented to the Board for consideration at the June 2001 EBM. (submitted by David Neill, JALT National Director of Treasury)

今月は、全てのJALT会員にJALTでどのような議論が行われているかを知ってもらうために、2001年1月のEBMで採択された動議を紹介することにしました。全ての議事録はあまりに長すぎるため掲載することはしませんが、もしそれをご覧になりたい方はe-mailで私までご連絡いただければ、PDF(またはその他のフォームで)お送りできます。また、それらは6月のJENLにも掲載されます。以下の動議についてご質問があれば、遠慮なく私にご連絡ください。
(なお、日本語訳は抄訳であるため、詳細は英文または6月のJENLをご参照ください)

継続審議

次の動議は、それに引き続くという条件で、2000年11月の執行委員会で通過しました。

1. 動議
a. Mark Zeidを広報担当として指名する。
b. このポジションの予算は、2000年度会計の収益に基づく広告による歳入の増加に基づくものである。これがポジションの最初の年度であるため償還はないが、必要な歳入が得られれば、翌年度はそれに応じた予算を組む。そうでなければ、予算はゼロとなる。
上記条件は次の付帯条項とともに通過しました。
・そのポジションを「広報管理(PAM)」とする。
・Markがそのマネージャーとなる。
・動議の予算上の一部は、1月執行委員会のための会議事項に提出される。(Mark Zeid, 前広報担当理事提出)
これは、2001年1月の執行委員会で通過したものの一部です。
動議：このポジションの予算は、最小50,000円であり、2000年度会計の広告歳入に応じて、以降の年度分を増加する。(Mark Zeid, 前広報担当理事提出)

新規活動

1. 動議：役員のタームは、一つにされる (Tadashi Ishida, JALT副理事提出)
2. 動議：秋の通常総会後、全ての役員は、直ちにそのタームを使用する (Tadashi Ishida, JALT副理事提出)
3. 動議：以下の細則は廃止する。
   支部、分野別研究会、準支部及び準分野別研究会
   6．各支部と分野別研究部会は1月と年次大会執行役員会に1名の代表を送ることができる。支部は全体で12名の指名代表を、分野別研究部会は4人の指名代表をその他の執行役員会に送ることができ、それぞれの指名代表は3票の投票権を持つ。支部指名代表は支部代表により1月の執行役員会で選出される。分野別研究部会指名代表は分野別研究部会役員の中より選出される。(Tadashi Ishida, JALT副理事提出)
4. 動議：執行委員会は、財務委員会議長Dave Magnussonによる2001年4月1日～2002年3月31日予算を承認する。(Dave Magnusson,財務委員会議長提出)
5. 動議：以下をJALT2001年度全国選出役員として承認する（リストは英文をご覧ください）。(Thom Simmons, JALT理事長提出)
6. 動議：JALTは執行委員会委員に限定されたEBM-netというメーリングリストを設立する。(Tadashi Ishida, JALT副理事提出)

その後、Hugh Nicollにより、EBM-net及びweb siteの紹介が行われました(内容の詳細については英文をご覧ください)。

7. 動議：Robert Longを2001年4月からのTLT共同編集者として承認する。(Gene van Troyer, Publications Board Chair提出)
8. 動議：分野別研究会「語用論」を準分野別研究会として承認する。(Alan Mackenzie, 分野別研究会コーディネーター提出)
9. 動議：以下は、それぞれの年度の来たるJALT年次大会として承認された日程である。
   2002年11/0(1)～11/04, 2003年10/(31)～11/03
   ( )の日付はpre-conference workshopsとactivitiesの日を指し、年次大会はその翌日から始まる。(Timothy Keith Lane, JALT企画担当理事提出)
10. 動議：JALT2002のGranshipを使用する。(Timothy Keith Lane, JALT企画担当理事提出)
11. 動議：以下の内容を細則に加える：支部長と分野別研究会長の雇用先の住所または場所がそれぞれの組織の事務所にリストされる。(Tadashi Ishida, JALT副理事提出)
12. 動議：That Brendan Lyons、Alan Cogen、Alan Mackenzie、David Magnusson、David NeillはJALTの将来の財政に関する委員会を形成する。調査結果と提案は、2001年6月2日の執行委員会に検討材料として提出される。(David Neill, 財務担当理事提出)

compiled by Amy E. Hawley,
JALT National Director of Records
書記担当理事Amy E. Hawley記録(抄訳衣川隆生)

Everything you ever wanted to know about PAC3 at JALT2001—see the June *TLT*.

Special Interest Groups News

edited by gregory hadley

CALL—The 5th Annual JALT CALL SIG Conference on Computer Assisted Language Learning, will be held on May 26-27 at Kanto Gakuen University in Gunma, just north of Tokyo. For more information visit our webpage.

College And University Educators—A mini-conference, "Developing Autonomy" is planned for May 12-13th in Shimizu. A book on projects for the university classroom for members, the *On CUE* newsletter, and conference proceedings are also in the making.

GALE—There will be a joint GALE-EASH conference titled "The Other Hokkaido: Minorities and Diversity in Sapporo," September 29-30. GALE members are encouraged to submit proposals for presentations, workshops, demonstrations, and seminars for this conference.

Pragmatics—JALT Kobe Chapter has generously agreed to sponsor a Pragmatics SIG Event/Mini-Conference on Sunday June 24 at the Kobe YMCA. We are also preparing to participate in the CUE mini-conference at Tokai University on June 24. Members may access the SIG's eGroup list and receive newest information in regards to Pragmatics regularly by email.

Crossing Cultures—Find out more about the cutting edge forming SIG: Crossing Cultures (CC) by joining our free email group at <www.groups.yahoo.com/group/jaltccsig>. Those considering membership can also obtain a free copy of our first newsletter by contacting Stephen Ryan at <RX1S-RYAN@asahi-net.or.jp> or t/f: 0726-24-2793. The newsletter includes details about the CC SIG, a short resource list, information on several intercultural conferences in Japan as well as abroad, and a review of a new interactive book exploring underlying cultural values which can lead to cross-cultural misunderstandings.

JALT2000 witnessed the beginnings the CC SIG. Its timely objective is to enhance intercultural education, so important now with everyday interactions more and more likely to involve crossing cultures, especially with the proliferation of the Internet. As the world "becomes smaller," it becomes more critical to develop awareness of the differences others may have in basic assumptions regarding areas like individual and collective responsibility, concepts of time, work and recreation, the importance of face, of status and of fate, the locus of ethics. Recently, for example, the misunderstandings subsequent to the sinking of the Ehime Maru have highlighted the importance of understanding the difference across cultures in the nature of apologies.

Thus, the Crossing Cultures (Forming) SIG is intent on working together with like-minded organizations within and outside JALT toward developing awareness, knowledge, and competence in intercultural communication (IC). This involves promoting research in IC, helping to disseminate the findings and current developments in IC, and advocating the inclusion of IC competency in language education and teacher training programs.

SIG Contacts

edited by gregory hadley

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Richard Gitsaki-Taylor; t: 052-872- 5815(w); t/f: 052-704-1017(h); <taylorx@sc.starcat.ne.jp>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Help with Employment and Labor Policies—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp; Michael H. Fox; <thefox@human-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Japanese as a Second Language—Shin Nitoguri; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—Bob Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp; website <www.miyazaki-mu.ac.jp/~hnicholl/>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); miriamblacktesig@yahoo.com

Teaching Children—Aleda Krause; t/f: 048-789-

2240; <aleda@gol.com>
Testing and Evaluation—Tim Newfields t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <newfield@dream.ocn.ne.jp>; website: <www.geocities.com/~newfields/>
Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); f: 0722-65-7005(w); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Forming SIGs
Pragmatics—Yamashita Sayoko; t: 03-5283-5858(w); f: 03-5-5283-5861(w) <yama@tmd.ac.jp>
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>
Crossing Cultures—Robert Long; t/f: 093-884-3447; <long@dhs.kyutech.ac.jp>; Warwick Francis; t: 045-960-3323; f: 045-961-2542; <warwick@japan.email.ne.jp>

Chapter Reports

edited by diane pelyk

Sapporo: January—***How ESL Teachers Can Benefit From SLA (Second Language Acquisition) Research*** by Okada Keiko. Okada's presentation was intended to raise teacher awareness of an area of language learning often considered more theoretical than practical: SLA research. She pointed out that teachers should take advantage of SLA research that is available and discover ways to apply it to their teaching. She suggested that teachers could benefit from SLA research by looking at the language they are teaching in terms of form, meaning, and pragmatics (language usage). She also stressed the importance of error correction, especially in terms of a learner's interlanguage (language in transition) development.

Okada began by briefly summarizing the different sub-fields of SLA, such as acquisition of vocabulary, grammar, and phonology, as well as contrastive analysis of L1 and L2, bilingualism, L2 retention by returnees, and others. She then asked participants to discuss their own language learning experiences in groups. Questions centered on differences between L2 (second language) and L1 (first language) including grammar, sound, register, rhythm, etc. Okada also asked the participants how they learned or studied their own L2, and what methods their teachers employed. At one point in the discussion the participants talked about their own teaching and whether or not they paid attention to the differences between Japanese and English when they taught. A lively discussion ensued with many of the participants conceding there were vast differences in the two languages. It was here that Okada reinforced the importance of balanced instruction incorporating form, meaning, and pragmatics (a three-dimensional grammar model proposed by Larsen-Freeman, 1991). She gave an example of how the three-dimensional model worked using the phrasal verb, "get lost." Participants were asked how they would teach this word, keeping in mind form, meaning, and its pragmatic application. Within this framework, she further demonstrated how student errors could be analyzed, and thus, put teachers in a better position to understand where students are in their language development. This could lead to better language instruction and ultimately, an improved syllabus.

Later in the presentation, Okada asked the participants to analyze data she had collected from a writing class. Participants then gave their own views of the errors, not only concerning the types found, but also what caused the errors to occur. This was perhaps the most interesting part of the presentation, with participants offering their own views on error correction.

Okada ended her presentation by reminding the participants that often a learner's acquisition doesn't go in the direction we want it to go, but if we are cognizant of the three dimensions of form, meaning, and pragmatics, together with error correction, we can make adjustments in our teaching.

Chapter Meetings

edited by tom merner

Thanks to the hard work of Bill Pellowe, JALT Chapter meeting announcements are now available online at <jalt.org/calendar>, with very convenient search tools. Please take a look. Why not make it a bookmark and visit the site regularly?

Chapter Conferences

Hokkaido—JALT Hokkaido will hold its eighteenth annual language conference on Saturday and Sunday, May 19-20. There will be over thirty presentations on second language acquisition, pedagogy, curriculum design, children's education, etc. Eleven JALT Associate Members, four local book distributors, and three non-profit organizations will have display booths.

Doors open at 9:00 a.m. each day and presentations start at 10:00. For more details, please visit our website at <englishforum.sgu.ac.jp/~jalthokkaido/>. Maps to the conference venue

and recommended hotels are available at the website.

北海道支部では来る5月19（土）、20（日）日の両日、北海道インターナショナルスクールにおいて、第18回年次支部大会を開催します。第二言語習得、教育学、カリキュラム編成、児童教育などについての発表が30以上予定されています。出版各社や地元書店による教材展も併せて開かれ、NGOグループの展示コーナーも設けられる予定です。

発表開始は両日とも午前10時（開門は午前9時）、発表概要および会場への略図はJALTホームページをご参照ください。お得な宿泊施設の紹介も掲載しています。

Monthly Chapter Meetings

Akita—We will have a monthly meeting in May. The final and detailed information will be provided later. 5月会合の開催を予定しております。詳細は後日お知らせします。

Fukui—***Learning Languages as a Way of Experiencing Different Cultures*** by Monica Bargigli. The speaker will talk about her experience learning several languages in her native Italy and on overseas language programs. She will discuss her travels and work as interpreter and translator of technical and literary texts, including the difficulties in translating a novel by Abe Kobo. *Sunday May 20, 14:00-16:30; Fukui International Association; one-day members 1000 yen.*

Gifu—***Conversational Storytelling in the Language Class*** by Bob Jones. Whenever people gather for social interaction, stories of amusing incidents, friends' misfortunes, personal triumphs, etc., are likely to crop up in the conversation. The presenter will examine some typical features of these conversational stories and demonstrate how transcripts can be used to raise learner awareness of these features. There will also be some discussion of how this growing awareness might be channeled into helping learners to improve their own storytelling skills. *Sunday May 27, 14:00-17:00; Dream Theater, Gifu City; one-day members 1000 yen.*

Gunma—***Computer-based TOEFL: Are You Prepared?*** by Andrew Tope, Pearson Education Japan. The presenter will first illustrate the major differences between the computer-based TOEFL test and paper-based test, and specifically, the way it is taken and what new items will confront students. The presenter will next offer practical advice and strategies for helping students succeed. Finally, the floor will be thrown open and participants given the chance to share test-taking strategies and effective preparation ideas. *Sunday May 20, 14:00-16:30; Maebashi Kyoai Gakuen College (1154-4 Koyaharamachi, Maebashi; t: 027-266-7575); free for all.*

Hiroshima—***1) Global Issues*** by Brian Teaman, Hiroshima University. ***2) Raising Money For Charity*** by Adam Beck, Hiroshima International School. How can English teachers help make the world a better place? The first speaker will introduce the topic of global issues, and then give a survey of teaching methods. The second speaker will give a concrete example of a new program which is raising money for both local and international charitable organizations. *Sunday, May 20, 15:00-17:00; Hiroshima International Conference Center, Peace Park, 3rd Floor, Seminar Room #2; one-day members 500 yen.*

Ibaraki—**Language Teaching Options and Ideas** by Mark Rossiter, Thomson Learning. *Sunday May 20, 13:30-17:00; Tokyo Kasei Gakuin (Tsukuba Women's University); one-day members 500 yen.*

Iwate—**Dramatizing in the Classroom: Using Drama Techniques to Enhance Your Classes.** Shimizu Akiko and Mary Burkitt of the Iwate JALT chapter will discuss ways to use drama techniques in the classroom, for children through adults. *Sunday May 27, 10:30-12:30; Iwate International Plaza, Morioka; one-day members 1000 yen, refreshments will be served.*

Kagohsima—**Phonics.** Lynda Yoshida will demonstrate how to teach children to strengthen their reading skills using the phonics method. She will also discuss how the method enables children to read and write further and eventually become independent learners. Practical activities will be introduced. *Saturday May 12, 14:00-16:00; Yoka Center (7th floor of Daiei in front of Nishi Eki); one-day members 500 yen.*

Matsuyama—Two presentations by Joe Lauer, Hiroshima University. The first part of the program will attempt to describe the English listening and reading abilities of university freshmen. Using PowerPoint, the presenter will describe the types of linguistic mistakes that students recently made on tests. During the second part, the presenter will explain about various textbooks he has published. *Sunday May 13, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen; local members 4000 yen per year.*

Miyazaki—***Hands on in the LL: Practical Ways to Utilize Language Lab Technologies*** by Tsuchiya Maiko, Val Maxwell, and Takeno Shigeru, Miyazaki Municipal University. This workshop is dedicated to answering questions about how to use language lab technologies to stimulate learner awareness for pronunciation, listening, and speaking activities in the LL. Come join with us in sharing your techniques and questions about using LL techniques in your teaching. *Sunday May 19, 14:00-17:00; Miyazaki Municipal University, LL1, 3F.*

Nagasaki—***Essential Internet Activities for the Language Classroom: Four Lessons Learned from Experience***, by Nathan Edwards, Kanazawa Institute of Technology. This presentation is based in part on articles and lesson plans which appeared in *Recipes for Wired Teachers: Practical Ideas by*

Teachers for Teachers, published by the CALL SIG. The four areas explored are (a) utilizing global "live" webcams in the language classroom, (b) using Panoramic 3D Images: free, easy-to-use "Livepicture" software, (c) discovering Internet Relay Chat: analyzing authentic texts, and (d) easy-to-use, free video conferencing: "Microsoft Netmeeting" used by an EFL learner. Please note that even teachers who do not currently have or use a computer will benefit from the discussion of teaching methodology and exchange of ideas. *Saturday May 12, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nagoya—***The Three Keys to Unlocking Culture: Perception, Perception, Perception!*** by Ray Donahue, Nagoya Gakuin University. Increasingly, second language educators must unlock the mysteries of culture for their charges. Cultures differ according to their preferred styles or strategies of communication. As focus on communicative competence and study abroad rise, we are increasingly placed in the role of an interpreter of culture—how successfully depends largely on our own perception. This workshop aims to sharpen perception by exploring various perceptual puzzles about Japan and critically analyzing the contrastive rhetoric between Japanese and English. *Sunday May 27, 13:30-16:00; Nagoya International Center, 3F, Rm 2; one-day members 1000 yen.*

Nara—***NLP Rapport in EFL Classrooms: Practical Applications*** by Dr. Hiser, Kansai Gaidai University. This presentation will be made in three parts. The first will be a brief outline and explanation of NLP concepts relevant to classroom management and activities. The second part will be a practice section where participants can begin to explore their own use of the concepts. Finally, there will be concluding comments by the presenter, and a question and discussion session for the participants. *Saturday May 26, 14:00-16:00; Tezukayama University, Gakuenmae Campus, Kintetsu Gakuenmae Station; free to all.*

Niigata—***Introducing Public Elementary School English and the Monbusho Handbook*** by Tom Merner, Japan College of Foreign Languages. English instruction is about to become an option for the new "Period for Integrated Studies" in the Japanese public schools. Monbusho has published the "Handbook for Elementary School English Teaching Activities," to provide support to teachers. Merner, a member of the authoring committee, will introduce the handbook, share views about the direction public elementary school English seems to be heading, and introduce results of a survey about the current situation in schools which have already implemented English. *Sunday May 13, 10:30-12:30; Niigata International Friendship Center; one-day members 1000 yen, students 500 yen.*

2002年に全国の公立小学校に新たに導入される「総合的な学習の時間」で扱われる、環境・健康／福祉・情報教育・国際理解という４本の柱の中で英語活動が加えられることとなりました。文部省では「小学校英語活動指導の手引き」を作成し、小学校の先生方を支援しようとしています。この手引書作成協力者会議の一員でもあった、トム　マーナーがこの手引書の内容を紹介します。また、昨年実施した英会話活動実施校へのアンケート調査の結果を報告し、公立小学校の英会話活動の今後の方向等について論じます。

Omiya—***Getting Ready for Speech and Debate*** by Charles LeBeau, author of *Discover Debate* and *Getting Ready for Speech*. Get ready! Get set! Speak and debate! Looking for something new for your oral communication class? Want students to experience new ways of expression, verbally and non-verbally? *Getting Ready for Speech*, the new basic-level presentation book, gets students out of their seats while building vocabulary, introducing grammar, and developing basic communication skills. *Discover Debate* brings debate skills into the classroom with fun, active exercises. Participants will sample activities from both books. *Sunday May 20, 14:00-17:00; Omiya Jack (near Omiya JR Station, west exit).*

Osaka—***Self Assessment*** by Gregory Anderson, Kwansei Gakuin University. This workshop will focus on aspects of evaluation used in the English for Academic Purposes program at Kwansei Gakuin University's School for Policy Studies. Participants will learn how peer and self assessment involve students in discussions, presentations, and writing. Participants will receive a booklet of materials and discuss the rationale and possible adaptation of the methodology. *Sunday May 20, 14:00-16:30; Abeno YMCA (near Tennoji Station); one-day members 500 yen.*

Yamagata—***Second Language Acquisition Differences Between Child and Adult Learners*** by Jerry Miller, Tohoku University of Art and Design. Miller will talk on the above-mentioned topic in terms of Krashen's theory of second language acquisition, based on his teaching experience at an English conversation school. *Saturday May 26, 10:00-12:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—***Problem solving as a Means of Oral and Written Expression through Role-Play*** by Nathalie Lewis. In the EFL classroom, how can we assist our students in improving their speaking and writing skills? The presentation will begin briefly with how drama theory, particularly in regard to obstacle, conflict, and aim, may be used through role-play in the foreign language classroom. The remainder of the presentation will demonstrate how structured mystery and Dear Abby role-plays, particularly because of their problem-centered focus, may be used in exercising speaking and writing in the EFL classroom. *Sunday May 13, 14:00-16:30; Kannai, Gino Bunak Kaikan, Yokohama; one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter) —Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal.yasuda-u.ac.jp/student/jalthiroshima.html>

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/for>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Hirayanagi Yukio; t/f: 078-794-0401; <hirayanagi@aol.com>

Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <akiko@aminet.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>

Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>

Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-979-6531; cell: 090-2891-6959; <lindak@shinonome.ac.jp>; website <MatsuyamaJALT.50megs.com/>

Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>

Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>

Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>

Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>

Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>

Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>

Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>

Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t: 048-789-2240; <aleda@gol.com>; website <www2.gol.com/users/ljc/jan.html>

Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>

Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>

Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>

Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>

Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>

Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>

Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460

Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>

West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>

Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>

Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Job Information Center

edited by paul daniels

To list a position in *The Language Teacher*, please fax or email Paul Daniels, Job Information Center. Please email <tlt_jic@jalt.org> or fax to 0463-59-5365. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University announces three full-time positions for associate lecturers in English (EFL/EAP), with one position to begin in April 2001 and two in April 2002. **Qualifications**: MA or higher in TEFL/TESL or applied linguistics, teaching experience in university EAP, experience coordinating other teachers or working in a coordinated program, experience in curriculum design and materials development, a demonstrated ability to function effectively as part of a team, evidence of professional development activities, a commitment to further professional development, native-like competence in English. **Salary & Benefits**: Highly competitive salary and benefits, including subsidized housing and research funding; annual contracts renewable for up to four years. **Other information**: The School of Policy Studies is on the Kobe-Sanda campus, located approximately one hour from the cities of Kobe and Osaka. For more information and application procedures, please see <www.ksc.kwansei.ac.jp>.

Ibaraki-ken—The English Section of the Foreign Language Center, University of Tsukuba, has an ongoing interest in seeking applications for part-time EFL teachers for the present and coming academic year. **Qualifications**: MA or PhD in TEFL/TESL or a related field, and teaching experience at university/college level (Japanese or foreign), and a minimum of two publications. **Duties**: Teach two to four0 75-minute first-year English classes a week (exact number is dependent on availability and university needs). **Salary & Benefits**: Salary and commuting allowance are based on the university's scale. **Application Materials**: cover letter; CV (university forms will be sent later); list of publications, including page numbers (copies of publications may be requested later); copies of relevant degrees, diplomas, and certificates, if possible. Please specify which term or academic year you will be available to start work (Note: first term is from April to June, second term from September to the end of November, third term is from December to the end of February.) **Deadline**: ongoing. **Contact**: Mr. Hirosada IWASAKI; Foreign Language Center, University of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki 305-8577; t: 0298-53-2430; <iwasakih@sakura.cc.tsukuba.ac.jp>.

Sapporo—Hokkaido Tokai University School of International Cultural Relations invites applications for a tenure-track faculty position as assistant professor or lecturer in English beginning September 1, 2001. **Qualifications**: MA or a higher degree in the field of applied linguistics, communication theories, or English language studies. **Salary**: Based on the scale of Tokai University Educational system and age. **Application Materials**: Send the following documents to the address below, indicating in red "Application for Faculty Position" on the envelope: curriculum vitae with a photo attached; a set of copies of official transcripts for university work; list of publications with the contents briefly described; a written statement for future plans while in the position described above (1000 words in English); a brief statement on the role of university education. **Other Information**: Applicants are expected to have a command of Japanese sufficient to manage some administrative duties. Courses taught would include communication (oral and written), theories of language, communication, seminars, graduation theses, English and other subjects that may be requested by the University. **Deadline**: June 20, 2001. A reply to successful candidates will be made in mid- to late July. **Contact**: All documents should be sent via registered mail to: Associate Professor Takuya Yoshimura; School of International Cultural Relations, Hokkaido Tokai University, 5-1-1-1 Minamisawa, Minami-ku, Sapporo 005-8601, Japan; <yoshimura@di.htokai.ac.jp>; f: 81-11-571-7879.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: Resident in Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications and three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: Classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits**: Comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an ap-

plication form and information about the program. **Deadline:** Ongoing. **Contact:** PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to—The Foreign Language Teaching and Research Centre, Gakushuin University, is seeking candidates for a full-time, tenured faculty position to commence April 2002. The level of appointment will be based on education and teaching experience. **Qualifications:** MA or higher in EFL or a related field of study, native competence in English, at least three years of university-level teaching experience in Japan, ongoing research in a specific area of EFL such as CALL or language testing and evaluation, and a level of spoken Japanese sufficient to allow participation in faculty meetings and committees. **Duties:** Teaching a minimum of six classes per week; performing administrative and other duties in accordance with position. **Application Materials:** CV; cover letter; copy of highest degree certificate; two letters of recommendation (at least one of which must be from a Japanese academic and in Japanese); sample copy of recent publication. All application material must be sent in one envelope by registered mail to the following address: Recruitment, Foreign Language Teaching and Research Centre, Gakushuin University, Mejiro 1-5-1, Toshima-ku, Tokyo 171-8588, Japan. **Deadline:** June 30, 2001. **Further information:** Prospective candidates will be contacted in September to arrange interviews. Any enquiries concerning this position should be sent by post to the address above; no email or telephone enquiries will be accepted. Please refer to the Gakushuin home page for further information about the university at <http://www.gakushuin.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by brian cullen

0 Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Calls for Papers

Contributors wanted for a book project: "Entrance Exam Practices at Japanese Universities: Teachers' Narratives of Problems and Possibilities." Contributors can be Japanese or other nationals, university, high school, or *juku* teachers or administrators. University and high school student voices are also welcome. Anonymity assured for authors and institutions upon request. Submissions from 500-word cameos to 3000-word narratives. Follow *TLT* editorial guidelines. **Deadline: July 15, 2001.** Contact Tim Murphey, Nanzan University for more information. <mits@ic.nanzan-u.ac.jp>.

First-Time Writers—*The Language Teacher* is calling for submissions from chapters for a special issue to be published in December 2001. The focus of this issue will be on "First-Time Writers," and will be similar in requirements to the chapter-sponsored presentations at the annual JALT conferences. Each chapter will be entitled to sponsor a paper by someone within their membership who has never published an academic paper before. These papers

Got a PAC3 at JALT2001 query? See the June *TLT*.

will be given preferential treatment in the review process, and for those that require significant editing, a collaborative reader will be assigned from the Peer Support Group to assist the writer. Guidelines: Open to first-time writers only (collaborative pieces by first-time writers will also be accepted); Limited to one per chapter on a first-come, first-served basis while space is available. Deadlines: Notice of intention to submit: **August 1, 2001** Manuscripts: September 15, 2001. Preference will be given to papers with a strong pedagogical grounding. Papers may be in English or Japanese. If your chapter is interested in sponsoring someone, please get in touch with the editors as soon as possible.

New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces its first journal (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language, and culture. JALA welcomes as members any persons interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

PacSLRF 2001—The Pacific Second Language Research Forum conference will be held from October 4-7, 2001 at the University of Hawai'i at Manoa, Honolulu, Hawai'i, USA. This conference will focus on research in second language acquisition, particularly in Asian and Pacific languages. Invited plenary speakers will include Kevin Gregg (St. Andrew's University in Osaka, Japan), William O'Grady (University of Hawai'i at Manoa), Jeff Siegel (University of New England in New South Wales, Australia), Noeau Warner (University of Hawai'i at Manoa), Karen Watson-Gegeo (University of California, Davis), and Lydia White (McGill University in Montreal, Canada). For further information, please visit our website at <www.LLL.hawaii.edu/pacslrf>. Contact: PacSLRF 2001, c/o National Foreign Language Resource Center, University of Hawai'i at Manoa, 1859 East-West Road #106, Honolulu, HI 96822 USA; t:001-808-956-9424; f: 1-808-956-5983; <pacslrf@hawaii.edu>.

Other Announcements

New Members: **A Teaching for Charity** group was formed at JALT2000 in Shizuoka. The group is dedicated to alleviating global suffering by teaching classes for charity. Principally this involves teaching a class in our community and donating the proceeds to charity. The group is also interested in getting students involved in volunteer projects, both in Japan and abroad. We are currently gathering information to help teachers start such volunteer projects. Group members may also be interested in teaching community classes for free as a goodwill gesture to Japanese. We plan to network on an ongoing basis in order to share information about worthwhile charity organizations and projects, as well as appropriate global issues teaching materials. Check out the website: <www.charityteaching.f2s.com>, join the email discussion at <charityteaching@egroups.com>, or contact John at <small@nagasaki-gaigo.ac.jp>.

ATEM 2001—The 7th ATEM (Association for Teaching English through Movies) Annual Conference will be held at Sapporo Kyoiku Bunka Kaikan on June 23, 2001. There will be a keynote speech, four presentations, and six My Shares. Information: <www.atem.org> (in Japanese) or email to Dr. Hiroshi Takahashi at <tak12318@hoku-iryo-u.ac.jp>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

CAL SIG 34
EFL Press 2
Nellie's ..... IBC
OUP ..... IFC
Pearson ..... OBC
Riley, University of Leeds 15
Temple U. 9

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2　カ月前の1　5　日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1　週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、３００字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2　カ月前の２０　日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

Staff List

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-884-3447, f: 093-884-3400 (w); tlt_sub@jalt.org

Associate Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ms@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
(w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner & Oishi Harumi*
t/f: 086-270-7101; tlt_ms@jalt.org

Book Reviews — *Steve Snyder*, tlt_br@jalt.org

Publishers' Review Copies Liaison — *Amando O'Brien*
tlt_pr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya 464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t/f: 048-789-2240; tlt_sf@jalt.org

SIG News — *Greg Hadley*
t: 025-239-3417; f: 025-239-3828; tlt_sig@jalt.org

Chapter Reports — *Malcolm Swanson & Nagano Yoshiko*
English: tlt_chre@jalt.org
日本語: nagano97@pop.wa2.so-net.or.jp

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi, Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193;
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和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

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出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

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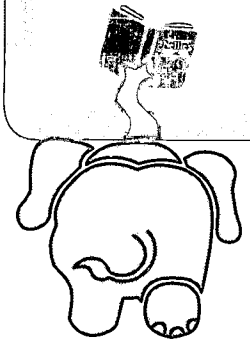

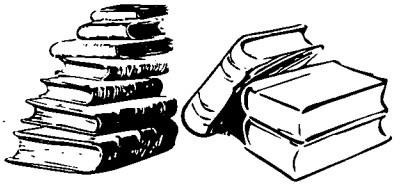

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第二十五巻 第五号 平成十三年五月一日発行 〒110-0016 東京都台東区台東一-三七-九 アーバンエッジビル五階（毎月一日発行）デビッド・マクマレー
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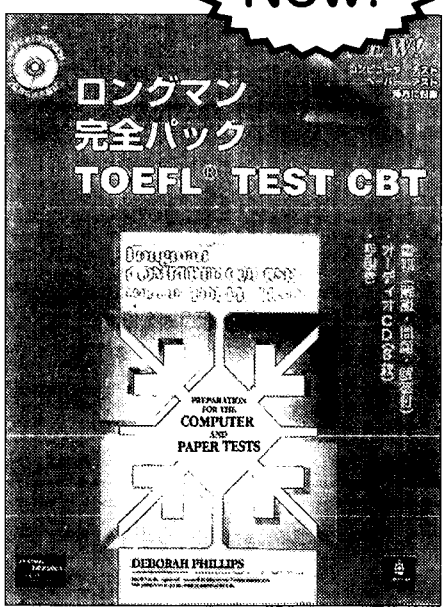

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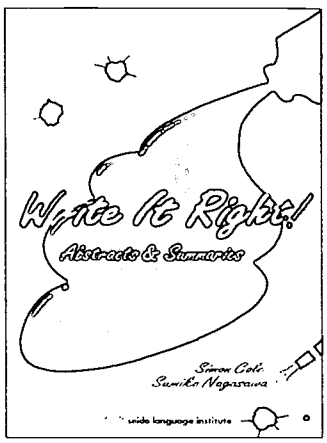

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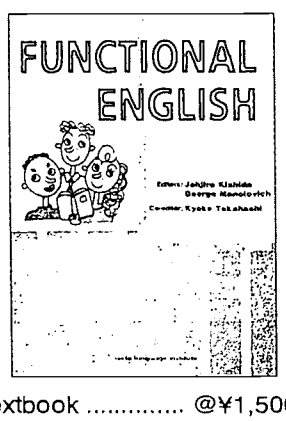

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I remember attending one of the first Kitakyushu JALT chapter meetings about six years ago at which the idea of running the PAC3 Conference in our city was first suggested. We all happily agreed to put our city forward as a candidate, confident that none of us would still be around to do all the work. As history shows, Kitakyushu was chosen as the site. What's more, almost all of that original smugly chuckling little band are still here, and are actively caught up in the preparations for the event!

But why in Kokura, Kitakyushu?? Surely way down here in the 'Rust Belt', as we were described recently, is no place for a conference! Luckily, we've been blessed with executive boards with the foresight to see that this is, in fact, the perfect site for PAC3 at JALT2001. It's the closest city to Asia, it has a conference site unmatched for ease of access, it's much cheaper than northern sites, and there is a dedicated local group who are dead keen to make it a success. And all indications are that it is going to be a success! Interest is high, submissions to present were at record levels, and preparations are continuing smoothly.

It's going to be a fantastic event, and one you won't want to miss! Hosting PAC3 as we are means there will be large numbers of presenters from our Asian neighbours with us. They'll be bringing with them eight main speakers who'll be holding plenaries and presentations during the conference. There is also the Asian Youth Forum, Asian Scholar speaker and our mini-conference for teachers of children, JALT Junior. PacSLRF and SEITAR will be hosting their own speakers. The poster presentation program will be bigger than ever this year. The popular Sheltered English workshop program and the Educational Materials Expo promise to be as big and bright as ever! There'll be great parties and other events. Bring your jogging shoes and join our early morning fun-run!

In the centre of this issue you'll find a pull-out supplement that will give you full information on pre-registering, organising accommodation, and getting to Kokura. Our advice is to register early! If you're coming a distance, why not stay longer and enjoy any of the 12 teacher training workshops on the first day? Stay later and enjoy our local hospitality.

Elsewhere in this issue, you'll find articles by the main and featured speakers. We hope you enjoy them, and that they have you racing to fill in the pre-registration forms to register early! Kitakyushu looks forward to hosting you all in November. See you there!

Malcolm Swanson
TLT Co-Editor <tlt_ed@jalt.org>

私たちの町でPAC3を開催するというアイデアが最初に議論された約6年前のJALT北九州支部のミーティングを忘れることはできません。私たちはこの町を候補地とすることに喜んで同意し、そして結果として北九州が開催地として選ばれたのです。議論に関わったささやかなグループはまだここに存在し、そしてイベントの準備に積極的に関わっています。

では、なぜ、北九州なのでしょうか。Bill GattonがRust Beltと呼ぶように、ここにはコンファレンスの場所などありません。しかし、幸いにも、私たちは先見性のある執行委員会に恵まれ、JALT2001において完全な形でPAC3のサイトを開設することができたのです。ここはアジアへの窓口となる都市です。そして、アクセスの容易さについて言えば、最善の会議場を有しています。北の都市よりも安価で、このイベントを成功させようとする熱心なグループもあります。このような条件を考慮すれば、このイベントは成功することは間違えないでしょう。人々の関心も高く、投稿は記録的な多さであり、準備は順調に進んでいます。

(Continued on page 22.)

contents

JALT2001 main speakers
3 Anne Burns & Christopher Candlin
9 Sangho Han & Robert J. Dickey
12 David Nunan
17 Feng-fu Tsao
20 Arunee Wiriyachitra
24 Tessa Woodward

2001 JALT Asian scholar
26 An Interview with JALT Asian Scholar Raul C. Laborte of the Philippines

JALT2001 featured speakers
28 Nguyen thi Hoai An & Aoki Naoko
29 Andy Barfield, Neil Cowie, Julian Edge, Chris Gallagher
30 Steven Gershon
32 Graham Healey
33 George Jacobs
34 Leo Jones
36 Aleda Krause
37 Linda Lee
41 Michael Rundell
42 Stephen Thewlis
43 Richard C. Smith
44 Michael Swan

conference programme article
46 Keith Lane

my share
52 Blockbusters
53 Personal Story Frames and More
54 Yarn Toss

departments
55 Book Reviews
58 JALT News
62 Special Interest Groups News
62 SIG Contacts
62 Chapter Reports
64 Chapter Meetings
67 Chapter Contacts
68 Conference Calendar
69 Job Information Center
72 Web Corner
73 Bulletin Board
74 Submissions
75 Staff List
11 Correction
60 Advertiser index

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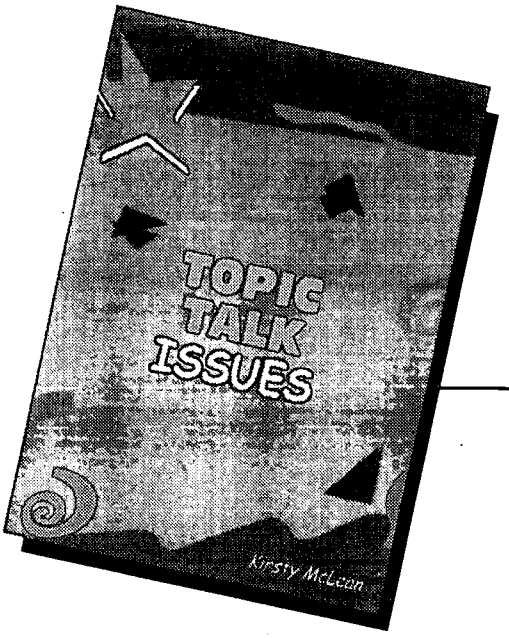

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Problematising Language Learning and Teaching: Asking the Right Questions in the 21st Century

Some time ago in the context of debates about input and intake in SLA, Lesley Beebe asked the question whether learners were "getting the right stuff." It was an important question to ask at the time in terms of the perceived narrowness of content and often unfocussed nature of the input that learners were often receiving in formal instruction, and the corresponding research emphasis on learner input rather than on learner intake and output. It was a question that impinged both on what teachers did for learning and what opportunities learners had for learning. In this short paper we would like to take up Lesley's metaphor and give it a bit of a twist.

The issue for us as teacher-researchers is whether the questions we have been asking about teaching and learning, and the statements we have grown to love and to accept, are still the appropriate ones to be asking as we enter the 21st century. Are they supported by recent research and our experience as reflective practitioners? Since we *are* asking questions, it seemed a good idea to make it into a dialogue, and see where this might lead us. Readers are invited to join in (you can reach us at <anne.burns@mq.edu.au> and at <enopera@cityu.edu.hk>) and we plan to continue the dialogue and make it come alive at our joint presentation at PAC3 at JALT 2001. If you have comments or new questions before the conference, send them in!

Just to establish the ground rules: the statements under each theme we are going to respond to are ones we include in some Macquarie University material for the MA distance learning programme in Applied Linguistics as a starter for debate.[1] They aren't attributable to anyone in particular! They represent a summary view.

Issue 1: Contacts, Contexts, and Identities

- *"If you don't identify with speakers of the language you are learning, you won't learn the language well."*
- *"People who have little contact with the host community will not learn the language successfully."*

Chris: I think the first issue for me is this word *identify*. It's problematic at least on two counts. Firstly, it doesn't make it clear whether we mean *identify* in some sense of sharing values and beliefs, or whether (and maybe as well) we mean sharing the acts of identity, the behaviours, and mores of the speakers of a foreign or second language and their culture(s).

Secondly, it raises the question about *identity*. What is this *identity* with which we are supposed to *identify*? For one thing, it's going to have to be plural. People don't have *an* identity, they have identi*ties*, and what *identit(ies)* they have needs to be differentiated between the idea of identity meaning *self*, and identity meaning *person*, and they're not at all the same thing. Self is more a psychological construct, and person, a social one, the latter much influenced by history. Moreover, what our identities are is not entirely within our control, in that others make our identities for us. In the contexts of debates about multiculturalism in Australia, for example, or issues about language choice in postcolonial Hong Kong, society's ideas about identity (racial, ethnic, social class, professional, individual) are at the core of theorising in describing, interpreting, and explaining the human condition at the individual level.

What is interesting for language teaching and learning is that this identification and this construction of identities are most often mediated through discourse. This linkage between identities and

language is picked up in a number of recent studies of second language learning. For example, Bonny Norton's recent book (2000) raises a number of issues in regard to the *access to language* possible by immigrant women to language resources in Canada which would help them acquire their host language. As she documents, issues of social class and employment, issues of the types of setting and encounter circumstances possible for the women she was working with, how they were regarded by members of different host communities, all impacted strongly on their opportunities for language acquisition. Central to that acquisition process was the differential acknowledgement by the host community of the varying identities of her learners, and learners like them more generally. The same themes are taken up in the European work on migrant learners by Bremer and her colleagues (1996), and by Burnett in Australia (1998).

As I indicated in my General Editor's Preface to Bonny Norton's book (Candlin, 2000) what these studies show is that for many language learners, especially for adult learners in the workplace, acts of identifying with a foreign language and culture, and its speakers, are not at all easy to make, or necessarily are wished for by either party, host and migrant; thus for us to understand what the conditioning circumstances are, we need to explore the social conditions, historical and actual, of the contexts in which these learners are variably afforded the chance to use a foreign language and make it in some sense their own.

What is more, from a classroom formal instructional perspective, it will imply that we will need to appraise the micro performances of learners' classroom behaviours very much with those macro conditions in mind. Angel Lin's work in Hong Kong (1996) and Morgan's work in Canada (1998) are excellent examples of the need for that external-internal dimension. What comes through strongly is the key role played by the target language speakers and their social communities in enabling the conditions for second language learners to acquire *their* language. What this, in turn, does is to shift the responsibility for successful language acquisition dramatically.

Anne: Well, the importance of this role is certainly highlighted by the studies you mention, but won't our understanding of the *speakers of the language* and the *host community* also need to include a consideration of who these speakers are? Crystal's work (2001) as well as Graddol's (2001) make the point that English can now be considered a global language—probably the world's first truly international language. This has implications for the way we might think about *speakers of the language*. Kachru and others (e.g. B. Kachru and Nelson, 2001) have referred to the phenomenon of World Englishes with an increasing range of localised varieties and hybrids characterising people's use of English.

All this calls into question whether the *traditional* English-speaking countries—the US, UK, Australia, Canada, New Zealand—can still be regarded as *owning* English and having the *right* to set standards and norms for learning in other contexts (Widdowson, 1994). As David McMurray has foreshadowed (1998), this is a key issue for the whole project of a pan-Asian approach to English language teaching and learning. It also raises the issue of whether the standards of the *native speaker* (usually interpreted as British or American) can ever be a realistic goal for language learning—an assumption that is pervasive in SLA research (cf. Y. Kachru 1994), arising from Chomsky's notion (1965: 3) of "the ideal speaker-listener, in a completely homogeneous speech community who knows its language perfectly."

My preference is to view language learners as speakers *in the process* of becoming bi- or multi-lingual who will use their language repertoires for the societal roles they find themselves in. Nevertheless, as Davies (1995) points out, maybe in second language instruction we *need* the myth of the native speaker as a goal or inspiration for mutual intelligibility internationally. However, as a measure of learning it is a concept that is bound to limit us—it may be more useful for teachers to think of *continua* of developing language proficiencies rather than learner *deficits* as measured by native speaker standards. All this leaves us with one of the main issues facing any teacher in any second language learning classroom—how to select the input learners are exposed to and maximise the quantity and quality of this input to enable learners to develop their proficiencies.

Chris: This is what Beebe called "getting the right stuff." The point is that we can't prejudge what the *right stuff* might be if learners' identities and the needs associated with those identities are themselves being negotiated and worked out in the dynamics of the classroom. How to solve this conundrum?

Perhaps the answer lies in choosing a different model of classroom behaviour and classroom work. In what Brooks and Brooks (1993)[2] call a *traditional* classroom, teachers typically focus on knowledge in terms of *rules* and *systems of rules* to be disseminated didactically to learners. In what they call a *constructivist* classroom (which has much in common with current calls for a more socioculturally-based and Vygotskyan approach to second language learning (see Lantolf, 2000a and b), the emphasis is much more on teachers mediating the learning environment and learners coming to see language and language learning as a collective, communal *resource*. In what we might call this *resourceful classroom*, the responsibility for getting *the right stuff* is a collective one, and negotiating that *stuff is* not just

a matter of language but one of also learning how to *navigate* (see Breen, 1998) the processes and procedures for language learning.

The point to be made is that learners achieve productive and satisfying language learning identities through discursive participation with other learners in collective and common actions and activities. In that way, as Breen and Candlin said long ago (Breen & Candlin, 1980) language learning methodology becomes the content of the classroom curriculum. You might say, provocatively, that learning about language learning, rather than just learning about language, is what the curriculum is all about.

Issue 2: **Motivation**

- *"Motivation is the most important variable in second language acquisition."*
- *"People with low confidence and low self-esteem cannot learn a second language."*

Anne: In my experience as a teacher educator, student motivation is something that teachers think and talk about a great deal. We are genuinely concerned about the best ways to go about increasing motivation. But *motivation* also seems to be a very complex issue to unravel. On the one hand it involves thinking about educational questions regarding the fundamental components of learning a second language—the cognitive learning processes involved, as well as the specific elements of language selected for learning.

On the other hand, and simultaneously, there are social issues to do with the nature of cultural antecedents and social interactions operating in classrooms. In second language education, the early work of Gardner and Lambert (e.g., Gardner 1979; Gardner and Lambert 1959; Lambert, 1980) was influential in making the point that learning a language, unlike learning other school subjects, is a *social psychological phenomenon* (Gardner 1979: 193). The learner is being asked to take on not only new information, but also "the symbolic elements of a different ethnolinguistic community." Gardner made the useful connection between motivation and social *orientation*: *integrative* orientation, positive feelings and a desire to connect with the target language community; and *instrumental*, a desire to learn the language for potential pragmatic gains like getting a better job. More recently the concept of *linguistic self-confidence* (Clement et al 1977; 1994) has added a further social dimension that may be important in EFL contexts where learners do not have ready contact with the target community. Self-confidence refers to individuals' generalised perception of their ability to learn, perform tasks, and achieve results. Clement and his colleagues showed that linguistic self-confidence is fostered by the quality and quantity of the *contact*, which then becomes a motivational factor and to a considerable extent determines identification with the L2 community.

Developing linguistic self-confidence could include situations where the learners have considerable *indirect* contact with the L2 culture, through popular media for example. Clement's work with Dornyei and Noels (1994) pointed to three important elements of motivation amongst the Hungarian students they studied: integrativeness, linguistic self-confidence, and appraisal of the classroom environment (evaluation of the teacher, the course and the cohesiveness of the class). But so far, I've been referring to factors that seem to increase motivation. What about the situation—which I've frequently heard teachers refer to—where students do not seem motivated?

Chris: In a very recent book, Zoltan Dornyei (2001), makes some telling remarks about *motivation* (apart from providing the best practically-focused scholarly overview of the subject I know!) in pointing out how little attention has been paid in the research literature to issues of *demotivation*—what he refers to as "those environmental stimuli and classroom events that cancel out even strong existing motivation in the students" (p.3) and *teacher motivation*—"the nature of the teacher's own enthusiasm and commitment and the close links with student motivation" (p.3). Both these caveats appeal to me because they take some of the weight off the learner herself, and lighten as it were the personal responsibility that seems to be associated with having motivation or not having it. These are issues on which we would welcome some personal reactions from our readers!

Maybe, however, following Dornyei, we should begin by agreeing that motivation has something to do with choosing to do things, persisting with them, and the effort we expend on both those processes. We can then attribute to motivation the responsibility for why people do something, how long they are willing to continue to do it, and how hard they are going to work! Having done that (which itself takes a good deal of observation, experimentation, and bringing together qualitative and quantitative researching) we can then ask the question that centrally interests us, namely, how can we construct a curriculum which will foster choice, encourage persistence, and, most importantly, *reward effort*.

Taking this social and enabling approach does not, of course, deny the importance of the more cognitively directed experimental studies of human motivation, and motivation to learn languages in particular, as Dornyei documents. What it may do is to alert us to the fact that the identities of the learner are in flux, not least her identities as a language learner, and so general statements on the

basis of personality factors may need some contextualisation and socialisation.

Anne: Well, yes, Dornyei (p. 15) points out that much of the research on motivation from the disciplines of psychology and SLA has looked at individual behaviour. The *individualistic perspective* focuses on the individual's mental processes of accessing and storing information, and the values, beliefs, and attitudes that arise from these processes. But, although looking at how and why individuals behave in certain ways makes intuitive sense as a way of explaining motivation, what people do is always embedded in physical, social, and psychological contexts.

The *societal perspective* takes account of such things as sociocultural norms and intergroup relations and the individual's role within broader social classroom processes. This, of course, also takes us back to the issues of *social identity* that we discussed earlier in *Issue 1*. The challenge for teachers, as well as researchers, it seems to me is how to address Dornyei's crucial point that "acquiring a foreign language successfully, then, involves taking on a host of behavioural and cognitive attributes of another sociocultural community" (p. 66).

Chris: I agree, and this makes a link to earlier work, for example, where Dickinson (1995) connects motivation with autonomy:

> enhanced motivation is conditional on learners taking responsibility for their own learning... and perceiving that their learning successes and failures are to be attributed to their own efforts and strategies rather than to factors outside their control. (1995:173-174)

This connection is an important one for teachers because it suggests that although as teachers they retain considerable responsibility for *evoking* motivation in learners, what may *sustain* this motivation is much more the learners' capacities to maintain the effort through their *own* commitment. For that to happen, curricula need to be reconstructed not so much to promote autonomy as individualism and independence, but rather as interdependent and collective action, expecting varying investments from different learners at different times, in different ways, and in response to different challenges. In another very recent book, Phil Benson makes much the same point (2001). Teachers can then much more specifically target what action they need to take to promote that learner investment.

At the same time—and I borrow here Bonny Norton's term *investment*—we cannot ignore issues of power and control in the classroom—i.e., are the conditions for sustained learner investment *appropriate?*—or discount the position and status of the target language they are learning in the society and world outside the classroom, and the learning opportunities for the learner outside formal instruction in the institution. As she and others have indicated, it is those factors that impinge much more than we realise on the negotiation of that investment in the classroom.

As Bourdieu writes about language generally (1982, 1991), if language in interaction is a marketplace where speakers' values are exchanged and their different forms of capital negotiated, then we can affirm that this is certainly true of the classroom where learners with different forms of symbolic, cultural, and linguistic capital struggle to get the best rates for the language *they* have to exchange.

Anne: Given the complexity of the research and the proliferation of theories and perspectives on motivation, your very relevant point about what action teachers need to take to promote learner investment becomes a pretty perplexing one on a practical level. Dornyei acknowledges this (p. 137) when he says "even a selection of the most important strategies will make up a long list"! I like the list he presents of three sets of *core strategies* (taken from Dornyei and Csizar, 1998: 215; Dornyei and Malderez, 1999: 167-8; Williams and Burden, 1997: 141-2) for a "motivation-conscious" teaching approach—one of which he calls "Ten Commandments for motivating language learners." I'll set the *ten commandments* out here (each suggests a valuable starting point for collective action, perhaps through action research), but readers will have to refer to his book for the useful suggestions from the other authors I've mentioned.

1. Set a personal example with your own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalise the learning process.
9. Increase the learner's goal-orientedness.
10. Familiarise learners with the target language culture. (Dornyei and Csizar, 1998: 215)

Issue 3: Classroom tasks

- *"Learning tasks which require learners to exchange information promote SLA more than those which don't."*

Chris: One of the things that strike you when you see statements formulated like this is how strong an influence experimental work on SLA has had on classroom practice, despite the protestations of SLA researchers who often disclaim direct relevance of what they do to classroom work. I find that all a

little bit jejune and naïve. If you make a statement like that then you must be implying a direct connection. However, that is not the point. Task-based language learning hasn't had a long history (see Candlin & Murphy, 1987), though of course task-based learning goes much farther back (see Candlin, 2001).

What history and research in language learning tell us is that although there seems some general agreement that in task-based learning meaning is primary, that there is some communication problem to solve and that there is some relationship between the task and real-life communication (whatever that is), and that the learner outcomes somehow offer internal appraisal of the success of the task (Nunan, 1989; Long, 1989), there is no guarantee even in tasks where learners have to *negotiate meaning* that they are not limited just to finding out word meanings, or simply attributing fixed values to speech acts, and often in what Bernstein (1996) calls a *magisterial* or teacher-controlled discourse. Having a task-based methodology doesn't necessarily imply that tasks will promote *learning*, they may just promote *activity*, as Robinson (1993) points out in his review of Nunan's book on task design (Nunan, 1989).

In other words, in this weak version, task-based language learning may simply replicate *in micro* the didactic, regulated discourse of the traditional classroom with the learners adopting quite familiar directive or responsive roles. The old faithful of Initiation-Response-Feedback (IRF) still rules. In short the concept of *negotiation of meaning* may well turn out to have few implications at all for the crucial issue of learners exercising rights to influence the direction of the curriculum by collaboratively transacting choices among different types of tasks.

In fact, one might say that the emphasis of SLA on heavily structured teacher (researcher) initiated tasks and *negotiation of meaning* has diverted us from a much more challenging and interesting issue. Teachers need to know that the construct of *task* can be directed at any aspect of language and communication, not just at *meaning* but also at form. In particular, teachers should know that tasks, cooperatively designed and initiated by the teacher and the learner, can be directed in a *macro* way to the direction and management of the curriculum itself. That would be what Bernstein (1996) calls *competence pedagogy*.

Anne: I'd like to take up this statement from another angle. The reference to *exchange of information* presupposes that learners are placed in situations that allow for exchange and in the classroom this seems to me to imply group work. So it's perhaps useful to look at some of the studies here. The work of researchers such as Pica and Doughty (1985) drew attention to the effectiveness of group work for the learners they studied on information tasks involving a two-way exchange of information. However, they also noted that tasks involving discussion and opinion giving tended to favour more assertive students which meant that other students received less (or, in some cases, no) opportunity to practise what Swain (1985) has termed *comprehensible output*.

Again, this highlights the importance of the specific social context of the classroom in terms of cultural settings, teachers, learners, group dynamics, the nature of the task, and so on, and the judgements teachers make about tasks in relation to their specific settings (and this in turn goes back to your point from Issue 1 about a *constructivist* perspective). Pica (1994) points out that while group work may have a prominent role in Communicative Language Teaching (CLT), it does not in itself guarantee success in language learning because of such social conditions.

Many of the studies done on group work tasks (often involving very different groups of learners in very different classroom settings) have produced competing results and perhaps the most telling finding is that the effects of group work are highly contextualised—a position, which in itself, raises questions about putting forward deterministic statements. We need much more research on how contextual variables interact with classroom tasks. In my view, this means more ethnographically oriented work to supplement and complement the more psychologically oriented work done in SLA.

Some of the recent studies conducted by researchers such as Duff (1995), Mohan and Marshall Smith (1992), Willett (1995), and Morita (2000) have adopted a *discourse socialisation* approach looking at students' language development from the perspective of how learners negotiate meaning with teachers and other learners as they are apprenticed into academic and classroom discourses.

I guess this begins to take up your point about what Bernstein was advocating—that the process of instruction itself can be a means of exchanging information in a meaningful and socially contextualised way. Some examples of such a direction are contained in the recent collection by Breen and Littlejohn (2000). Some of the *social interactionist* approaches based on the work of Vygotsky (e.g. Lantolf and Appel, 1994; van Lier, 1996) draw attention to the concept of *instructional conversation*, a more dialogic pedagogy that involves reconsidering the role of teachers in *scaffolding* learning. It will be an interesting challenge for ELT teachers and teacher educators in the years to come—how to shift the IRF paradigm you referred to towards this more dialogic approach.

Let's continue the discussion at PAC3 at JALT2001!

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Notes

1 The statements derive from material from the Macquarie University MA in Applied Linguistics Distance Learning Unit, LING 912: *Second Language Acquisition,* produced and written by Geoff Brindley, to whom go our thanks!
2 We are grateful for this reference to one of our Macquarie University PhD students, Nick Marshall, who is currently completing a doctorate exploring an innovative English language curriculum in place at Kanda University of International Studies in Chiba, Japan.

Introducing Collaborations in Foreign Language Medium Instruction

Sangho Han
&
Robert J. Dickey

As part of a theme of globalizing education, Kyongju University (Korea) introduced *Foreign Language Medium Instruction* (FLMI) into the curriculum in several departments outside of language studies in 1999. The authors were members of the FLMI organizing committee (which included faculty from two non-language departments as well as the Japanese and English language departments) and have been teaching and tracking this project since inception.

What have we learned in this time? Clearly, the lack of a unified and comprehensive *foundation* for content-based instruction, and how our project fits within, hasn't affected promulgation of the program, as this was a top-down driven mandate. On the other hand, lack of clear guidelines in the literature, along with a lack of enthusiasm on the part of many instructors, has definitely caused confusion and probable diminishment of presumed benefits.

Content-based instruction versus FLMI

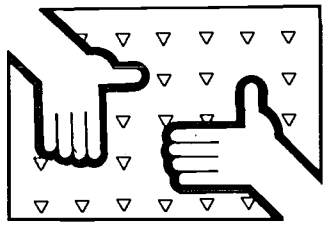
Foreign Language Medium Instruction is a term introduced by Dickey (forthcoming) to identify that type of instruction where the "content" is a substantive academic course, rather than a support to a substantive course or a means to introduce language learning. Snow (1991) has observed that "throughout the history of second language teaching, the word *content* has had many different interpretations" (p. 315). Brinton, Snow, & Wessche (1989), in their much cited work "Content-based Second Language Instruction," define content-based instruction (CBI) as the "concurrent teaching of academic subject matter and second language skills" (p. 2). There is no agreement, however, on whether such content must accurately reflect current learning requirements in substantive courses or whether it merely is derived from such course topic areas.

As any teachers' conference evidences, *content* is often extended far beyond the course topics generally offered in academic institutions. Some suggest that courses may be "content-based in students' personal values or in areas of current or future concerns" (Bassamo, 1986, p. 18). Prodromou (1992) and Shih (1992) suggest that culture, and personal and professional interests, are all viable areas for *content*. Use of computers and the Internet have become obvious *content* (e.g., Isbell & Reinhardt, 1999), as well as video (e.g., Furmanovsky, 1997). Short (1991) offers the topic of *littering* in a model lesson (presumably under a theme of environmentalism in either social studies or science classes). Murphey (1997) includes journalism, TV commercials, and health and fitness awareness. On the other hand, McGroarty (1991) indicates that content should be substantive when she states that "content-based language instruction aims to promote conceptual mastery of a certain subject along with the language skills necessary to deal effectively with the subject" (p. 381).

It has been argued that in CBI, students "must be aware of the fact that they are studying English and that . . . [the topic] is just a suitable material to be used during the course" (Abramov, 1999). Such a dogmatic approach does not appear to be extensively supported in the literature. Perhaps such a perspective would be best identified as *content-based language education*. On the other hand, the general themes of Krashen's Input Hypothesis (1992) would appear to suggest that so long as input is not too far beyond the students' ability, their English will improve whether or not it is explicitly a language-

learning course. In the case of FLMI, we observe that Foreign Language Medium Instruction takes up where content-based language education lets off, though the dividing line between these is still unclear. Is the course objective based on a focus on language, or a focus on (non-language-based) content? What then of literature courses taught in the L2?

Immersion classes are similar to the FLMI design, though without the extended hours generally offered in such an ESL environment. Even the Canadian models of immersion studies in elementary schools generally provide four or more hours per day in the L2, often alongside *native-speaker* students who serve as peer role models (see Stewart, 1996). Yet one aim for FLMI at Kyongju was "to put students in an L2 environment," such as in Japan or the USA.



Content learning in Asian classrooms

Under Shih's (1986) and Snow's instructional methodology-based classifications for content-based instruction, classifications were based on pedagogical designs that may have little to do with what actually occurs in the classroom, and do not adequately describe the motivations for student learning. It is valuable to note here Furmanovsky's (1997) observation concerning content courses taught via English as a Foreign Language in Asia: These courses are necessarily different from so-called content-based courses offered to ESL students in overseas universities.

Few Asian students, studying in English-medium courses in their own countries, are likely to enroll in a North American or other English-medium university, and they are more likely to have lower skills in English. An alternative and complementary approach to course classification, more likely to match the realities of Asian educational systems, is based on the learning aims of the students (not school administrations) and the events within the classroom. Three general classifications are offered by Dickey (in press): (a) Academic skills courses, (b) Topical courses, and (c) Substantive courses.

Substantive courses have been in place in Asia for decades, placed within most every academic institution's foreign language program. Courses such as literature, drama, public speaking, and culture have often not been taught in the foreign language to a significant extent, but the purpose of studies was nevertheless to improve student comprehension and appreciation of, and skills in, the foreign language. In-class supports, such as allowing student questions in the L1 and the instructor's answers in a simplified L2 (teacher talk), make such instruction very like the "sheltered classes" found in Shih's (1986) third category and Snow's fourth. An important distinction for sheltered classes is that the learning objectives are modified from that of *mainstream* courses, to incorporate language learning objectives along with lowered *substantive* objectives. In the Asian environment, the learning objectives of the L2-based content course would be compared to a class offered in the students' L1. As Duff (1995) has noted for the case of immersion classes in Hungary, in Kyongju's FLMI courses subject content must be mastered.

The Kyongju Experience

While an "immersion-like" teaching program was mandated by the university president, nearly all other aspects of the program were developed by the designated "Foreign Language Only Instruction" committee he appointed. The ten faculty members on that committee, from the departments of English Language, Japanese Language, Hotel Management, and Tourism Development, were determined to formulate classes that students could survive. (It was widely felt that the President, new to the university and recently returned to academia after a 20-year absence, did not recognize student competencies.)

A number of courses were selected to be offered in a student L2, either English or Japanese: Hotel Business English, Multinational Hotel Management, Understanding Contemporary Leisure Industry, Practice in English Pronunciation, Korean to English Interpretation, Comparison between Korean and Japanese, Japanese-Korean Translation, Japanese Pottery, English Communication, and others. It may immediately be recognized that a number of these courses are designed with a *language as content* basis. Nevertheless, most of these courses had been taught without a special *foreign language only* designation for some years. Several of the courses (in the English and Japanese departments) were routinely taught by faculty who were native-speakers in Japanese or English. What did the designation mean?

The committee, in both preliminary discussions and a preliminary survey, indicated a number of special considerations to make these courses meaningful. These included a waiver of the university-wide mandatory grading curve, class-size caps and waiver of minimal student numbers, appropriateness of classroom use of the student L1 during the first weeks of the semester while trying to ascertain the appropriate L2 levels, allowing student use of L1 prior to the midterms (week 8), availability of student L1 during office hours, and recommendation that L2 textbooks be used and L2 be preferred for student assignments and tests.

The initial response from students was generally favorable. In a survey conducted after the first three weeks of the Fall 1999 semester, many students indicated they were well motivated for use of the L2 in class. Students did expect some flexibility on use of L1 in the classroom and during faculty office visits. Students expected to be tested in the L2 (this was not widely publicized prior to this survey, as some faculty had misgivings on this aspect of the project). On the other hand, in a number of classes taught by Korean native-speaking faculty, 30% or more of the students questioned the need for FLMI, and in most classes 50% or more students saw only *some need* for the Foreign Language in instruction.

FLMI courses have continued from this first semester, though roughly 75% of all FLMI offerings have been through the foreign languages departments. In a recent survey of instructors, only three of the five foreign languages departments' courses were listed as teaching 100% in L2. All surveyed instructors indicated that in-class questions in the L2 were *always* or *usually* preferable, and that they *usually* or *always* gave answers in L2 regardless of the language of the question. In seven of the eight courses surveyed, all exam questions were in the L2, though the effect on students' grades of use of L1 in the classroom and on exams varied from *none* to *somewhat* to *grade depended on use.*

One of the question marks for this program, on the *content* issue, was student mastery of content. Four of the eight responses indicated that students had mastered "100% of the content" when assessed on the requirements of an L1-based course, one reported *80% mastery*, one *67% mastery*, and two *greater than 100%*. Surprisingly, one of these "greater than" answers did not come from language-based courses, but for the course Understanding Modern Leisure Industry. Another surveyed instructor, listing 100%, explained, "These students were especially motivated to learn." He also noted that he works hard to simplify the English explanations, yet still it was an area he wished to see changed for the course. A Korean professor of English Linguistics, who felt his students mastered the material equally as well as in an L1 course, noted that for the future, he would likely decrease the breadth of coverage (content areas in Linguistics) to promote greater mastery of content. Both the Japanese professor for Translation and the American professor teaching American Law felt the need for a language pretest before admission to their courses.

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2001: A Language Odyssey

November 22–25; Kitakyushu, Japan

Correction

In last month's *TLT*, some of the URLs on page 13 of the article by Crawford & Powell suffered capitalization problems. The correct URLs are:

Crawford, M. (2000a). *Jeopardy Categories.* Available at www.d1.dion.ne.jp/~crawford/jpdy-mc.htm

Crawford, M. (2000b). *The Solar System.* Available at www.d1.dion.ne.jp~crawford/solar.htm

Crawford, M. (2000c). *Southeast Asia.* Available at www.d1.dion.ne.jp/~crawford/seasia.htm

Crawford, M. (2000d). *U.S. Universities.* Available at www.d1.dion.ne.jp/~crawfordS/unis.htm

Crawford, M. (2000e). *The Animal kingdom.* Available at www.d1.dion.ne.jp/~crawford/animal.htm

Powell, T. (2000a). *Jeopardy Categories.* Available at www.d1.dion.ne.jp/~crawford/jpdy-tp.htm

Powell, T. (2000b). *Major 20th Century Earthquake Disasters.* Available at www.d1.dion.ne.jp/~crawford/earth.htm

English as a Global Language: Issues and concerns

David Nunan

The demand for English language and English language education has exploded with economic globalization. It is the language of business, technology, science, the Internet, popular entertainment and even sports (Crystal, 1999, 2000; Graddol, 1997; Shorris, 2000). In academic contexts, Swales (1987) estimates that over 50% of the millions of academic papers published each year are written in English, and the percentage is growing year by year. The response to this demand by governments around the world has been to introduce English as a compulsory subject at younger and younger ages, often without adequate funding, teacher education, or the provision of appropriate resources. In business, industry, and government, workers are increasingly expected to develop proficiency in English. This has created many challenges for TESOL educators internationally.

Currently, there is a need for basic research to answer questions being raised by governments, bureaucracies and industry. These bodies need to know how and where to direct scarce resources (an especially pressing need in developing countries). There is an urgent need to know the costs and benefits of training students and employees in English language. A related issue has to do with the effect of the spread of English on indigenous languages and a possible denial of the right of children to be educated in their own language. Some general questions to which we sorely need answers are:

- What are the English language needs of workers in a wide range of workplaces and occupations, from multinational corporations to government and quasi-government institutions such as hospitals and immigration?
- How can technology help to meet these needs?
- What are the most effective, cost-effective means of meeting these needs, and what curriculum modes are most effective (e.g. traditional classroom-based, self-access, independent learning, distance learning, technology and web-based)?
- What are the implications of the changing workplace and economy globally for the teaching, learning and use of English, often with speakers of other language or varieties of English?
- What is the impact of English as a global language on the educational practices and medium of instruction in educational systems around the world?
- What are the costs and benefits, in terms of time, money and effort, of (a) enhancing, and (b) maintaining English language skills in foreign language settings?
- In developing countries, to what extent is access to English a mechanism for determining who has access to economic advancement and who does not?

At a more specific level, we need a detailed country-by-country audit of the current pedagogical state of affairs. This would enable us to provide a profile of the current state of the art. Such an audit would need to answer the following questions:

- At what age and grade level is English introduced as a compulsory subject?
- How many hours per week and weeks per year is English taught for each grade level?
- Are there any plans to lower the age at which English is taught as a compulsory subject?
- Has the emergence of English as a global language influenced language planning and policies? If so, in what ways has this influence manifested itself?
- What are the principles underpinning the English language curriculum?
- What is the impact of English as a global language on the educational practices and medium of instruction?
- What are the costs and benefits, in terms of time, money and effort, of teaching English as a foreign language?
- Has the introduction of English had an impact, or is it likely to have an impact in the future, on first language and indigenous language development?

- To what extent is English used as the medium of instruction for other subjects?

In the region in general, English is being introduced as a compulsory subject anywhere from age five through eleven. Formal contact with the language varies from 40-120 minutes per week. There is a great deal of variation in these figures, and government agencies are required to juggle complex and by no means clear-cut data on the optimal age for beginning instruction with political considerations. In Malaysia, for example, there is a dilemma over the place of English vis-à-vis the national language. The years since the introduction of the national language as the medium of instruction have seen a steady decline in students' English proficiency. This is a growing problem at the tertiary level, and steps are being taken to reverse the trend. Currently, in the public universities, all lecturers qualified in Malay are obliged to use it. However, the Ministry of Education is seriously contemplating reintroducing English as a medium of instruction in the science and technical subjects at the secondary and university levels in order to reverse the perceived decline in the standard of English.

In the Philippines, on the other hand, the President's Commission on Language has recommended that English be dropped as the medium of instruction in favor of either Tagalog or one of the vernacular languages. This move has grown out of concern for the language rights of the child, and the fear that forcing children to be schooled in a foreign language is forcing many of the nation's children to fall out of the educational system. For similar reasons, in Hong Kong the government has mandated Cantonese as the medium of instruction in all schools except those that can demonstrate a capacity for effective instruction in English.

Critical issues

From a recent survey currently in progress, four critical issues across a wide variety of contexts and situations have emerged: funding, teacher education, curriculum models, and the optimal age for beginning instruction (Nunan, 2001). I shall address each of these in turn.

Funding

Funding has always been a critical issue in all aspects of education throughout the region. As a greater and greater percentage of national budgets are consumed by the educational sector, the sector itself is being subjected to critical scrutiny. Accountability and evidence of effectiveness are being required at the systemic level and at the individual school and classroom level. In some countries, funding is not being increased to meet the increased demand for English language education. Rather, the existing budgets are being shuffled about. In some cases this is about as effective as shuffling the deck chairs on the Titanic. In one country, which will remain nameless, resources for English language instruction are being switched from the secondary to the elementary level. The result has been a noticeable decline in the standard of English (see below).

Teacher education

While governments want more English taught in school, there appears to be a general reluctance to come up with adequate levels of funding. In a number of countries, elementary school teachers are being deployed, or re-deployed as English teachers without training, resources, or support. The notion that if you can speak the language you can teach it is alive and well—even at official government levels. Reluctance to provide adequate funding for English language education is reinforced by the economic difficulties confronting many countries at the present time. In these and other countries then, the matter becomes a political issue of getting adequate resources to enable teachers, curriculum developers and materials writers to design, deliver and evaluate effective language programs.

Curriculum models

All of the countries providing data for my survey strongly subscribed to "communicative language teaching." However, numerous informants reported a gap between the rhetoric and the reality. One informant reported that:

> The discernable principles from the school curriculum are fundamentally communicative. It could be argued that the curriculum seems task-oriented. Unfortunately, the implementation is constrained by formal top-down traditional method. It is difficult to assess whether the tasks meet any of the students' own purposes.... Anecdotal evidence supported by reaction from the Ministry of Education suggests that practice is far removed from the curriculum "rhetoric." At a more fundamental level, a significant proportion of teachers especially in the rural areas do not have sufficient command of the English language to conduct the classes with confidence.

There are several reasons for the persistence of *traditional* approaches in the face of the official rhetoric. In addition to the poor command of English by many teachers, there is a lack of knowledge about what exactly is meant by *communicative approaches* and *task-based language teaching*. In addition, practitioners also get mixed messages from researchers about, for example, the place of gram-

mar within a communicative curriculum. Opinions range from the *abandon grammar position* (Krashen, 1981, 1982), to a view that there is a place for a focus on form within a communicative approach.

> Our view is that some degree of carefully timed and delivered focus on form is likely to be appropriate in most cases of L2 learning difficulty . . . we believe that leaving learners to discover form-function relationships and the intricacies of a new linguistic system wholly on their own makes little sense. This does not mean, however, that we advocate a constant focus on all forms for all learners all the time. (Doughty and Williams, 1998)

Empirical evidence also suggests that an instructional focus on form "can have a lasting impact on the second language proficiency of learners as young as 7 or 8 years of age" (Harley, 1998).

Optimal age

Behind the drive to introduce English at younger and younger ages, is the assumption that younger is better: that a child who begins learning English (or any other language for that matter) at the age of five will be more proficient in the language at age twelve, than a child who begins learning at age eight. It is an assumption that rarely appears to be questioned at the level of policy.

So what does research have to say on the question of the optimal age to begin foreign language study? Unfortunately, most of it is irrelevant to settings in which English is taught as a foreign language. Many of the claims in favor of beginning language study in the elementary school are based on North American investigations into the effects of foreign language programs in the elementary school (FLES). Not only are these studies noncomparable, several of the more prominent studies suffer from poor research design which call into question the validity of their results. Research into the education of immigrant children in the United States and Canada has also been cited to support the younger = better position. However, the context of this research is also very different from the EFL contexts to which the results are extrapolated. Again, some of the more prominent studies suffer from questionable research design.

Regardless of the problems of interpretation created by contextual factors and faulty research design, the results themselves are by no means clear-cut. In his book-length review of the research, Singleton (1989) asserts "there is no consistent support in the literature for the notion that younger second language learners learn more efficiently or successfully than older learners" (p.137). He concludes that "the 'younger = better' premise on which the case for the early introduction of second languages tended to be made in the past can no longer be accepted in its simple form" (p. 262). This is not to say that the early introduction of second or foreign languages should be avoided—but that the evidence in favor of such a position is simply not there. In fact, Singleton points out that while there is no strong empirical support for early second language instruction, there are other arguments that can be put, such as the educational merits of early contact with another culture. However, he concludes with the caveat that unless the policy is supported by high quality materials, adequately and appropriately trained teachers and favorable public attitudes, the experience may be negative, and the results counter-productive.

My own approach to task-based curriculum design uses real-world and target tasks as the point of departure for language curriculum design, and moves to a specification of pedagogical tasks that are supported by language exercises and communicative activities. This model is consistent with current research as well as contemporary practice.

Real-world / target tasks

Pedagogical tasks — Enabling skills

Language exercises — Communicative activities

Rehearsal tasks

Activation tasks

(Nunan, 1999)

Conclusion

In his 1997 book, *English as a Global Language*, David Crystal points to some of the dangers of the emergence of a global language:

> Perhaps a global language will cultivate an elite monolingual linguistic class, more complacent and dismissive in their attitudes towards other languages. Perhaps those who have such a language at their disposal—and especially those who have it as a mother-tongue—will be more able to think and work quickly in it, and to manipulate it to their own advantage at the expense of others who do not have it, thus maintaining a linguistic chasm between rich and poor. . . . Perhaps a global language will hasten the disappearance of minority languages, or—the ultimate threat—make all other languages unnecessary. (p. 12-13)

These things may well come to pass (see Phillipson, 1992; Master, 1998; Kachru, 1992). However, it is up to us as educators to see that they do not. At the same time as we seek to advance the effective teaching and learning of English around the world, we must also strive to respect, support and maintain the first languages of those we teach.

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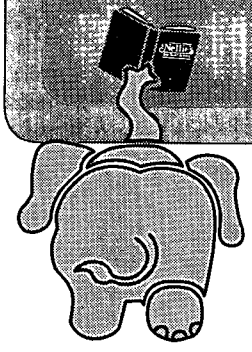

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Teaching English from Elementary School in an Asian Context:

A Language-planning Perspective

Feng-fu Tsao

Profile of language in education in Taiwan

A description of the role of language in the education system of any country is complicated by the number of languages involved, the different purpose for which they are used, and the levels at which they are introduced. In Taiwan the languages involved can be classified into three types: the mother tongue, the national language, and other languages used for wider communication. The mother tongue may be Taiwanese (also called Southern Min), Hakka, Mandarin or one of the indigenous, Austronesian Languages: Paiwan, Tsou, Amis, Atayal, Puynma, Bunun, Saisiyat, Rukai and Yami. The national language of Taiwan is Mandarin. The major language for wider communication (LWC) taught in Taiwan is English, but Japanese, French, German and Spanish are also taught.

Language may be used for three purposes in education: for the development of literacy, as a subject of study, or as a medium of instruction. Finally, the levels at which the language is introduced can, for the purpose of the present discussion, also be categorized into three: (a) primary, (b) secondary, and (c) tertiary.

If we concentrate on the range of languages involved and the purposes they serve, we will arrive at nine possibilities, each represented by a cell in the matrix shown in Table 1 below. Possibilities that are actually realized are shown as "O", those which are unrealized are shown as "X", and those whose states are unclear are marked as "?".

As is apparent in the table, Mandarin, the national language, has played a very important role in the system. It is taught to everybody, regardless of his or her mother tongue or home language, as a language for literacy. It is a subject that takes up from five to ten hours of instruction every week from the first grade up to the first year of college, and it is by far the most important subject in all primary and secondary courses. Finally, it is the sole medium of instruction in the school system. In distinct contrast is the role of English in the system. It is required of every student in secondary school and the first year of college. Until 1970 it took up five hours of instruction per week in all years of secondary education. However, when compulsory education was extended from six years to nine 1970, the hours of instruction in a week were cut down to 2-3 in the first two years of junior high school.

Table 1. Language Type and Function in Education in Taiwan

	Function		
Type	Literacy	Subject	Medium
Mother tongue	X	?	X
National Language	O	O	O
LWC	X	O	X

Let us turn now to the third type of language in Table 1, the mother tongue. Despite its widely recognized importance in literacy, the mother tongue, except where it is also Mandarin, plays absolutely no role in literacy development and it was not until 1996 that it was marginally included into the system by allotting it one hour per week in the primary curriculum.

The practice, as described above, has existed for more than 50 years with only minor changes as pointed out in the previous discussion. It will remain unchanged until September of this year (2001) when two major changes will be introduced: Namely, the mother tongue will be included as a required subject with two hours of instruction from grade one to grade six, and English will be a required subject starting from the fifth grade with two hours of instruction allotted. This paper, by taking a language planning perspective, will go into a careful examination of the latter policy change, trying to determine whether the change is appropriate and timely.

Should English be taught from elementary school in Taiwan?

As we said earlier, the Ministry of

Education in Taiwan has made its decision that as of September 2001, English will be taught from the fifth grade. This is a major change in its foreign language education policy. Now, judging from the past literature in language planning, a language policy change can be justified in the following ways: First, there is a large enough change in the need of the language in society that calls for a change in the instruction of the language. Secondly, a change is also justified if it can be ascertained that the change can produce better results. Thirdly and finally, a change in the language education system is justified only when it is also deemed to be feasible. In this section, we will go into these three justifications in detail.

Continued economic growth calls for higher English proficiency level

One of the most important reasons for the inclusion of English in the secondary school curriculum is that it can provide information access to the world of science and technology as the country seeks modernization and economic growth. It follows that we need to understand fully the economic changes that have prompted the advancement of English instruction to elementary school against the backdrop of the history of Taiwan's economic development in the past 50 years.

In the years immediately following World War II, when Taiwan was just restored to the Republic of China, it would have appeared inconceivable that Taiwan could emerge from the rubble to become a respected place in the world as an exemplar of economic development. Some have attributed this rapid transformation to a miracle, but I tend to agree with many others in regarding it as due to a number of factors, one of which is careful economic planning.

In fact, soon after the restoration of Taiwan to the Republic of China, a very successful land reform program was launched, which paved the way for later industrial development. The industrialization of Taiwan society took place from 1961 to 1980. In the total work force, the proportion of agricultural workers decreased dramatically from 56% in 1956 to 19% in 1983, while the proportion of industrial workers increased significantly from 18% to 41% (Wen, 1983). In the meantime, the per capita gross national product (GNP) of the country rose from US$ 203 in 1950 to US$ 2,344 in 1980 and to US$ 12,439 in 1995.

With rapid economic growth, the role of English has been growing in importance. Judging from Taiwan's rapid economic growth, it seems that the teaching of English as a LWC has been quite successful. While this statement is true as far as it goes, it does not represent the whole picture. Taiwan's economic success in the past has been dependent on its abundant supply of manpower in labor-intensive industries and the level of English required has been quite low. Taiwan, however, is now at a turning point of development into the kind of economy that depends more on skill-intensive industries. At this point, a steady supply of skilled manpower and technical know-how becomes a necessity. It is also at this point that LWCs, especially English, become increasingly important.

Consider a specific case. Taiwan has launched an ambitious project to promote itself as an Asian-Pacific Operational Center. For such a project to be successful, it is estimated that the country would need at least half a million people who, besides having knowledge of their specialized field, will have to be truly bilingual in English and Mandarin. By beginning English instruction in the fifth grade instead of the first year of junior high, it is hoped that the English proficiency level of the people can be substantially raised.

Advancing English instruction to elementary school

As we mentioned earlier, a much-proclaimed aim for the inclusion of English in the school curriculum is to enable people to gain access to the most up-to-date information in science and technology. One way to determine whether the aim has been attained or not is to test our school-leaving population, i.e., students who have finished their Freshman English, and in the case of Taiwan, whether they have the ability to pick up a manual or science article in their field and read with understanding. That our English education has failed this aim is quite clear. Ask any college English professor whether their students in general possess this ability, and the answer is a clear *no*.

While this failure can be attributed to a number of factors (Tsao,1993), the most important one, in my view, is the lack of opportunity for practicing reading on their own. This latter failure is again attributable to two inadequacies in the education system, the first related to teaching methodology, and the second having to do with teaching material. Thus, it has often been observed that the grammar-translation method is still a prevalent one in our high school and college English teaching. Even though most English teachers are able to explain the grammatical structures involved and to translate the text into Chinese accurately, this is no way for teaching English reading and the reason is quite obvious. Learning to read is like learning to swim. No amount of explanation alone can teach you swimming. Likewise, one learns to read by being engaged in reading oneself.

Another factor that accounts for this failure in teaching reading is that there is a big gap between what a high school student is able to read and what he or she is interested in reading. That is, by the

time students in Taiwan have mastered the basic reading skills that enable them to read on their own, they are probably already in senior high school. While students at this stage are in general interested in materials that can satisfy their desire for new knowledge, the materials they can handle are restricted to such elementary materials as simplified or abridged classical stories, the content of which have long been familiar to them through Chinese translation. An effective way to narrow the gap is to begin the instruction of English earlier so that by the time the students have learned the basics of English, they can still find materials that are of some interest to them. And, in this way, they can learn to read by reading on their own.

Socio-cultural changes have made it feasible to begin English instruction earlier

Another important factor that determines the success or failure of this policy change is people's attitude toward the language and toward the inclusion of it in the elementary school curriculum. On both counts people's attitude has turned favorable over the years.

It used to be the case that even though English had been included in the secondary school curriculum all along, people's attitude in general was to regard it as an important instrument for scientific and technological advancement and economic growth. Some people even went as far as to claim that its importance should not be overemphasized lest its spread should hinder the development of nationalism. All this has been slowly changing over the years. As people in Taiwan have more and more contacts (business and others) with the outside would, and as nationalism receives less and less emphasis in the educational system, a healthier attitude toward English has emerged. People are now more pragmatic in their attitude. Furthermore, many parents, realizing the importance of English and wishing to give their children a head start, are sending their children to private English language programs after school. This, in turn, has induced many private and some public elementary schools to offer English lessons. With this favorable turn of attitude, time is ripe for including English in the elementary school curriculum.

In this connection there is another point we need to consider: Is there room in the elementary curriculum for the inclusion of English? As we mentioned in connection with our discussion of the language education system in Taiwan, Mandarin has been given as many as ten hours in the elementary school curriculum all these years. In the 1950's, when the Nationalist government first ruled the island, this might have been necessary as Mandarin was not the mother tongue of the majority of people in Taiwan, and available teachers and materials were scant. But the situation now is very different. A natural consequence of this change is that the hours that used to be devoted to the teaching of Mandarin can be properly reduced, yielding room for the inclusion of English and mother tongues.

Concluding remarks

In this short article, I have reported evidence from three different aspects to argue that English should be taught from elementary school in Taiwan. In short, there are three main arguments. First, continued economic development in Taiwan calls for at least half a million people with specialized knowledge and a good command of both English and Mandarin. Since this is a requirement that the current system is unable to meet, adjustments need to be made. Advancing English instruction to the fifth grade in elementary school has been recommended as an effective way. Second, there are several advantages in beginning English instruction in elementary school with the expected result of considerably improving the quality of English language education in Taiwan. Third, within the current language education system, it is feasible, with certain adjustments made, to put the proposal to work.

Now, since many Asian countries, as far as I can determine, are at about the same stage of socioeconomic development as Taiwan, and are facing the same problem in international communication, my arguments, which have been made on the basis of Taiwan data, can equally apply. I would, therefore, recommend that English be taught from elementary school in those Asian countries in a situation comparable to Taiwan's.

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English Language Teaching and Learning in Thailand in the Coming Decade

Arunee Wiriyachitra

The role of English in Thailand is no less important than in any other developing country. New technology and the adoption of the Internet have resulted in a major transition in terms of economic, business, education, scientific, and technological progress, demanding high proficiency in English. With the economic downturn in Thailand a few years ago, a large number of Thai companies embraced a move towards cooperation, regionally and internationally. Mergers, associations, and takeovers became common. English is used as the means to communicate, negotiate, and execute transactions by participants where all, some, or none of the partners may be native speakers of English.

Thailand has always been a country with one language—Thai. We have, so far, been proud that we have never been colonized. Another reason for having been a monolingual country is the concept of national stability. There has been an attempt to make Thailand a country with two languages, English and Thai, but this has never materialized. Therefore, English can be, at most, the first foreign language that students must choose in schools. Hence, Thais' level of English proficiency is low in comparison with many other countries in Asia; e.g. Malaysia, the Philippines and Singapore. Average Thai *TOEFL* scores are the same as Mongolians', but higher than North Koreans' and Japanese.

English language teaching in Thailand is not preparing Thais for the changing world. Thailand will lag behind in the competitive world of business, education, science, and technology if the teaching and learning of English is not improved.

Here are some of the comments concerning the importance of English, and the problems of English language teaching in Thailand. Rom Hiranyapruek, Director of *Thai Software Park*, stated that English is as important to the domain of information technology as other infrastructures. Thais have high proficiency in technology, but because of our below-average English, we are unable to make much progress in terms of science and technology.

Arunsri Sastramitri, Director of the *Academic Training Section of the Tourist Authority of Thailand*, stated that tourism is the main income of our country. However, Thai graduates working in the tourist industry have a poor command of English. This has created misunderstanding and a bad attitude towards Thailand.

Researchers on the topics of needs and wants of English needs and wants in the workplace have suggested that the English curriculum in Thai universities cannot meet the demand for English used in the workplace. The skills used most at this level are listening and speaking, which are not the focus skills in Thailand's tertiary English curriculum.

What has caused this difficulty in English language teaching in Thailand, especially in the primary and secondary schools? According to Biyaem, 1997, teachers face the following difficulties:

- heavy teaching loads.
- too many students in a class (45-60).
- insufficient English language skills and native speaker cultural knowledge.
- inadequately equipped classrooms and a lack of educational technology.
- university entrance examination papers which demand a tutorial teaching and learning style.

Learners wish they could speak English fluently, but most of them think that English is too difficult for them to attain competence because of the following difficulties:

- interference from the mother tongue (Thai), particularly in pronunciation, word ordering and expressions.
- a lack of opportunity to use English in their usual daily lives.
- English lessons that are not challenging.
- a tradition of passive learning.
- shyness inhibiting ability to speak English with classmates.
- a lack of responsibility for their own learning.

However, it is not only English that inhibits Thailand from being

able to keep pace with the rapid changes that are taking place everywhere around us. Thai education, as a whole, does not enable Thais to cope with this fast changing world. Thailand's new constitution, which was enacted in 1997, created the *National Education Act*, which signals the most radical educational reform in Thai history.

This educational reform was to be implemented between 1996 and 2007, and covers four main areas: school, curriculum, teacher, and administration reform. Its main philosophy is that learners have the ability to learn and develop. Learners are the most important people, and opportunities for lifelong learning must be assured. Because of this act, free 12-year basic education will be provided to all Thai students. As a result of the same act, in 2005, there will be an *Office of Quality Assurance*, whose job is to oversee the quality of education at every level and in every area. Schools will be given more autonomy. There will be greater involvement by families and the local community in school policy and administration. An independent and learner-centered approach is a must, and analytical learning instead of rote learning will be encouraged. Teacher training education will be focused on. Teachers will have to undertake research and develop teaching activities, and so on.

With the importance of English as a world language and the changes that come with the *National Education Act*, plus the challenges of a new technology in mind, there follows a discussion of the English language teaching and learning situation in Thailand this decade:

1. More international programs

Up until last year, there were 56 international schools around the country. There are 3 foreign colleges and universities in Thailand. In private Thai universities, there are 77 undergraduate, 30 graduate and 5 Ph.D curricula using English as a means of instruction. In governmental higher education institutions, there are 143 undergraduate, 205 graduate and 77 international doctorate programs that have been established either wholly by Thai institutes, or through having links with overseas institutes. It is expected that new programs planned for in universities will focus on international programs.

2. Changes in English teaching and learning in schools

Curriculum change

If the proposed curriculum revised with the concept of the education reform is accepted by public hearings this year, English will become a compulsory foreign language subject starting from level 1 in primary education (6 years-old) from the next academic year. It is one of the eight subjects that students have to take as a core subject, elective subject, and free elective subject. In lower-primary school, in level 1-3, English is only a core course. It will be taught for about 120 hours during these three years. Teaching hours per year will be flexible, and depend on how ready each school is. In levels 4-6, students will be able to use 5% of their study time to choose from within eight subjects a free elective course. From grades 7-9 in lower secondary schools, students will be able to take English as an elective subject, as well as core and free elective subjects. When they are in grades 10-12, there will be more elective subjects than core subjects in English.

There are three objectives for students to attain from English subjects in either core or elective courses. These are knowledge, skills, and a positive attitude towards English. Knowledge involves knowing how to use English language for communication, learning and understanding the culture of native speakers, knowing the differences between the Thai and English languages, being able to use English to gain knowledge in other subjects, being able to use English to do lifelong learning, and to find pleasure and use it in their jobs. Skills involve communication strategies, thinking skills, critical and creative thinking, self-evaluation, learning skills, knowledge-seeking skills, technology skills, and how to work with others. Positive attitudes include appreciating English language and its cultures.

Only course outlines and benchmarks are specified in the national curriculum. Teachers have to write their own course materials with content related to real life situations in the community. Credits can be transferred, that is, students can learn English out of school; e.g. in a language school in Thailand or overseas.

Change in methodology

The main changes in English teaching methodology are to move away from a teacher-centered approach to a learner-centered approach. Students' needs will be taken into account more. Learning strategies will be focused on. Teaching styles will incorporate problem-based learning and learning by doing.

The communicative approach is still used but with more focus on listening and speaking skills. Content-based and task-based syllabuses are also encouraged, especially in the secondary level.

Teacher development

Teacher development is one main concept in the education reform. Teachers will be offered continuous training, with some form of training every two years. In English language teaching, there are several projects being set up for this purpose; e.g. *INSET*. *INSET's* objectives are to provide training for

teachers in order for them to develop professionally and keep up with new teaching methodologies. Teachers have to improve their English proficiency. Training methods will be in the form of cascade training. Another example of a teacher-training project is the project run by *Thai TESOL* through the *Royal Project on Distance Learning*. This program is broadcasted to schools, especially in remote areas and on satellite TV.

3. Changes in English language teaching and learning in universities

This year the Ministry of University Affairs has established a reform of English language teaching and learning in both public and private universities. This reform has been done following the proposals for change made by the Planning Committee for the Development of the English Curriculum in Thai Universities appointed by the Ministry of University Affairs. Public hearings have been held on the recommended proposal and consensus has been achieved. Changes are planned to be implemented within four years. The following are the changes that will take place:

3.1 There will only be one set of English scores used to consider students entering university, that is, the English language scores from the *English Proficiency Test* of the *Ministry of University Affairs*.

3.2 Universities will use the scores from this standardized test to place students according to their level of proficiency. Those who are weak should take a remedial course first with no credit. Those who have average proficiency will take the first compulsory English course. If they come with higher proficiency, students will be placed in the second or third compulsory course and can take other advanced English courses to make up the required credits. As for English major students, the English Departments can decide whether students should take the same compulsory language course in the *General Education Curriculum* as students from other faculties or not.

3.3 Every university student should take at least three compulsory English courses. The first two courses are language skill integrated and study skills courses; the others may be *English for Academic Purposes* (EAP) or *English for Specific Purposes* (ESP) courses as required by each major.

3.4 Every university student will take a *National English Proficiency Test* before leaving university. This is not an exit exam, and students can take it at any time and any number of times. The results will show his/her proficiency in each skill. The results will not appear in the transcript but can be used in employment applications and further education in Thailand.

During these next four years, sub-committees consisting of lecturers from different universities, both public and private, will be formed in order to prepare for the change. Examples of these sub-committees are sub-committees to look for common self-access and IT materials to be used in the remedial courses, sub-committees to draft the course descriptions of the first two compulsory courses, sub-committees to work on the National English Proficiency Test., etc. This is the first time that there has been cooperation among universities to work together to improve English language teaching and learning in Thailand.

4. More use of Self-Access Learning Centers and IT

Self-access learning centers (SALC) have been created in many schools and universities to facilitate learner independence. A plan has already been made in setting up a self-access learning center in 46 project schools all over the country. The objectives of setting up these SALC follow:

> 4.1 to provide multi-media and learning facilities for the students to do further practice on language skills on their own in addition to what has been taught in the classroom according to individual needs, and interests.
>
> 4.2 to act as a source for a range of general knowledge aspects which the students can integrate into their studies of the English language, especially in listening and reading skills.
>
> 4.3 to be used as a tool for learner training in strategies of learning how to learn which, it is hoped, will lead to the forming of learning skills to know how to utilize all these processes for life-long education after finishing education in the school system, so that the student can sustain the development of his/her work and quality of life. (Biyaem, 1997)

In relation to IT, teachers, both in schools and universities, are trained to write e-learning courses. The Internet is now commonly used in universities. Many university courses require students to work on their own using both homemade and commercial computer programs. At the moment, the *Promotion of Science and Technology Association* has set up a committee to design a web-based program in teaching English for Science and Technology. This course will be in operation at the end of this year. University students, as well as the general public, can register for this 2-credit course.

Apart from this, there are about 25 ELT websites in Thailand available for Internet enthusiasts interested in improving their English. In addition, to bridge the gap until proper proficiency is achieved, NECTEC, in cooperation with the Japanese govern-

ment, has developed a translation program named "Prasit" to translate English into Thai, and is in the process of producing a program to translate Thai into English.

5. Quality Assurance

Quality Assurance is one of the most important factors in any teaching and learning, but it has not been fully practiced in the past. In this decade, the English language proficiency of Thais will be evaluated with a *National Standardized Test* to assure the quality of English language teaching and learning. One of the standardized tests is the *National English Assessment* used in schools with grade 6, 9 and 12 students. Another standardized test is the test given to students before leaving university, already mentioned. The *Standardized English Test* that is used in the workplace is the English test for guides that will be implemented in the middle of the year. With a national standardized test, it is hoped that the quality of English language learning will be more or less the same everywhere in the country.

The scenario that has been described cannot be accomplished with budget alone. It also requires dedication and collaboration among educators, as well as the private sectors and of native speaker of English organizations. It is hoped that by the end of this decade, Thais will be able to effectively use English in business, science and technology. More importantly, it is hoped that Thais will be able to use English to promote Thailand and its culture.

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Foreword, continued from page 1.

この企画は素晴らしいものとなるでしょう。PAC3では、数多くのアジアからの隣人を発表者として迎えます。コンファレンスの期間中、8 人のメインスピーカーが発表を行います。また、アジアン・ユース・フォーラム、児童教育のミニ・コンファレンス、JALT Junior、PacSLRFとSEITARでも、それぞれの発表者を迎え、教材展示エキスポはこれまでの最大規模のものとなるでしょう。さらに、パーティやその他数多くのイベントもあります。皆さんもジョギングシューズを持って、私たちの早朝ジョギングに参加してみませんか。

今月号には、事前登録、宿泊リスト、交通機関など全ての情報が網羅された折り込みが入っています。お早めに申し込みをしてください。遠方からお越しの方は、是非、のんびりと滞在し、初日の12のプレ・コンファレンス・ワークショップにご参加ください。

また、今月号にはJALT2001でのPAC3のメイン、および特別スピーカーの記事も掲載しています。これらの記事をお楽しみいただき、皆さんが事前登録をしよう、と思っていただけれることを期待しています。北九州は皆さんのお越しをお待ちしております。

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Tessa Woodward

Planning Lessons and Courses*

I was asked to write an article for *The Language Teacher* giving a clear idea of my current interests in the field of TESOL teacher training, connected to the topics I plan to talk about at the *PAC3 at JALT2001* conference in November 2001 in Kitakyushu and in the workshops on the *Four Corners Tour* before the conference. Thus, I have chosen to give an introduction to the topic of planning lessons and courses. I have been thinking about this topic for the past few years, and have just published a book on it, *Planning Lessons and Courses* (2001). So this will be my overall topic when I come to Japan.

A Working Definition

By planning, I mean what most working teachers do when they say they're planning their lessons and courses. Thus, I take planning to include: considering the students, thinking of the content, materials and activities that could go into a course or lesson, jotting these down, pondering quietly, cutting things out of magazines, and anything else that you feel will help you to teach well and help the students to learn a lot. I do NOT mean the writing of pages of notes with headings such as "Aims" and "Anticipated problems" to be given in to an observer before they watch you teach.

I also take it as given that plans are just plans. They're not legally binding. We don't have to stick to them come hell or high water. They are to help us shape the space, time and learning we share with students. We can depart from them or stick to them as we, the students and the circumstances seem to need.

My Own Definition of Good Lessons and Courses

I've said that planning is something we do to ensure our lessons and courses go well. A good lesson or course, to me, is one where there's plenty of language learning going on and where the students and I:

- feel comfortable physically, socially, psychologically.
- know a little about each other, why we are together and what we want to get out of the experience. (We also know these things may keep shifting slightly as we go through the course)
- are aware of some of what there is to learn.
- are aware of some of the things we have learned.
- have a notion about how we learn best.
- accept that language is a mixture of things (part instinct, motor skill, system, cultural artifact, music, part vehicle for content and part content itself), that it changes all the time and thus that we need to teach and learn it in a variety of ways.
- learn at what we consider to be a reasonable speed.
- know why we're doing the activities we're doing.
- do things in class that would be worth doing and learn things that are worth learning for their own sakes outside the language classroom.
- become more capable of taking the initiative, making decisions and judging what is good and useful.
- start useful habits which will continue after we have left each other.
- follow our plan or depart from it when necessary in order to bring about the criteria above.

What are Teachers' Concerns about Lesson and Course Planning?

As teachers, our concerns about preparing lessons and courses tend to differ according to the amount of experience we have.

A beginner teacher's concern—planning takes too long. "It just doesn't seem right! I stay up 'til one in the morning preparing for a 45 minute lesson the next day! I can't see how I can keep this up. What happens when I start a real job and have to teach six hours a day? I mean...does it get any better?" This is what a beginner teacher asked me recently. I remembered when I started my first teaching job. I used to spend all evening planning lessons for the next day. Why does lesson preparation take inexperienced teachers so long? I think it's partly because there are so many variables for a starter teacher to consider as they think about the time they will spend with a class.

An experienced teacher's concern—it's getting boring! "Oh that was so boring! Well, actually I don't think THEY were incredibly bored. I mean they were working all right but I bored MYSELF rigid! I've done that lesson too many times." These remarks, which I've heard in staff rooms or said myself, point to the dilemma of experienced teachers. Planning and teaching have gotten easier. They don't take up much mental space anymore. Experienced teachers can switch into *autopilot*, do things

they have done many times before and use their energies in other parts of their lives such as bringing up their children, learning fencing or falling in love again.

Autopilot is really useful. It can get you through times of fatigue, personal happiness or distress, but it can be boring for the pilot. It's good to be able to cut corners and have more time for yourself, but it is not so good to succumb to the temptation of using old ideas and materials again and again.

Whatever our ideological position on lesson planning, we have to admit that most students come to class expecting something to happen and most experienced teachers put some thought into how to structure time spent with students. Most experienced teachers can do that thinking a lot more easily than when they started their jobs. What's more, they can do it before, during or after lessons. We may not know how we got to be able to do this, but most of us, looking back, can sense a distance has been traveled.

So what does happen in between the time when planning takes all night and makes you miserable and the time when you can do it easily and enjoyably while washing or driving? What makes it possible for me now to write lesson notes for Wednesday's class while I'm still teaching them on Tuesday?

How do we learn about planning?

The first way: Considering our past learning experiences
When we are students ourselves in class we absorb a lot of information, often quite unconsciously, about types of groups, content, activities, sequences, materials and routines. By considering past learning experiences we can recover very useful routines.

The second way: Using course books
Another way of getting better at preparing is by using course books. A beginner teacher using a course book will absorb routines from it, especially if there is a helpful teachers' book to go with it. The tendency to pick up content types, activities, lesson types and course models from course books will be reinforced if the same books are taught several times with different classes and especially if a part of every unit is the same.

The third way: Learning as we teach
There are many other ways that we gradually get more effective at our course and lesson planning as we teach. We do so by:

- writing plans for different classes and then teaching the plans,
- teaching lesson plans written for us by more experienced teachers,
- writing plans for a more experienced teacher and then hearing what they did with them in their class,
- observing teachers or videos and then writing lesson notes for what we've seen,
- listening to colleagues talking about their lessons and courses,
- reading transcripts,
- team teaching, reading training manuals, using resource books that have been written around a particular theme such as creative grammar practice or songs or vocabulary, and finding out what students like and then following their directions on how to teach them that way.

As we do the work above, we'll start to understand that lessons are composed of lots of different elements that affect each other and which can be used as starting points for planning. We'll gain the experience of personal examples of individual students, types of classes, and timings of activities. We'll then be able to call up these examples in memory for comparison in the future. We'll also get a repertoire of exercises and sequences of exercises. I believe that it is also partly the ability to call up practiced sequences or *chunks* that make lesson planning easy for the experienced teacher. If inexperienced teachers could be helped to acquire these, how much easier their lives would be.

On the darker side however, it's also these same chunks, partly, that make trying something new difficult for the experienced teacher. The sight of a text, for example, suggests an almost automatic set of activities that can be applied to it and away the experienced teacher goes, down a useful but rather well worn path. Useful chunks have been learnt by the experienced teacher over the years and they can now lead to a rather stultifying, over-routinized way of working. If experienced teachers could be helped to wander off these paths, how much more interesting our work might be.

Hopes for the Tour and Conference

If you're a starter teacher, you could probably do with picking up a repertoire of new teaching chunks so that you can piece together lessons and sets of lessons swiftly and effectively. If you're a teacher who's settled into your career, you may be looking for new repertoires to help you make the experiments you want to make. If you're a very experienced teacher, you may need to put some of your well- worn routines to one side and try out new ones in order to keep awake personally and professionally. I hope very much that my talks and workshops while in Japan will be useful to you, wherever you are in your career cycle, for they will be full of chunks and repertoires of all different kinds.

*This article represents an abridged version of the introduction to *Planning Lessons and Courses* by Tessa Woodward, recently published by Cambridge University Press (CUP). Information regarding CUP ELT can be accessed at: <http://www.cambridge.org/elt>

This year's JALT Asian scholar article is written as an interview focused on the issues and topics that will be presented at the conference.

An Interview with JALT Asian Scholar Raul C. Laborte of the Philippines

David McMurray

In this interview we have the opportunity to hear from Raul C. Laborte, a well respected and energetic English language teacher at Emilio Ramos National High School in Davao City in the Philippines. Students there refer to their teachers as *Sir* or *Madam*. David McMurray visited Sir Laborte on location to record an interview with him and followed up the interview by e-mail, asking him to share his opinions on second language education in the Philippines. Eighty-six million Filipinos live on some 2,000 islands (of the 7,000 that make up the country) where they have developed their own unique cultures and languages. In all, there are over 100 regional languages and the national language, Filipino, is derived from the Tagalog. English is the most widely spoken second language and most business, governmental, and legal transactions are conducted in English.

McMurray: What is it like being a high school teacher of English in the Philippines?

Laborte: I am so busy right now because we just finished giving achievement examinations to our students. We are very busy computing the test results because achievement exams are the basis of judging our performance in teaching. Hopefully I will reach the outstanding rating for this school year. We are very proud of our students since our school ranks number four in the national examination tests in this region. The content of the subject materials matters more than the grammar activities and that helps the students to aim for definite accomplishments. It facilitates their concentration on essentials. The students in our school nowadays are very good when it comes to communicating with one another using the English language. Their finals are next week.

McMurray: What are final examinations like in your school?

Laborte: The final examinations require students to be able to recall those lessons and discussions that were introduced by the teacher during the year. In my class this year I conducted four tests after every study unit and conducted oral discussions. At the end of term the students will take four different kinds of exams (listening, speaking, grammar, and reading), and I ask students to submit a term paper based on readings done at home. Their report has to be defended during face-to-face interviews with myself or the school principal. It's just like a thesis and is often quite elaborate. The report is also shared by the whole class.

The types of questions asked during the four final examinations include a listening exercise where the students listen to me read an essay twice and then they are asked to answer several questions about the content. A speaking test is administered with multiple-choice type answers. A grammar and structures test involves the identifying of errors found in short phrases; the filling-in of blanks with the word or pair of words which would complete the thought of the sentence; and changing reported speech in given sentences to direct forms of speech. The reading test includes comprehension questions; fill in the blanks with the appropriate vocabulary word or idiomatic expression; and a cloze test.

McMurray: How do students in the Philippines study for international tests like the TOEFL?

Laborte: Students prepare themselves before taking those examinations. They focus on listening activities more than on comprehension practice. Aside from that they read about current events. They do their own research on topics and build their own vocabulary lists.

McMurray: A familiar motto that was coined by former Philippine Secretary of Education Ricardo T. Gloria and is painted on the side of your school is "Be proud you are a teacher, the future of our students depends on you." Yet I understand from reading the popular press and The Philippine Journal of Education that teachers, schools, and the Ministry of Education are often held to criticism by parents and the public alike in a love-hate relationship.

Laborte: That motto has been adopted by teachers as their mission. Being an English language teacher is not an easy task. Students depend on us to pre-

pare them for future careers, while school administrators hold us to task to make sure our students are achieving standard levels. As teachers with limited access to funding for reference books and conferences we struggle to gain sufficient current background knowledge on topics to entertain fruitful discussions with our students. We, therefore, likely spend more time than teachers in more affluent countries to prepare for lessons, test, and to keep abreast of changes in the English language used as an international language.

During the past two decades, Filipino domestics, engineers, and construction workers have been hired by employers in the Middle East, Asia, and Europe partly because of their ease with the English language. Therefore, teachers of English are sometimes praised and respected. We are constantly kept on our toes; however, most daily newspaper editorials mirror the general public opinion that the study of English would be highly artificial and wasteful if a genuine need for English weren't felt by the students toward the work they will be required to do in their future careers.

Many Filipinos have not found economic salvation through English, however, and some haven't even found adequate general education. One of every ten Filipinos in the labor force is unemployed; 3.1 million Filipino workers lost their jobs during the year 2000 and 5.5 million or more are underemployed workers. Because of wide-economic disparity among the peoples of the Philippines, maintaining fair access to language education is a prime objective and constant challenge.

McMurray: What are your English language classrooms like?

Laborte: Emilio Ramos National High School is an old building that was donated by the Philippine Government. Classrooms lack sufficient chairs for the 1,000 students, and it has neither a language laboratory nor a library. Teachers do have a telephone in the office and a mini-library, but they are not accessible to the students. Students are advised to do their research in the city library to learn more on their research subject and access reference books. Quality education will fail if our students continue to suffer from the lack of classrooms, teachers, and textbooks. Many textbooks are written by teachers and copied. Portable telephones with e-mail have become commonplace among workers in the Philippines, language teachers included, and many users now have access to the Internet. Internet cafes are popular and cost about 45 pesos an hour (100 yen).

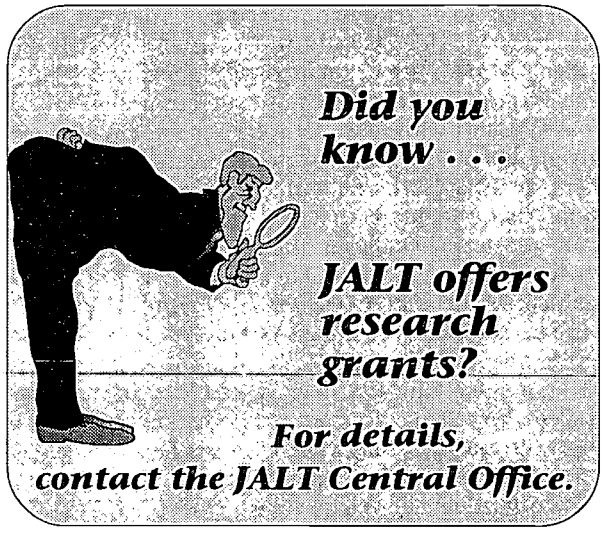
McMurray: What advice do you give new students entering your class?

Laborte: I advise my students to learn to love the English subject because in the near future they can use it to reach their aspirations in life. They need to study quickly, however, because at 15 years of age, the average Filipino high school graduate is two and half years short of schooling compared to most other countries.

McMurray: Thank you, Sir Laborte, for your time spent participating in this interview during your busy teaching schedule. I understand that you were selected as the JALT2001 Asian Scholar and have been invited to speak to teachers located in several cities throughout Japan before going to Kitakyushu to attend the PAC3 at JALT2001 conference.

Laborte: Praise be Jesus and Mary! Yes, I am available from November 15 to 25, 2001. My two speeches focus on the language education system in the Philippines and are entitled "Measuring School Achievement as part of the Development of the Educational System of the Philippines in the 21st Century," and "Second Language Education in the Philippines."

Raul C. Laborte is an English teacher at Emilio Ramos National High School in the Department of Education in Davao City, Region XI, of the Republic of the Philippines. He is the winner of the JALT2001 Asian Scholarship and is touring several chapters from November 15 - 22. He presents "Student Achievement Exam Results Impact Teacher Performance Evaluations in the Philippines" at PAC3 at 11:00 on Nov. 25.



Nguyen thi Hoai An
&
Aoki Naoko

On Becoming a Pro-Autonomy Teacher

Just think of a few words and phrases that come to mind when you hear or read the term *learner autonomy*. Do you remember when or where you developed those associations? In reflecting on how each of us has developed our understanding of learner autonomy and capacity to support our learners' developing autonomy, we have realized that the change has taken place over a long period of time and that we have been influenced by both personal and professional experiences. So, we would like to begin by sharing part of our experiences before connecting these to work done in the wider fields of teacher education and learner autonomy.

When An first began her teaching career in Vietnam in 1976, she had to start in the very restricted circumstances of a country reunited but torn by the war. The overnight change brought depression to all aspects of life, with education dramatically affected. English was viewed as the language of *the enemy* and control needed to be imposed on how it was taught. The Ministry considered it necessary to direct teachers and learners to building socialism, so that all English lessons, as well as French and Russian ones, had to be linked to a clear political aim. The priority was passing exams, which created a heavily test-oriented environment. The *law* of syllabi and textbooks had to be strictly observed by both teachers and learners. However, things became less restricted when Vietnam began the period of *doi moi* in 1986.

It was in 1992 that An had the first opportunity to make contact with new methodologies at a workshop given by the Australian Overseas Bureau. Since then, her belief that learners should be encouraged to assume responsibility for their studies has taken deeper root. An strongly believes that learners' confidence in their own ability can stimulate motivation. Once trained, learners can make decisions on their own with their teachers acting as facilitators. Her students are asked to speak their minds whenever possible. There is still a long way to go within Vietnam; nevertheless, learner and teacher autonomy are increasingly discussed within educational circles: Vietnamese learners are open to changes in their ways of studying, which An's survey research has further confirmed (Nguyen, in press).

Naoko first came across the idea of learner autonomy in the early seventies, and positively accepted it then, but the space she allowed to her students only slowly expanded: Naoko is still learning to negotiate with learners and make moment-by-moment decisions concerning the optimal amount of space that each learner needs (Aoki, 2000). The other day she finally resolved her question of whether learners need some discipline to achieve their aspired goals. Discipline had seemed to her contradictory to the idea of learner autonomy, but she had also understood that learners sometimes need to be engaged in tedious boring tasks to succeed in their learning. Naoko was experiencing difficulty in coping with ever increasing commitment at work and with carrying out her own research at the same time. She felt she needed discipline to do both, but was unsuccessful in pushing herself hard enough. Then, in a moment of heightened awareness, she realized that stretching herself was not a matter of forcing but rather of making a choice to achieve her goal. She now sees the problems which her MA and PhD students face somewhat differently from before although how her approach to them will change is still unknown.

Crystallizing our different experiences and synthesizing them to work done in the wider field, we choose to define learner autonomy as learners' ability, freedom, and responsibility to take charge of their learning (Holec, 1985; Bergen, 1990, cited in Dam, 1995; Little, 1991; Benson, 1996). Learners' success in learning a foreign language depends on their individual efforts: Intrinsic motivation is essential, but autonomy is a prerequisite, together with relatedness and self-efficacy, for developing intrinsic motivation (Deci & Flaste, 1995). With his or her own intrinsic motivation, each learner adjusts him or herself to meet a particular learning goal.

Learner autonomy, however, is not something learners naturally *have*. Although children are autonomous in learning to walk and talk, in the sense that they follow their own syllabus and teaching them to do so is not only unnecessary but also often harmful, many people develop the belief as they grow up that they cannot learn without being taught. And it is common for a person to be an autonomous learner in one area but totally dependent in another.

So, both of us believe that second language teachers need to help learners develop second language learner autonomy. This requires teachers to assume different roles from those played by a teacher in a traditional language classroom (Voller, 1997). Although in many educational systems, Vietnam and Japan included, the concept of learner autonomy

seems to be rather new (Pham, 1999), teachers' efforts in fostering autonomy can be fruitful (Aoki, 1999a; 1999b), as well as intrinsically rewarding.

Our workshop at JALT 2001 will invite those taking part to reflect on their past experiences, both professional and personal, and to write part of the story of their own professional development in terms of their own journey of autonomy. Through such personalized teacher education, our aim is to help you give new meanings to your experiences and gain new insights into your understanding of, and attitude towards, learner autonomy. In order to facilitate the process, we will encourage participants to share their writing with each other. We will also tell more of our own stories in the course of the workshop.

We go on the understanding that those attending will be practitioners, would-be practitioners, or skeptics of learner autonomy. Reflect, write, and share: We warmly invite you to join us in (re-)discovering and extending your own autonomy.

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Andy Barfield, Neil Cowie, Julian Edge, Chris Gallagher

Choosing to Understand

This article, like the preconference workshop that we shall be facilitating together at JALT2001 in Kokura, Kitakyushu, is not about particular methods of teaching. It is about a particular way of being a teacher, and of being a colleague among teachers. We believe that by taking the time, and making the effort, to begin with ourselves, we can bring about changes that will enable us to develop into the best teacher that each one of us can become, for our own students, each in our own way.

Our education systems, when working well, teach us to learn and to question. There may be a great deal of difference between what two cultures regard as being appropriate for us to learn, and what to question. Different systems will also have their own distinct ways in which they go about that shared endeavour. In the final analysis, however, we must assume that education everywhere is intended to help us become the sort of people who find a healthy balance between believing and doubting. Too much believing, and you become credulous, unable to distinguish truth from lies, and liable to be taken in by all kinds of deception. Too much doubting, and you become cynical, equally unable to distinguish between sincerity and duplicity, and liable to miss out on opportunities for growth and development.[1] As ever, we seek the middle path.

But there is another possibility: not an alternative to that middle way, but an augmentation of it. Sometimes, instead of believing or doubting the other person, we can choose to understand them. We can choose to close down our critical, evaluative faculties and say to the other person, "This is what I have understood you to have said. Have I got it right?" In that moment of nonjudgmental discourse, we set aside most of what our education systems have taught us, and we open up a new territory of discovery and action. That sounds like a large claim. It is. It sounds simple. It is not.

In our different ways, we four writers have all come to find significance in non-judgmental discourse as we have worked on our own development as teachers, and as we have worked to facilitate the development of others. In our workshop, we shall each try to give you a glimpse of those experiences from our own perspectives and yours. For the time being, let us look at one such brief moment that we have on record.[2]

01		
02		
03	Teacher	I face a problem lately with giving instructions in class. For some reason, the children just don't seem to take any notice. When it comes to the, let's say, homework, comes to the point of telling them what to do for homework . . .
04	Colleague	. . . you've got a problem because they don't get the instructions . . .
05		
06	Teacher	Yes, it seems that they don't understand what is said, or they don't listen to what is said — I can't decide what is what.
07	Colleague	You mean there is a problem here with the class . . .
08	Teacher	Yes, they just don't . . . however clearly I say it. Even in L1
09	Colleague	You mean in L1?
10		
11		
12	Teacher	Yes, even in L1 they don't, they don't follow. There's something I'm not doing right here, I think. I find this such a waste of time and I end up shouting, *'Can't you understand? Listen!'*
13	Colleague	So, you think it is you who is to blame?

This tiny extract comes from a session in which the teacher moves from a position of feeling *annoyed and frustrated* to one in which he has a plan of action about which he feels optimistic. Notice how the colleague works to reflect back to the teacher the picture that she is getting, without commenting on it, evaluating it, or making suggestions.

In line 7, the colleague checks the implication she is picking up that the fault lies with the way the children are behaving. The teacher confirms this (8), but then goes on to say (10-11) that he is doing something wrong. He also feels comfortable enough with his colleague to confess a lack of control in his professional behaviour (11-12). He commented later that it was because he could make this admission that he was also able to make progress with the issue.

The colleague, in a move paralleling line 7, now (13) asks if the implication is that the teacher himself is at fault. Although the realisation does not follow immediately, the teacher later commented that it was here that he started to see that it was exactly this swinging backwards and forwards, looking for where to lay the blame, that had been getting in the way of his addressing the problem.

If this snippet of data communicates to you any of the excitement that we find in this work, we hope that you will join us in Kokura to see if you can experience that excitement yourself. Bring along issues from your own situation, and try working on them in the collaborative ways we want to show you.

Notes

1. The contrast between believing and doubting is taken from Elbow, P. (1986). *Embracing contraries: Explorations in learning and teaching.* New York: Oxford University Press.
2. The data here are extracted from Edge, J. (in press). *Continuing cooperative development: A discourse framework for individuals as colleagues.* Ann Arbor: The University of Michigan Press.

Acknowledgement

Our thanks to Steve Mann for comments on an earlier draft of this article. Also, we express our thanks to John Bartrick and Despina Jagaraki-Vraka.

Steven Gershon

Real Course Design for Real (Busy) Teachers

It happens to most of us sooner or later. Final exams are over and grades are in. It's been an uneventful semester, teaching the usual combination of classes with an adequate, (re)useable collection of homegrown materials the school provided. Now it's time to kick back and look forward to that week in Phuket reading trashy novels on the beach.

The new timetable for next semester lands in your mail tray. A quick scan finds it looking comfortably familiar—except for that new course on Monday mornings called "Integrated English for Pre-motivated PE Majors." With mild concern, you ask the department head (or office secretary, or anyone else you can find) what this course is supposed to be. Eventually, the answer comes back, "It's your choice, but the content should be related to the course title. Please hand in a course description and syllabus by the end of next week." And it gets worse: "You are the coordinator for the course; four part-time teachers will also be teaching it."

So much for kicking back just yet. You quickly telephone all the major ELT publishers to ask for inspection copies of everything they may have that comes close to the topic. After all, you can decide what the course is going to be, and you've just de-

cided that it's going to be pretty close to one of the titles the publishers send.

You flip through the inspection copies now piled on your desk. Some have far too much material. Others are obviously at the wrong level for the students you imagine will end up in the course. Still others just don't seem to mesh with the way you teach. The last few, well, there's no way they were written with a class of fifty pre-motivated PE majors in mind. An alarming thought begins to throb at the back of your head: none of the books are going to work. You need to construct this course yourself, from scratch. You take a breath and wonder where to begin.

Work in progress

No matter what the situation, for your own class, for your colleagues, or for a publisher, designing a relevant, coherent language course is a major job. It involves layers of decision making and demands the wearing of many hats (yes, usually at the same time): goal formulator, syllabus designer, lesson planner, materials developer, content editor, and test maker, among others. It can be a frustratingly chaotic endeavor—all the more so amidst the myriad logistical juggling acts teachers are expected to perform.

So you begin by deciding to minimize the frustration (even if not the chaos). You opt for a kind of *systems* approach that is rooted in the real-time, real-place context you work in—your institution, your program, your colleagues, your students, your resources, your time, and your energy level. Experience and instincts tell you that Graves (2000, p. 7) is right when she suggests that "any activity associated with teaching is in some respect a work in progress because it will be transformed by those involved in it." You figure this has to include you, designing this course.

The right questions

You quickly take stock of your teaching situation in the hopes you'll be inspired to come up with a useable framework for asking the right questions. You consider all the *givens* of the task and filter it through your own educational, philosophical, and linguistic leanings. All of these are going to ground the whole process in a concrete reality you can deal with.

Now you can start posing some meaty questions about the course itself. What do you want the students to learn, given who they are and what they already know? What do they *need* to learn, given their plans for the future? What goals will be meaningful and achievable? Good questions, but remember, you haven't met the students yet. Back to the *work in progress* idea. You make educated guesses and allow yourself to modify as you go.

A messy business

On to the nuts and bolts of the course: the syllabus. What makes sense as an organizing principle: Functions? Grammatical structures? Situations? Skills? Tasks? Topics? And how do you sequence the content? By complexity? By usefulness? By interest? By a roll of the dice (just kidding)? Lots of choices and not necessarily one best way, especially as the borders of these areas are usually fenceless. Like they say (and as you already know), language teaching (and learning) is a messy business.

Trying to minimize the mess, you consider how to arrange the content into meaningful *bits*. What makes for a coherent unit of study that fits both the course content and your beliefs about good teaching practice, not to mention the students' learning styles? (Is *pre-motivated* a learning style?) A cycle of connected activities in predictable sequence? A matrix of independent elements in varied order? A combination of the two?

Then there's the little issue of lessons and materials. Where do they come from? What do students do each week in class for 90 minutes? Do they work mostly in pairs? Small groups? Individually? How much speaking and listening? How much reading and writing? What do they use? Where do you get the *stuff* for each lesson? A textbook? Your own artistic creations? Photocopied handouts? Yes, you know it's illegal to dish out 50 copies of pages 73-76 of *New. . .* but who's going to notice, right?

More work in progress

That brings us back to the pile of not-quite-right inspection copies on the desk. You've now covered a lot of ground, pondered a lot of questions, done a lot of scribbling and organizing. Is the whole course watertight and ready to go? Not quite. You haven't had time to think about an assessment plan, and those last two units still seem a bit thin. But hey, you have a viable syllabus. You have a few fleshy units that will get you (and those four part-timers) through to midterm. And—dare you say?—they look pretty good. You can organize the rest after you start teaching the course. It's that handy *work in progress* idea. In the meanwhile, it's time to hit the beach. You've earned it. A backpack full of trashy novels beckons. Those pre-motivated PE majors can wait.

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Graham Healey

Is Japanese a Hard Language?

The market says it is. Average starting salaries of graduates in Japanese are higher than those of graduates in most other subjects. Rates of pay for translation from and into Japanese are higher than those for almost any other language. And all the foreign and diplomatic services that I know anything about pay their staff larger allowances for acquiring Japanese language skills than for other languages (except such languages as Chinese, Korean and Arabic). High prices cause supply to rise to meet demand. If knowing Japanese is so well rewarded, the number of people who learn it to a high enough standard to use it professionally should rise to the point where prices start to fall. If this number remains relatively low, and prices relatively high, that's presumably because learning Japanese to this level is not an easy thing to do. QED.

But in what sense is it hard?

The pronunciation isn't. Any English speaker who doesn't actually have a tin ear can learn to pronounce Japanese comprehensibly in an hour or so. In the dear dead days beyond recall before e-mail and faxes, I received a telephone call from my local post office to say that I'd had a telegram from Japan. They were supposed to read it to me over the phone before delivering the hard copy (a phrase nobody would have understood at the time), but it was in romanised Japanese. "Have a go," I said, and understood perfectly well what the official, who had no idea what it meant, read out to me.

And the grammar (in the usual sense of morphology and syntax) is both relatively simple and astonishingly regular. In my bolder moments, I sometimes undertake to argue that Japanese is simpler than Esperanto. Zamenhof saw language in European terms, and what he invented was a new European – indeed, a new Romance – language. He reduced the number of definite and indefinite articles from two or three to one, but failed to realise that you can do without them altogether. He made inflection for the plural in nouns perfectly regular, not realising that there's no need for noun inflection at all. When it comes to verb inflection I have to concede that Japanese has more classes of verbs than is strictly necessary, but compared with any other language I know anything about (except Chinese and its cousins, and maybe – depending on how you look at it – English) it's impressively frugal in this regard as well. It's possible to lay out a complete account of the inflection of verbs and adjectives in Japanese (with every anomaly accounted for) in font size 12 on one side of a sheet of A4 – and you can't say that about many other languages.

So what makes it a hard language?

The answer, of course, is the writing system, the most complex in use in the modern world. To be literate in modern Japanese you need to know nearly 100 kana letters and about 2,500 Chinese characters (the kanji prescribed for teaching in schools plus several hundred others in common use). Waiting for a train on Tokyo Station a couple of weeks ago, I occupied my time by counting the number of different kanji you have to know in order to read the names of the stations on various lines. You need over 200 just to get round the Yamanote Line. To learn this number of kanji (and all the various readings they may have in Japanese – in this respect Chinese and Korean are easier) in adulthood requires a huge investment of time and effort. It's like learning to become a concert pianist or a professional soccer player. Learning to play well enough for a family sing-song, or reach the standard where you get picked for an amateur team in a Sunday league is enjoyable, life-enhancing and altogether a good thing, but to play at Carnegie Hall or be bought by Manchester United is something else, and requires dedication. These two professions also require talent. Learning to read Japanese doesn't—or not in the same sense. It demands a certain dedication, which presupposes a certain love of the activity for its own sake, and that's a sort of talent, but it doesn't require any great intellectual gifts. If very few foreigners do learn to read Japanese well, it's for lack of motive or opportunity, not means.

I haven't, of course, asked the obvious question—hard for whom? It may be hard for foreign learners, but is it hard for the Japanese? Well, in the developed world, which in principle demands that everybody be literate, any writing system that defeated a high proportion of the members of the language community would pretty soon be abandoned or modified. (The Japanese, Chinese and Korean writing systems *were* all modified in the middle of the last century, for that reason.) Many English-speaking countries anguish over their levels of functional illiteracy, but Japan doesn't seem to have that much of a problem. (No room, I'm afraid, to discuss what's meant by 'literacy', whether the level of literacy in Japan is really as high as claimed, whether or not there is such a thing as dyslexia in Japan, and so on. Let's just say that nearly every Japanese person manages to learn to read.) How do they manage to gain a command of such an immensely complex system when many native-speakers of English find

it difficult to cope with a system that only requires them to learn 26 letters? I think the answer, very briefly, is that, while English uses a small number of phonetic signs and a set of spelling rules so complex as to appear to some to be random, the kana sets use a somewhat larger number of phonetic signs with a very simple and perfectly reliable set of three or four spelling rules. The consequence is that by the age of seven or eight—often much earlier—all Japanese children have at their command a writing system that enables them to set down accurately anything at all that they hear. You could, in principle, dictate the Equal Employment Opportunities Law (not an easy read) to a group of nine-year-olds and have them take it down perfectly accurately (as long as you told them when *wa* or *o* was a particle), even though they would understand next to none of it. From that point, learning the kanji, and substituting them as appropriate for kana, is only a feat of memory. And since the Japanese education system requires students to learn about 2,000 kanji over nine years (four or five a week) it's not really that much of a feat. Foreign learners, if they're not to lose heart altogether, need to learn at a much faster rate, and the pressure tells. If you don't feel that you're starting to get to grips with the written language in a reasonable time, the temptation just to give up is strong.

I said that learning kanji didn't require any particular talent. Is that true? Well, since about 50 per cent of the 126 or so million Japanese must have average or lower-than-average abilities, even if we assume for the sake of argument that the average level of ability of the Japanese is somewhat higher than that of say, native-speakers of English, it must still be true that 80 or 90 per cent of English-speakers have the intellectual equipment to learn to read Japanese. The message is: it can be done, but it demands determination, and, like training for a marathon, it needs to be a regular daily regime. And don't be discouraged by the fact that the kanji you've learned don't all stay in your head. That's the way it is – for native-speakers of Japanese, too. I've been studying Chinese and Japanese for forty years. Assuming (reasonably enough) that over that period I've tried to learn on average four or five new kanji a week, some 8,000 or 10,000 kanji have passed through my head. How many are in there at the moment, I've really no idea. This week I've been working on a translation of a 19th century book which includes long and highly poetic (in the Chinese style) descriptions of the mountain scenery of Switzerland. Just at the moment I could probably write out from memory thirty or forty characters *peak, pinnacle, slope, cliff, crag, lofty, soaring, dizzying, looming, towering,* and so on. But in six months most of them will have retreated to the 'read only' part of my brain, and some of them will have gone altogether.

George Jacobs

Just Do It! Environmental Education and Action in the Language Classroom

If something needs doing, then do something about it. Don't just hope that someone else will. What is everyone's business also has to be someone's business. (Edward de Bono, 1998, p. 8)

As a Singapore-based English language educator, researcher, and teacher trainer active and interested in Asian EFL, it's a pleasure for me to attend this fall's third Pan-Asian Conference (PAC3) in Japan. Let me start by thanking JALT and the PAC3 conference committee for allowing me to take part in this exciting regional event and for inviting me to give a pre-conference workshop on the topic of environmental education and language teaching.

The issue of environmental protection, like the issue of how to get EFL students to put the 's' on third person singular verbs, is one that will undoubtedly remain with us throughout the 21st century. Every week brings a new headline about the damage that we humans are doing to the planet and its inhabitants. Environmental issues are global issues, yet they are also regional issues (affecting the whole Pan-Asian area), national issues (affecting each Asian nation), and local issues (affecting our students and us in our Asian classrooms, schools, and communities).

The idea that education can address this challenge and contribute to solving environmental problems is not new. In 1976, for example, in recognition of the damage already done to the environment, the United Nations launched an international program for environmental education (UNESCO–UNEP 1976). This stressed the need for educators worldwide to promote six key objectives:

1. An awareness of environmental problems.
2. A basic understanding of the environment, its problems, and the environmental impact of human beings.
3. An attitude of concern for environmental problems.
4. The development of skills for overcoming environmental problems.
5. The ability to evaluate proposed solutions to environmental problems.

6. Participation in solving environmental problems.

EFL teachers have for many years been active in educating their students and themselves about the environment. Professional language teaching groups such as JALT's own "Global Issues in Language Education" Special Interest Group (GILE SIG), IATEFL's "Global Issues" Special Interest Group (GISIG) and the new TESOLers for Social Responsibility (TSR) caucus in TESOL represent but three of many such efforts. Environmental issues are being dealt with, not only by teachers in the classroom, but also by materials writers and publishers. A recent study of textbooks published for the international EFL/ESL market, for example, found that many of these language teaching texts contain content about nature, the environment, and ecological issues (Jacobs & Goatly, 1999).

So, why should language teachers sit down in a workshop to study ideas from the field of environmental education when we already seem to be doing our bit? Two reasons. First, we can all do with a reminder of the importance of this topic and of our responsibility to help. We can always get fresh teaching ideas from new fields and our colleagues, and can learn to generate ideas of our own. Second, and most importantly, the textbook research mentioned above—and my own experience—suggests that most of the environmental education we are doing in our language classes leaves out the UN's sixth objective above: participation in solving environmental problems. In other words, we and our students are "talking the talk" about environmental education (teaching about environmental issues), but not necessarily "walking the walk" (promoting action to help solve environmental problems). In my pre-conference workshop, I hope to give teachers ideas for paths they can walk on and let them share with others some of the walking they are already doing.

This kind of effort to break down the walls separating the classroom from the real world is in line with similar efforts in the language teaching profession, such as project work, that attempt to bring the world into the classroom and the classroom out into the wider world. As the nineteenth century essayist Herbert Spencer once wrote, "The great aim of education is not knowledge but action."

Promoting environmental awareness, knowledge, and action through content-based language teaching is an important and exciting challenge which can bring new motivation and energy into the Asian EFL classroom. Helping Asian students develop language, thinking, and participation skills can lead to the kind of international communication, cooperation, and action needed to solve the many environmental problems we face in the Pan-Asian region.

The daily news reports on pollution and our planet can make the onslaught of environmental destruction often seem unstoppable. Fortunately, we can draw inspiration from the words of Helen Keller, who overcame blindness and deafness to become a dynamic activist for change in the early 20th century:

I am only one, but still I am one
I cannot do everything, but still I can do something
And, because I cannot do everything, I will not refuse to do the something I can do.

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Leo Jones

"Oh, no! Do we really have to work in pairs?"

"My students don't like working in pairs or groups."

"Pair work is fun, but what are my students learning?"

"There are too many students in my class for group work."

We've been using pair and group work in language classes for a long time, but those are all remarks I still hear from teachers. Such views are worrying because almost all classroom materials include exercises where students are expected to work together in pairs or in groups. It just seems that some students still prefer their teacher to lead them and guide them and correct them—or is it that they don't want to talk to each other? Anyhow, pair and group work doesn't seem to be everyone's cup of tea.

Under such pressure from students, it may be tempting to reduce the emphasis on pair and group work—but, if anything, I think there should be more emphasis. This is because pair and group work does seem to be the most effective way (the only way?) to involve students in natural communica-

tion in English in the classroom—especially when the classroom is probably the *only* place they do speak English. In fact, the larger the class, the greater the need to work in pairs and groups—otherwise hardly anyone gets a chance to speak English in class.

For example, rather than have students working as individuals, I'd choose to do pair or group work in these situations:

When students are doing a blank-filling exercise or a multiple-choice quiz. Discussing the possible answers and trying to reach agreement is a really good way of using English to communicate ideas. The exchange of views between students, as they collaborate to get the answers right can easily lead to natural communication in English. In some ways, an exercise is quite similar to a problem-solving task: the students work together to "solve" the exercise—possibly in competition with other pairs. This can be fun too! (This works for reading comprehension exercises too.)

After doing a listening exercise. Instead of simply going through the correct answers, allow time for the students to work in pairs comparing their answers. If there are any questions they couldn't answer, or any discrepancies between their answers, there's a strong motivation to want to listen to the recording again and find out who was right. This kind of discussion is an ideal opportunity for students to communicate with each other.

After students have written a composition for homework, put them into small groups and ask them to read each other's work and comment on it. Any piece of writing should be an attempt to communicate ideas to a reader. If students know that their peers are going to read their work, they're more likely to try to make it interesting, informative and entertaining! If you, their teacher and 'critic', are the only reader, the process of writing is much less motivating.

Discuss topics in small groups, not as a whole class. This gives more students a chance to give their opinions, rather than saying or thinking "I agree with what she just said." Many students feel shy about talking in front of the whole class, and feel more relaxed and confident in a small group—and everyone can have their say without pressures of time or embarrassment.

"My students talk in Japanese when they're in pairs."

While doing problem solving and discussion activities students are participating in enjoyable speaking activities. But their enjoyment (or frustration at not being able to express themselves easily in English) may tempt them to lapse into Japanese from time to time (or more frequently). When this happens, you might find it helpful to remind them that every member of the class has a common aim: to improve their English. Agree together on this rule: "Only English may be spoken in our class." That may sound like a tall order, but it's something everyone should aim for. (It's OK, of course, for students to ask each other "How do you say *so-and-so* in English?" or "What's the English word for *so-and-so?*")

Here are some more ideas that may help if your students are finding it really difficult to stick to English all the time:

1. Remind them that your class is their only opportunity to use English during the week.
2. Go round monitoring and whenever you overhear a pair or group speaking Japanese, remind them firmly of the "English-only" rule.
3. Introduce a light-hearted system of "fines" (rather like a swear box) for students who don't use English. (Use the proceeds for a box of candy to share at the end of the semester.)
4. Before the students are split into pairs or groups, demonstrate what they have to do.
5. Use one of your more confident students as your own partner while the others listen. This will help everyone to get into the discussion or role-play more quickly.
6. Separate students who persistently use Japanese and put them with students who do use English in class—but not if they have a bad influence on anyone they sit with. Generally, students working in a group of three are less likely to lapse into Japanese than students in pairs.
7. Make sure everyone knows the simple transactional phrases they can use to manage their interaction. Quite often these phrases come so naturally in Japanese that it's difficult to break the habit. To help everyone to learn and remember, make a list of phrases like these on the board (or put them on a poster for the classroom):

   Who's going to begin?
   You begin.
   Which role are you going to take?
   Whose turn is it?
   What are we supposed to do?
   What do you think?
   I didn't hear what you said.
   I don't agree.
   What does this word mean?
   Let's ask the teacher about this.
   How much longer have we got?
   I think we've finished. What should we do now?

—and add further similar phrases to the list or poster as the need arises.

If they say all these little phrases in English, then

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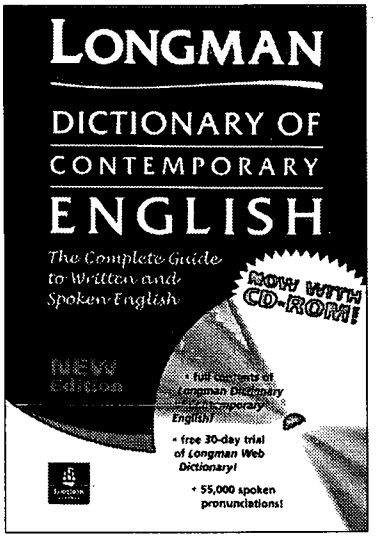

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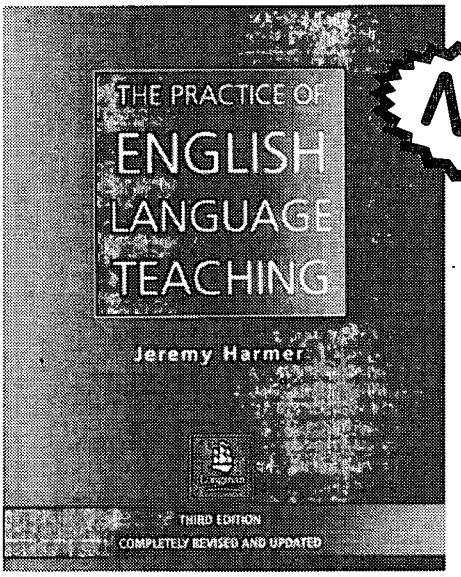
The Practice of English Language Teaching (Third Edition)



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their discussion will follow, or continue, quite naturally in English too. Students may need reminding of these phrases from time to time if they continually seem to be using their own language to manage their interactions.

8. If you have a large class, and there are just a couple of pairs who are talking Japanese, it's tempting to ignore them and say to yourself "If they want to waste their time, that's their bad luck. They're not affecting the others." Well, actually, it's quite likely that one of them *does* want to talk English, and is being dominated by or feels sorry for the other. So, don't ignore them. Go over and say "English, please!" to them—and if necessary split them up and assign each of them to a different pair. Quite often when an exercise is *pair work*, it will work just as well (or even better) with groups of three.

Conclusion

To sum up: If students want to develop their fluency and confidence, so that in real life they can communicate in English, then the only way they can do it is by communicating with each other in English—in pairs and in groups.

Another reason why students may be talking in Japanese is that the activity is too difficult or too confusing for them. Open-ended activities are quite challenging. Students won't possess all the language they require to participate easily and fluently. There are several ways of getting around this problem, not all of which will be necessary at the same time:

1. Quickly go through a few vocabulary items they can use in the activity.
2. Act out or demonstrate what has to be done before they start.
3. Make sure they read the role information through carefully and ask questions before they begin (and as necessary during the activity).
4. Encourage the students to rehearse role-plays before starting them. This may take a few extra minutes, but this is preferable to the students struggling hesitantly through the activity.
5. Re-run any role-plays that go badly, after giving helpful feedback. Doing a role-play again, and better, helps students to feel they have made progress.
6. Remind the students that in real life they won't have anyone to help them out, they'll have to cope with their limited English resources in similar situations. The activities in this course will help them to feel more confident in real life business situations.

Make sure that any pair or group work is integrated (before, during, and after) with other activities. Feedback is important. After any pair or group work activity, reassemble the class and give them feedback: mistakes you've noted down, advice on expressions or vocabulary to use—and praise. And, questions from them.

Aleda Krause

Active Learning: The Only Way Children Learn

The next few years will offer unprecedented opportunities and challenges to teachers of English to children in Japan. Opportunities? Starting in April 2002, English will be offered as one of the options for the new "Period for Integrated Studies" in Japanese public elementary schools. This means large numbers of children will have the chance to begin language studies at an earlier age, at least two years earlier than they begin now. Challenges? The Ministry of Education guidelines for these classes suggest that no reading and writing should be introduced in elementary classrooms. This means teachers who have been teaching junior high school English will have to find new methods and techniques, abandoning many of those they have been using. And homeroom teachers, who may never have taught English before, will not be able to rely on the methods they themselves learned by.

So, what does that leave us with? Fortunately, we are teachers of *children*. And we know one thing very well: Children are active learners. They learn best when they are totally involved and occupied—using their bodies as well as their minds, their emotions as well as their intellects, their hands and feet as well as their heads. We also know that classes based on an adult language-learning model, in which the teacher is the transmitter of knowledge and the students passively receive that knowledge, are a key ingredient in the boredom that often results in discipline and behavior problems in children's classes.

This means that teachers of English to children (as well as the trainers of those teachers of children), regardless of whether or not they agree with the Ministry of Education's guidelines, will need a repertoire of active learning techniques—which require no reading or writing—to keep children interested and engaged as well as to keep discipline problems at bay. To implement this active learning, just what kinds of activities are we talking about?

PAC3 at JALT2001 Pre-Conference Supplement

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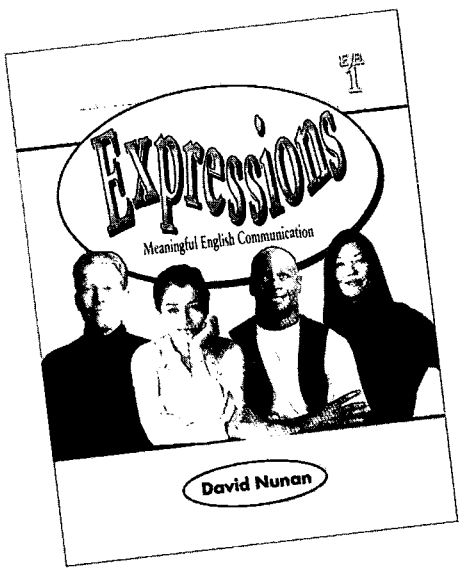

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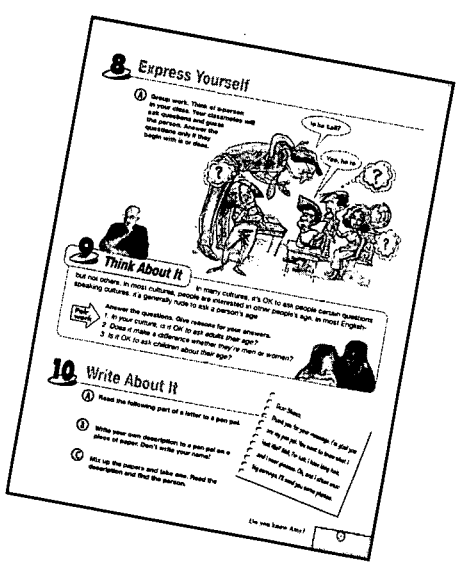

CHANGING THE WAY JAPAN LEARNS ENGLISH

Cover Art and Conference Colors

To welcome our friends and colleagues from across Asia, the familiar scene of a bamboo spray and moon were chosen as graphics for this year's Pan-Asian Conference logo. The colors of our conference publications are green and white. The moon symbolizes the warmth, purity, and joy of the conference, the bamboo being all the great and busy things the conference committee have going on. Moon viewing in the fall is one of the most favored settings for poetic outpourings of the soul and participants at the PAC3 at JALT2001: A Language Odyssey teaching and learning conference are invited to do so.

The full moon
I wandered among bamboo
all night long

Meigetsu ya
take wo hagurete
yomosugara

David McMurray
PAC3 at JALT2001: A Language Odyssey
http://www.jalt.org/jalt2001

Site Chair: Peg Orleans
Featured Speaker & V.I.P. Program Liaison: Joyce Cunningham
Editor: Robert Long
Layout and Design: Paul Collett
Translation: Asakawa Kazuya, Tom Merner, and Abe Emika
Proofing: Timothy Gutierrez, Beverley Lafaye, Aleda Krause and Otani Hiroshi
JALT2001 Cover and Logo: Malcolm Swanson

What's Inside

4 Welcome from the Conference Program Chair
大会実行委員長歓迎挨拶
6 PAC3 at JALT2001 Key Point Guide
キーポイントガイド
7 Conference Schedule On Line
大会スケジュールオンライン
8 PAC3 at JALT2001 Main Speaker and Asian Scholar Program
基調講演者プロフィール、講演タイトル
10 Featured Speaker Workshops
特別企画ワークショップ
14 Vibrant Debate
公開討論
15 The 4 Corners Tour and Asian Scholar
4コーナーズツアーとアジア招聘研究者
16 Sheltered English Workshops
ノン・ネイティブ英語教師のためのワークショップ
17 Asian Youth Forum
アジアユースフォーラム
17 JALT2001 Junior
児童英語教師のためのプログラム
18 Job Information Center
求人案内
18 PAC4 in Taipei
第4回パンアジア会議学会（台北市）
19 Social Events
イベント
20 Getting to Kokura, Kitakyushu
小倉へのアクセス
24 Registration Information
大会参加登録
28 JALT2001 Hotel & Travel Information
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PAC3 at JALT 2001: A Language Odyssey

at the 27th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition hosted by JALT and supported by TESOL and IATEFL with programming cooperation from FEELTA, SIETAR, and PacSLRF on

November 22 - 25, 2001

at the Kitakyushu International Conference Center in Kokura, Japan

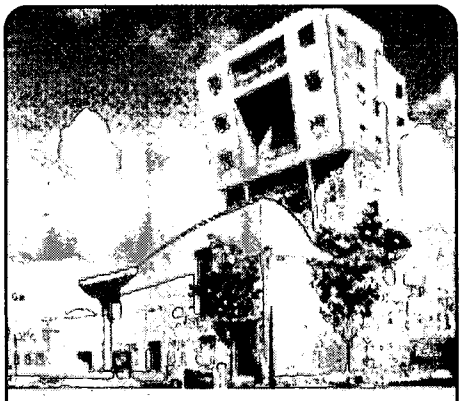
Welcome from the Conference Program Chair

You and your colleagues are warmly invited to join in a vibrant debate with the audience and presenters who are coming from around the world to PAC3 at JALT2001 in Kitakyushu. Our fascinating stories about the long journey that the language teaching profession has taken - including the exciting innovations, trials and tribulations - will be shared under the program theme 2001: A Language Odyssey. This first conference of the new century could serve as the guidepost against which all future developments will be measured. Our voices could become known as the 2001 soundscapes in Asia that can solve key questions and set landmark declarations on issues facing foreign language teachers and learners in Asia.

PAC is the series of conferences, collaborative research, and publications that gained the patronage of Her Right Honorable Princess Galyani of Thailand in 1997 when it was launched in Bangkok by ThaiTESOL. When PAC was held two years later by KoreaTESOL in Seoul, it attracted the attention of the Korean Minister of Education whose stirring opening ceremony speech in English in praise of foreign teachers who were helping students to gain access to profitable international experiences caught many off guard. Not to be outdone, the third PAC begins by listening to the voices of youth. College-aged students from all over Asia and elsewhere around the world who are taking part in an Asian Youth Forum will take the stage first. Special-effect videos and other performances will then highlight an exciting opening plenary.

When JALT joined in partnership with KoreaTESOL and ThaiTESOL seven years ago in 1994 to found PAC, it was a major breakthrough. In previous decades it may not have been possible to form a partnership between academics in these three countries. With the recent formation of so many joint-ventures–even for a World Cup Match in 2002–the time is ripe for the full expansion of our regular JALT conferences. PAC3 at JALT2001 will, therefore, reap the synergy of combining the best of over 700 program submissions sent to JALT and vetted by a 22-member committee with 1) the top presentations that were carefully selected

by discerning program selection teams in the English Teaching Association of the Republic of China (ETA-ROC), the Far Eastern English Language Teaching Association of Russia (FEELTA), KoreaTESOL, and ThaiTESOL 2) main speakers sent from IATEFL and TESOL International, 3) special programs set up by the International Society of Intercultural Education, Training and Research (SIETAR); the Pacific Second Language Research Forum (PacSLRF), 4) the Asian Youth Forum (AYF) that grew from PAC2 as well as 5) the birth at PAC3 of JALT2001 Junior, a conference-within-a-conference for teachers of children.



Kitakyushu International Conference Center

Change has always been a challenge. To take advantage of the opportunity to merge so many fascinating programs under one theme, much collaboration and innovative thinking were required. Main speakers formed partnerships too. The collaborative research teams of Christopher Candlin (Hong Kong) and Anne Burns (Australia); and Robert Dickey and Sangho Han (Korea) will share their stories together at co-plenaries. David Nunan (Hong Kong) will speak on an international theme to set the stage for his co-plenary partner Arunee Wiriyachitra (Thailand) so she can zero in on country-specific issues. U.K. teacher-trainer Tessa Woodward's plenary is set for a pithy 25 minutes in length. It will be followed by Adrian Underhill's and then they will both ask each other a penetrating question to open the way for questions from the audience. A new, succinct format has been chosen by over 150 regular presenters too. For example, a moderated 25-minute lecture on pronunciation by a teacher from Thailand will be followed by a short paper given by a teacher from Japan. Feng-fu Tsao from Taiwan will go solo for awhile at his plenary, before an entire cast of nine main speakers, special speakers, and the Asian Scholar amplify all the voices heard during the four-day conference at the final closing panel—where you and your colleagues are invited to join in with your own questions and remarks to help build momentum for PAC4 to be held in Taipei.

Is value added by learning and researching collaboratively? This conference will certainly be a good place to find out. It is definitely a showcase for collaborative research. Presenters will be experimenting with a new approach, conducting a pilot project that required two or more members forming a team to "roll up their sleeves" and do real work together. These collective presentations will likely extend beyond getting together to review, discuss, decide, and delegate—they may lead to exciting new ideas and discoveries for our profession.

PAC presenters and researchers initially set out to model Asian methodologies and determine their usefulness and necessity. Our audiences want to know how students learn foreign languages best, and how we can better train foreign language teachers. Now that most Asian countries are teaching English from elementary school, an audience much wider than teachers—the parents, administrators, government, and the students themselves—want to know how and if we should continue. Our university students are being called upon to be better trained language teachers than we are. Learners and speakers of foreign languages are being employed to put their abilities toward enhancing entire economies. It is time for us to stand up and be counted among the presenters and audience at PAC3 at JALT 2001: A Language Odyssey. On behalf of all the program teams that made this forum possible for you to join, I remain yours truly,

David McMurray

The International University of Kagoshima

PAC3 at JALT2001 Program Chair

PAC3 at JALT2001 Key Point Guide

The long journey that our foreign language teaching profession has taken—including its exciting innovations as well as the challenges—comes into focus during four days from November 22 to 25 of exploring the conference theme "2001: A Language Odyssey."

Thursday, November 22, 2001

On-site Registration: 5:00 p.m. - 7:00 p.m. at Conference Center

10:00 a.m. - 1:00 p.m.	Morning Workshops
1:30 p.m. - 2:30 p.m.	Afternoon Workshops
5:00 p.m. - 8:00 p.m.	Evening Workshops
7:00 p.m. - 9:00 p.m.	*Kitakyushu Welcomes Asia* Event

Friday, November 23, 2001

On-site Registration: 8:30 a.m. - 5:00 p.m. at Main Building

9:00 a.m. Programs start (200 meetings, presentations, workshops, colloquia)

9:00 a.m.	Educational Materials Exposition opens
2:00 p.m.	Opening Ceremony

PAC - Asian Youth Forum student speeches. The main conference begins by listening to the voices of youth. College-aged young people from Thailand, Korea, Japan and other Asian countries who are taking part in an Asian Youth Forum to discuss language, culture and international understanding will address the 2,000 or so expected participants.

2:30 p.m. Opening Plenary Collaborative Speakers

Sangho Han, Ph.D, Kyongju University & Robert Dickey, Kyongju University (Representing KoreaTESOL) *Collaborations in Foreign Language Medium Instruction.*

5:00 p.m. Collaborative Main Plenary Speakers

David Nunan, Ph. D, University of Hong Kong & Arunee Wiriyachitra, Chiangmai University (Representing ThailandTESOL) *English as a global language: International perspectives and local understandings.*

6:00 p.m.	Educational Materials Exposition closes
7:00 p.m.	Regular programs end
8:00 p.m.	Social Events begin (All other meetings end)
10:00 p.m.	Social Events end

Saturday, November 24, 2001

On-site Registration 8:30 a.m. - 3:00 p.m. at Main Building

9:00 a.m. Programs start (200 meetings, short papers, posters, colloquia)

9:00 a.m.	Educational Materials Exposition opens
11:00 a.m.	Main Plenary speeches

Adrian Underhill, Consultant Trainer to Embassy CES International Teacher Training Institute (Representing IATEFL) *Learning Leadership and its relevance in ELT today.*

Tessa Woodward, Professional Development Coordinator and Trainer for Hilderstone College, Kent, England (Supported by British Council) *Planning Lessons and Courses.*

5:00 p.m.	Collaborative Plenary Speeches

Christopher N. Candlin, Ph.D, City University of Hong Kong & Anne Burns, Ph.D., MacQuarie University, Australia.

6:00 p.m.	Educational Materials Exposition closes
7:00 p.m.	Regular programs end
8:00 p.m.	All other meetings end

Sunday, November 25, 2001

On-site Registration 8:30 a.m. - 11:00 a.m. at Main Building

9:00 a.m. Programs start (100 short papers, demonstrations, colloquia)

9:00 a.m.	Educational Materials Exposition opens
11:00 a.m.	JALT2001 Asian Scholar Speech

Asian Scholar Raul C. Laborte, E. Ramos National High School *Second Language Education in the Phillipines.*

12:00 p.m.	Educational Materials Exposition closes
2:00 p.m.	Final Plenary

Feng-fu Tsao, Ph.D, National Tsing Hua University, Taiwan (Representing English Teachers Association Republic of China) *Teaching English From Elementary School.*

3:00 p.m.	Pan-Asian Conference Final Panel (All regular programs end)

All the above-mentioned Main Program Speakers.

4:00 p.m.	Conference is completed

Conference Schedule On Line

A schedule of the conference can be found at the following website:

http://www.jalt.org/jalt2001

Local tourist information and plenary speaker abstracts are also online. Please check the website throughout the summer months and up to the time of the conference—for schedule updates, information about Fukuoka and maps of the area around the conference center.

PAC3 at JALT2001 Main Speaker and Asian Scholar Program

Main Speaker Names, Affiliations, Profiles and Presentation Titles.

SANGHO HAN, PH.D., is head of the English Department in the School of Foreign Languages & Tourism at Kyongju University. He is Past President of KoreaTESOL and is representing KoreaTESOL. His recent research publications include *An Effective Use of Teacher Talk for Process-Oriented English Education, Directions for Learner-centered English Education in the 21st century, An Approach to Applying CALL to English Acquisition Research in a Korean EFL context,* and *Action Research in Primary English Education.* His on-going projects include *Effect of Strategy Awareness on Listening Comprehension,* and *Improving English Writing Skills Using the Cyber Composition Cafe.* His co-plenary presentation title is *Collaborations in Foreign Language Medium Instruction,* and he will address some of the questions raised at PAC1 including *How do Foreign Language Students in Asia Learn Best?* at the Final Main Speaker Panel.

Kyongju University School of Foreign Languages &Tourism 英語学部長。元韓国TESOL 理事長であり、そして韓国TESOLの代表である。最近の刊行物としては「過程中心の英語教育におけるティチャー・トークの効果的使用」、「21 世紀における学習者中心の英語教育の方向」。「韓国EFL コンテクストにおける英語習得研究のCALL 利用のアプローチ」「初等英語教育におけるアクションリサーチ」がある。彼の現在進行中のプロジェクトには、「聴解におけるストラテジー・アウエアネスの効果」と「Cyber Composition Cafe 利用による英語作文技能の向上」がある。彼の発表の題目は「外国語メディア教育におけるコラボレーション」であり、メインスピーカーパネルでは、PAC1 で提議された「アジアの外国語学習者の最良の学習方法とは？」を含むいくつかの質問を投げかける。

ROBERT DICKEY teaches in the School of Foreign Languages & Tourism, Kyongju University. He is Editor-in-Chief of KoreaTESOL publications and writes a popular teacher education column at <www.eigomedia.com>. He is representing KoreaTESOL. His co-plenary with Dr. Han is entitled *Collaborations in Foreign Language Medium Instruction* and at the Final Main Speaker Panel he will address some of the questions raised at PAC1 including *What is the Usefulness, Necessity, and Possibility for Defining a Model of Teaching English to Asian Students?*

Kyongju University. School of Foreign Languages & Tourism所属。KoreaTESOL出版物の編集長。彼は〈www.eigomedia.com〉に人気のある教師教育のコラムを書いており、そして韓国TESOLの代表である。Han氏との共同発表の題目は「外国語メディア教育におけるコラボレーション」であり、最後のメインスピーカーパネルでは、PAC1で提議された「アジアの学習者に対して何が有効であり、必要であるか、そして英語教育のモデルの定義の可能性は？」を含むいくつかの質問を投げかける。

DAVID NUNAN, PH.D., is a Professor of Applied Linguistics and is the Director of the English Centre at the University of Hong Kong. Besides his work as Past President of TESOL, his recent publications include *Second Language Teaching & Learning* and the *Expressions: Meaningful English Communication* series by Thomson Learning. His presentation title is *English as a Global Language: International Perspectives and Local Understandings.*

応用言語学教授、及び香港大学英語センター長。元TESOL会長を行う一方、最近の刊行物には「第二言語教授、学習」、Thomson Learningによるシリーズ「有意味な英語コミュニケーション表現」がある。彼の発表の題目は「グローバル言語としての英語：国際的視点と地域理解」である。

ARUNEE VIRIYACHITRA, PH.D., is an Associate Professor at the English Department in the Faculty of Humanities at Chiang Mai University, and is Director and an executive committee member of ThaiTESOL. She has extensive experience in ELT at all levels in Thailand, concerning policy, curriculum design, materials development, and methodologies. Her publications include articles for ThaiTESOL, and several textbooks for students and graduate students including *Communicative Language Teaching* and *ESP in Practice.* She is representing ThaiTESOL. Her presentation title is *English as a Global Language: International Perspectives and Local Understandings,* and *The English Language Teaching Scenario in Thailand in the Coming Decade.*

Chiang Moi大学人間学部英語学科助教授でり、タイTESOLの理事会会員である。彼女は、タイで、ポリシー、カリキュラムデザイン、教材開発、方法論を含む全てのレベルでのELTの数多くの経験を有している。最近の刊行物には、ThaiTESOL、ESP in Procticeでの論文、「コミュニカティブ・ランゲージ・ティーチング」を含む学生、大学院生に対するいくつかの教材がある。彼女はThailond TESOLの代表である。発表の題目は「グローバル言語としての英語：国際的視点と地域理解」と「今後10年のタイにおける英語教育シナリオ」である。

TESSA WOODWARD, MA, DIP TEFLA, MPHIL, is the Professional Development Coordinator and teacher-trainer for Hilderstone College in Broadstairs, Kent, England. She is supported by the British Council (Tokyo). Her presentation title is *Planning Lessons and Courses.*

イングランド、ケントにあるHilderstone Collegeの教員養成および専門開発コーディネーターである。British Council(東京)の後援による彼の発表の題目は「レッスンとコースのプラニング」である。

ADRIAN UNDERHILL, PH.D., is the President of IATEFL (the International Association of Teachers of English as a Foreign Language), a Freelance International Consultant in Leadership and Facilitation, and a Consultant Trainer to Embassy CES International Teacher Training Institute. He is representing IATEFL and supported by the British Council (London). His presentation titles are *Learning Leadership and its Relevance in ELT Today, Pronunciation Teaching: Practical Suggestions* Colloquium, *Working with Complexity* and for the President's Roundtable, *Unstress and Simplifications in Connected Speech.*

IATEFL (the International Association of Teachers of English as a Foreign Language)の会長で、また、リーダーシップや促進についてのフリーの国際的コンサルタントであり、CES Inernational Teacher Training Institute のコンサルタントトレーナーでもある。彼はIATEFL を代表し、British Council (London)からもサポートを受けている。発表の題目は、「ELT におけるリーダーシップと適切性の学び方」、「音声教育－実用的提案－」、共同討論「複雑なものについて」、討論「連続討議の非ストレスと簡素化」である。

CHRISTOPHER N. CANDLIN, PH.D., is a Professor of Applied Linguistics in the Department of English at the City University of Hong Kong and is also a Professor and the Executive Director of the School of English and Linguistics at MacQuarie University, Sydney, Australia. His presentation titles include *How Do Foreign Language Students in Asia Learn Best?* at the Final Panel.

香港市立大学英文学科の応用言語学の教授で、オーストラリア、シドニーのMacQuarie大学の英語・言語学学部教授で、学部長でもある。発表題目は「アジアで外国語学習者はいかに学ぶのが最善か」である。

Anne Burns, Ph.D., is an Associate Director of the National Centre for English Language Teaching and Research (NCELTR) and Dean of the Division of Linguistics and Psychology at MacQuarie University in Sydney, Australia. Her research interests include classroom-based and action research, second language literacy development, spoken discourse analysis, and the teaching of speaking. Her extensive publications include the *Teachers Voices* series and *Focus on Speaking* and *Focus on Grammar.*

オーストラリアのMacQuarie大学国立英語教育研究センター准教授で、MacQuarie大学の言語・心理学部長である。氏の研究は教室活動に基づいたアクションリサーチ、第２言語のリテラシーの発達、会話分析、そして話し方教育である。広範囲な業績は"Teachers Voices" シリーズや"Focus on Speaking" "Focus on Grammar."に収められている。

FENG-FU TSAO, PH.D., is Professor and Dean of the College of Humanities and Social Sciences at National Tsing Hua University, Taiwan. He is representing the English Teachers Association Republic of China. His tentative presentation title is *Teaching English From Elementary School.* He will be presenting *How Do Foreign Language Students in Asia Learn Best?* at the Final Panel.

台湾国立Tsing Hua大学人文社会学部の教授で学生部長で、台湾英語教師連盟の代表でもある。発表課題は「小学校からの英語教育」、最終パネルでは「アジアで外国語学習者はいかに学ぶのが最善か」について発表を行う。

Asian Scholar RAUL C. LABORTE, teaches at Emilio Ramos National High School, Department of Education, Culture and Sports Diamond Village, Lanang, Davao, Region XI, Republic of the Philippines. His presentation title is *Second Language Education in the Phillipines.*

アジアの学者Raul LaBorteはフィリピン国立Emilio Ramos高校の教育部門に所属している。発表題目は「フィリピンにおける第二言語教育」である。

The voices of our 2001 attendees could become known as 2001 soundscapes in Asia

Featured Speaker Workshops

Thursday, November 22, 2001

Each year JALT's Featured Speaker Workshops have proven very popular, so register early. Each workshop is three hours and limited to 35 people. With twelve workshops to choose from, participants can select from a wide variety of topics and issues. In addition, the workshops allow participants the chance to meet and speak candidly with the Featured Speakers. The fee for each workshop is ¥4,000. Seating is limited, so sign up as soon as possible. When registering be sure to include the workshop code:
特別企画ワークショップは、各3時間、4000円、35人限定です。早めの登録をお願いします。

AM denotes a Morning Workshop	(午前)	10:00 a.m. - 1:00 p.m.
PM denotes an Afternoon Workshop	(午後)	1:30 p.m. - 2:30 p.m.
EVE denotes an Evening Workshop	(夕方)	5:00 p.m. - 8:00 p.m.

Morning Sessions 10:00 a.m. - 1:00 p.m.

ALEDA KRAUSE: Author of *SuperKids and SuperTots*

Sponsor: Pearson

Active Learning: The Only Way Children Learn

Children are active learners. They need to be totally occupied to prevent behavior problems. What's more, Monbusho guidelines for the soon-to-be-introduced English classes in elementary schools allow no reading and writing. Teachers will need a repertoire of active learning techniques that can be used without literacy. This workshop offers such activities, including low-level communication activities, Total Physical Response and beyond, and songs and chants for practicing short dialogs. Participants will experience many of the activities as low-level learners and have the opportunity to adapt activities for their own classrooms. CODE: AM-1
児童英語教師のためのアクティブ・ラーニング・テクニック講座。

AN, NGUYEN THI HOAI: UCLES, Ho Chi Minh City, Vietnam
AOKI, NAOKO: Osaka University

Sponsor: Teacher Education SIG

Towards Teacher Autonomy Through Writing: Your Story of Learner Autonomy

Just think of a few words and phrases that spring to mind when you hear or read the term *learner autonomy*. Both personal and professional experiences imbue our understandings of learner autonomy and our capacity to support our learners' developing autonomy. Here, we consider these interconnections more closely. In our workshop at JALT2001, we invite you to do so too, (re-) discovering your teacher autonomy through reflection on your own journey of learner autonomy. CODE: AM-2
教師が自律学習について内省し、教師の自律について考える講座。

Afternoon Sessions 1:30 p.m. - 2:30 p.m.

GRAHAM HEALEY

Sponsor: David English House

Learning and Teaching Aspects of Elementary and Intermediate Japanese

The aims of this workshop are to (a) demonstrate methods of helping foreign learners of Japanese who are at the elementary and intermediate stages, (b) to be confident that they have a sound overall grasp of the pronunciation of the language and of the system of verb/adjective inflection by using wordcards more effectively as a method of learning *kanji*, vocabulary, etc. The workshop will be of interest to elementary and intermediate learners and to advanced learners or native speakers who are involved in teaching Japanese. CODE: PM-1

初・中級の日本語学習者、日本語教師のためのアイディア講座。

STEVEN GERSHON: Author of *OnLine*, *Sound Bytes*, and *English Upgrade*

Sponsor: Macmillan Language House

Practical Course Design in 997 Simple Steps

Whether for a school or a publisher, designing any language course is a complex problem-solving activity. It involves various inter-dependent levels of construction, all demanding a series of reasoned decisions that reflect both theoretical and practical considerations. This workshop will illuminate the key elements of course design and elaborate on the basic design layers of syllabus, unit, lesson, and activity. Participants will then have a chance to collaborate on a practical course design task. CODE: PM-2

コースデザインの方法を段階的に学ぶ講座。

LEO JONES: Author of *Functions of American English*, *Great Ideas*, *New International Business English*, *Working in English* and *Let's Talk!*

Sponsor: Cambridge University Press

Helping Students to Become Better Speakers and Better Listeners

Is a good speaker someone who tries not to make mistakes, or someone who is happy to go on speaking despite making mistakes? How can pair and group work, where students are talking to each other in *bad English*, help them to become better speakers? Is a good listener someone who listens carefully all the time, or someone who knows when NOT to listen? How can audio recordings help students to become better listeners? Is video a better way to help students to understand real people talking real English? In this workshop we'll try out a variety of speaking and listening activities and discuss how each may need to be adapted for use in your own teaching situation. We'll also look at what can go wrong and discuss some of the problems you may encounter when using such activities in monolingual classes. CODE: PM-3

スピーキングとリスニングのアクティビティを体験・評価し、各自の教室への応用を考える講座。

LINDA LEE: Author of Oxford's Integrated English program (*Transitions* 1 and 2, *Exploration* 1 and 2)

Sponsor: Oxford University Press

Rethinking the Role of Reading in the EFL Classroom

Why do my students do much more talking in their reading class than in their conversation class? The presenter will examine the role that reading has played in our classrooms in the past, make a case for rethinking this role, and propose that certain kinds of reading materials can open the door to a reinvigorated classroom in which students are eager to think, talk, listen, and write. Participants will experiment with a variety of strategies to transform the reading classroom into a speaking, listening, thinking, and writing environment. Resources for level-appropriate reading materials will also be provided. CODE: PM-4

リーディング授業を使って、学習者のコミュニケーション力を向上させる方法を学ぶ講座。

Evening Sessions 5:00 p.m. - 8:00 p.m.

MICHAEL RUNDELL: Managing editor of the learners' dictionaries *LDOCE2*, *LDOCE3*, and the Longman *Activator*

Sponsor: Macmillan Language House

Collocations for ELT: Can Software Help Us to Identify Them?

This workshop explores two key questions relating to collocation: which collocates are most typical and most useful for learners—and are *typical* and *useful* necessarily the same thing? We will look at software tools that supply collocational data, and one leading-edge system in particular will be shown to have great value. We will then consider the theoretical and pedagogical criteria involved in turning this data into materials that will help learners in the classroom. CODE: EVE-1

英語の連語を検索するソフトを紹介し、その使用方法について提案する講座。

MICHAEL SWAN: Author of *Practical English Usage*; co-authored *How English Works* and *The Good Grammar Book*

Sponsor: Oxford University Press

Activity, Movement and Creativity in Grammar Lessons

This workshop will take a specific point of grammar and explore ways in which this can be taught at different levels, from (a) the initial introduction of forms, through (b) elementary practice in their use, to (c) the teaching of more difficult structures and aspects of *grammar as choice*. For each level, the focus will be on achieving active involvement by the students. Questions addressed will include: 1. How can the learning of rules be made active and creative? 2. Can students themselves help to generate the examples of use? 3. What is the value of corpus data and concordancing software? 4. What is the right balance between input and output? 5. How can students help design their own exercises? 6. Who gets to say and do the interesting things in the class? 7. How can we liberate students' creativity? and 8. The learning environment as a hostile space—how can we outwit the classroom? CODE: EVE-2

文法授業における学習者主体のアクティビティについて学ぶ講座。

STEPHEN THEWLIS: Author of *Grammar Dimensions, Book 3* and the US Peace Corps' *Language Coordinators' Resource Kit*

Sponsor: Pearson

Discovering & Expanding Teaching-style Preferences

This interactive workshop focuses on identifying individual learning and teaching style preferences. Participants will first determine their individual teaching styles preference profiles. They will then work in small groups to examine the ways those preferences impact on their choice of classroom activities and how well those activities mesh with students' learning style preferences. Finally, they will examine ways to expand their *repertoire* of teaching techniques to appeal to a wider range of learner types. CODE: EVE-3

学習スタイルと教授スタイルに関する各自の好みを知り、教授スタイルの幅を広げようとする講座。

JULIAN EDGE NEIL COWIE ANDY BARFIELD CHRIS GALLAGHER

Sponsor: Aston University

Choosing to Understand

As well as learning to believe some people and to question others, to agree with some ideas and to disagree with others, we can also learn sometimes to close down our critical, evaluative faculties and say to the other person, "This is what I have understood you to have said. Have I got it right?" In other words, we can choose to focus our energies on understanding to the very best of our abilities what another person is really trying to say. In that moment of non-judgmental discourse, we set aside most of what our education systems have taught us, and we open up a new territory of discovery and action. This article presents one brief example of what can happen. In our workshop at JALT2001 in Kokura, Kitakyshu, we hope to engage participants in working on their own issues in this collaborative, non-judgmental way. CODE: EVE-4

「相手の話を理解する」という価値判断を伴わない場合と「相手の意見を聞いてそれに対して自らの価値判断をする」場合の行動の違いについて考える講座。

GEORGE JACOBS: Tottori University

Sponsor: Global Issues in Language Education SIG

Environmental Issues in the EFL Classroom

Air pollution, endangered species, the ozone hole, waste and recycling...What are environmental issues? Why should we care? And how can we teach them in our classes? This workshop will introduce teachers at all levels to ideas, activities, and resources for integrating environmental issues into their teaching. Participants will learn about environmental education, analyze environmental topics in textbooks, and explore how content-based teaching can develop students' English skills while promoting environmental awareness and action to *save the world*. CODE: EVE-5

環境問題を授業に取り入れる方法を学ぶ講座。

FAKRUL ALAM: University of Dhaka, Bangladesh
RICHARD SMITH: University of Warwick

Sponsor: Learner Development SIG

Sustaining Learner and Teacher Development

Developing our students' ability to learn and our own and others' ability to teach may be central to what *being a teacher* involves. Yet, sustaining such development presents a continual challenge. In this workshop, we will look at how to adapt general theories of learner and teacher development to our own particular contexts. By comparing the constraints and opportunities that teachers in Bangladesh, Japan, and the UK face, participants will collaborate in developing sustainable action plans for learner and teacher autonomy. CODE: EVE-6

学習者の成長や教師の成長を促し続けるために、どのように理論を各自の教室に応用していくかを考える講座。

Vibrant Debate

3:00 p.m. - 4:00 p.m. Sunday, November 25

Main Hall Kitakyushu International Conference Center

Pan-Asian Conference Final Panel 2001: A Language Odyssey

Three challenging questions relevant to language teachers in Asia were posed by JALT's designated plenary speaker Marc Helgeson at the first Pan-Asian Conference held in Bangkok in 1997.

1. Are we moving toward an Asian methodology?
2. What is the usefulness, necessity, and possibility of an Asian model?
3. How do students learn best in Asia?

Since PAC1, teacher inquiry broadened and by 1999 at PAC2 in Seoul, Korea where Kensaku Yoshida was JALT's closing plenary speaker, the following areas were suggested as areas for teachers in Asia to probe:

4. The role English plays in Asia.
5. The purpose for learning English in Asia.
6. The type of communicative strategies used in Asia.
7. Similarities between teachers and students of English in Asia.
8. Pedagogical similarities in language classrooms of Asia.
9. Applicability of autonomous learning to Asian learners.
10. The ways educational change and innovation spread through Asia.

And during the two years leading up to PAC3 in Kitakyushu, Japan, major changes in curriculum took place in most Asian countries, adding to the vibrant debate. The final plenary focus of Feng-fu Tsao from Taiwan will be on elementary education. His remarks will be amplified with penetrating responses by the collaborative research teams of Christopher Candlin (Hong Kong) and Anne Burns (Australia); Robert Dickey and Sangho Han (Korea); the international and country-specific views of David Nunan (Hong Kong) and Arunee Wiriyachitra (Thailand); Asian Scholar Raoul C. Laborte (Philippines); teacher trainer Tessa Woodward (U.K); and leadership advice by Adrian Underhill (U.K.).

11. Should foreign languages be taught in elementary schools?
12. Is value added by learning and researching collaboratively?

You and your colleagues are invited to join in the debate with all the presenters and attendees at PAC3 as the main speakers and JALT2001 Asian scholar try to tackle these 12 or more questions during the final panel that will address the program theme "2001: A Language Odyssey". Afterwards, please be ready to propose new areas of inquiry to challenge the researchers and presenters at PAC4 to be held in Taipei, Taiwan in 2002.

David McMurray

PAC3 at JALT2001 Program Chair

Conference Site Address

PAC3 at JALT2001 is taking place at the Kitakyushu International Conference Center, Kokura. For those who need the center's address for official purposes it is:

Kitakyushu International Conference Center, 3-9-30 Asano, Kokurakita-ku, Kitakyushu 802-0001

北九州国際会議場　〒802-0001　北九州市小倉北区浅野三丁目9番30号

Special Guest Speaker

NEIL ANDERSON, Brigham Young University; TESOL International President

This session presents a pedagogical reading framework for integrating communicative principles of theory and practice in the foreign language reading classroom. The ACTIVE reading framework suggests that six components can be part of reading lessons:

A: Activate prior knowledge
C: Cultivate vocabulary
T: Teach for comprehension
I: Increase reading rate
V: Verify reading strategies
E: Evaluate progress

Each of the elements of this framework overlap with at least one other element. This emphasizes the interactive nature of the reading process; that each skill and strategy ties into others. A discussion on the role of motivation and criteria for selecting reading materials will also be discussed in light of this framework. Teachers will have the opportunity to consider how each of these elements can be integrated into their philosophy of teaching second language reading.

The 4 Corners Tour and Asian Scholar

In the 4 Corners Tour, a program that has always enjoyed wide popularity, JALT invites top speakers from around the world to visit JALT chapters and to speak to teachers and tour schools prior to the annual conference. This year, two speakers and the Asian Scholar will be visiting various JALT chapters before the conference to give presentations and workshops. The three highly recommended speakers going on tour to selected cities around Japan this November are:

RAUL C. LABORTE (Asian Scholar, Philippines)

Raoul C. Laborte is a teacher of Junior and Senior High School English in the Phillippines. He will be presenting on why students can speak English well and sharing ways to teach intercultural sensitivity in class.

ANNE BURNS (Macquarie University, Australia)

Anne Burns is a knowledgeable teacher and researcher. She has written many articles about action research and conducted this kind of teacher-based research on subjects such as second language literacy, spoken discourse, classroom-based interaction, and curriculum development and change.

TESSA WOODWARD (Hilderstone College, U.K.)

Tessa Woodward is a teacher trainer in the UK and editor of *The Teacher Trainer Journal* (online and print versions available) and various teacher resource books. She has written and co-authored many teacher training and in-class help books, the most recent titled *Models and Metaphors in Language Teacher Training.*

Asian Scholar and 4 Corners Tour websites are now operating, where you can see their photos and read their biodata, presentation abstracts, and interviews with them.

Raul C. Laborte's Tour starts November 15	http://www.geocities.com/fourcornersjp/laborte.html
Anne Burns' Tour starts November 16	http://www.geocities.com/fourcornersjp/burns.html
Tessa Woodward's Tour starts in November	http://www.geocities.com/fourcornersjp/newest.html

JALT greatly appreciates Tuttle Publishing for sponsoring this year's tour. Joy Jarmin-Walsh of Yasuda University in Hiroshima is coordinating the exciting Asian Scholar and 4 Corners speaker program this year, and if your organization is interested in booking one of these fine speakers for a PAC3 at JALT2001 program-sponsored engagement, you may contact her at <joy@gethiroshima.com>.

Sheltered English Workshops

Encouraged by the very positive response received from the Japanese teachers who attended the "Sheltered English" professional development workshops at previous JALT conferences, these workshops, designed especially for nonnative speakers of English from all over Asia, will be offered at this year's Pan-Asian Conference. Some nonnative speakers of English have in the past complained that participating fully in English workshops at international conferences can be difficult. Both linguistic and cultural differences play a part in why native speakers seem to dominate while nonnative speakers often take a more passive role. To provide a place for those nonnative English speakers who would like to take part in professional development presentations and workshops in English but find doing so challenging, a series of sheltered English presentations will be offered in English by professional language teachers. These presentations will be open only to participants who are nonnative speakers of English.

This year's presentations designed for nonnative speaking teachers of English will run in the same room consecutively all day from 9:00 a.m to 7:00 p.m. on Saturday, November 24. The program is coordinated by Kim Parent <kim.parent@sit.edu> and Eric Gustavsen <eric.gustavsen@sit.edu>. Keynote presenters like Charles LeBeau <sos@hello.email.ne.jp>, will give 45-minute workshops on topics such as: speech and debate, starting an extensive reading program, audio assessment, and teacher motivation through collaboration. One of the overarching goals of all of the workshops is to empower and encourage the participants to present at future JALT conferences and hopefully at future PAC conferences to be held in Taiwan and Russia. This is the first time for the program to be offered at a PAC conference. We welcome all those nonnative English speakers who would enjoy the opportunity to take part in these presentations in a safe and relaxed atmosphere.

The model for these workshops is the sheltered English language programs in U.S. public schools, which are taught in English by teachers familiar with the needs of language learners. The presenters in this year's workshops will apply some of the common "sheltered English" techniques both to help make meaning clear for the participants and to serve as a model of what can also be done in the EFL classroom. These techniques include using a VAK (Visual, Auditory, Kinesthetic) approach to present ideas. In short, the approach involves participants learning visually through the use of models and illustrations (to help make the meaning clear), kinesthetically through hands-on activities (to connect the ideas to personal experience), and on the auditorial level through modified English presentations.

今年の英語を母国語としない教師の皆様のためのプレゼンテーションは、11月24日（土曜日）の午前9:00から午後7:00まで連続して同じ部屋において実施されます。このプログラムは、Kim Parent 〈kim.parent@sit.edu〉 と Eric Gustavsen 〈eric.gustavsen@sit.edu〉 がコーディネーターを担当しており、Charles LeBeau 〈sos@hello.email.ne.jp〉をはじめとする講演者が、スピーチとディベート、多読プログラムの開設、音声評価と協調による教師への動機付け等をテーマとした各45分間のワークショップを提供します。これらワークショップは、参加者の皆様が将来JALT年次総会や今後台湾やロシアで開催されるPAC会合において講演できるように力付け、促すことを目指しております。PAC会合においてこのプログラムが提供されるのは初めての試みです。英語を母国語としない教師の皆さんが安心できるリラックスした雰囲気のなかこれら講演に楽しく参加していただけることを心から願っております。

これまでJALT年次総会において開催されたシェルター・ワークショップに参加された日本人の先生方からの好評の声に支えられて、アジア各国からの英語を母国語としない教師のために特別にデザインされたこれらワークショップが今年のPAC会合でも提供されます。

英語を母国語としない方々から以前、JALT年次総会において全てのワークショップに参加することが難しいという意見が寄せられました。言語そして文化の違いがネイティブ・スピーカーが場を支配してしまい、英語を母国語にしない方々を受け身的にしてしまう理由の一つになります。英語での専門教育用プレゼンテーションやワークショップに参加したいと思いながらも、それが難しいとお考えの英語を母国語としない方々のために、語学指導の専門家による一連の英語でのシェルター・ワークショップが提供されます。これらプレゼンテーションは、英語を母国語としない参加者のみを対象とします。

これらワークショップは、アメリカの公立学校で語学学習者のニーズを理解する教師によって英語で指導される Sheltered English Longuoge Programs をモデルとしております。今年のワークショップの講演者は、これらシェルター・プログラムでも一般的に採用されている方法により、参加者のために講演内容の意味を理解しやすくするとともに、EFL環境の教室でも使用できるレッスン方法のモデルを提供します。これら指導法は、VAK（視覚的、聴覚的、運動感覚的）アプローチも使用しながらアイデアを示していきます。このアプローチは、モデルやイラストを使用して（意味を明らかにするため）参加者の視覚的な学習を促し、実体験的なアクティビティーを通して（アイデアを個人的な経験につなげるため）運動感覚的に、また、簡略化された英語でのプレゼンテーションを通して聴覚的に学習を促します。

PAC3 at JALT2001 Conference Schedule

The PAC3 at JALT2001 conference schedule is being offered to conference goers at this early stage to help you better prepare your time in Kokura, Kitakyushu. We hope you enjoy browsing through the rich diversity of presentations and events that will be available during the four days of the conference. Please keep in mind the following:

- This is a tentative schedule only, and will change as the conference draws nearer...
- Times stated in the column headers are STARTING times...
- This year, we have tried to place presentations with similar content in the same rooms (the streams referred to in the headers on the left). However, scheduling demands have meant that this is not always the case. Please check the descriptions carefully.

For more accurate and up-to-date information, we advise you to visit the conference website at <http://jalt.org/jalt2001/>. Select 'Conference Schedule' from the pull-down menu.

On this site, you will find complete descriptions for each presentation, including a summary ad the full abstract. The site is also searchable, and has indexes of titles, subjects, and presenters. Please feel free to use this resource to pre-plan your conference time...

...PAC3 at JALT2001 Conference Committee

FRIDAY, NOVEMBER 3E

ROOM	STREAM	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	13:00	13:30
Main Hall									PacSLRF			
Event Hall												
Room 11	Featured Spk		An: Cultural Effects: Learning and Teaching in Vietnam		Gershon: Teacher's Grab Bag: Tickets o' the Trade		Swan: Theory: A good servant & a bad master		Begole et al: The Job Information Center (JIC) and Career Development			
Room 12	AYF											
Room 21A	TEd		Cunningham: First-time conference goers' orientation		Bossaer: Finding Out What Your Students Really Know		Chase et al: Transforming EFL Education in Japan				Finch: Teachers; who needs them?	
Room 21B	GILE				Furukawa: Natural English Learning Through Global Issues				Yamanaka: Developing Discussion Skills	Hosoya: Linking Intercultural...	Iwai: Sociopragmatic Strategy Use...	Arenson: Teaching for Critical...
Room 21C	LD		Tsai et al: Using Music to Teach Grammar		Mike Roff et al: Teaching Speaking Extensively and Intensively				Thurman: Affect Change...	Vanderveen: Affect and the Failure...	Han: Effect of Strategy Awareness...	Hagino: The Effects of Listening...
Room 21D	CALL/Video		Dias: Cell phones give new meaning to CALL		Cowan: The Promise of E-mail?		Moore: Creating Simple Web Pages for ESL Teachers				Anderson: MP3 Files in the English Internet Classroom	
Room 22	CUE		Warner: Implementing Group Learner Self Evaluation Video		Simcock: Preparing For Social Science Courses in the US		Inoue: The Advanced Teaching License in Japan		Kelly et al: EFL Academic Reading Strategies Across Disciplines		Tanaka: Interpretation Training at College EFL Classes	
Int Conf Rm	CALL		Hiong et al: The Effect Of CALL on The Learning of English Prepositions		Kitao: Increasing International Understanding by the Internet		Quasha: DVD Subtitles: A Dynamic Approach to Code-Switching		Kawana et al: Video Tour: Turn your students into movie directors		Loucky: Comparing Translation Software & OCR Reading Pens	
Room 23			Metzger: Adapting Vygotsky To The Classroom		Merrill: The Golden Ears: Designing listening activities				Zemach et al: Collaborative Action Research with Struggling L2 Writers			
Room 24												
VIP Room									Simmons et al: Programme administration and management in language education			
Room 31	AppLing		Hyun: Speaking Bingo and its Adaptability & Openness		Creighton: Authentic Language Norms in Scripted Dialogues		Proshina: From East-Asian Cultures...	Hulmel: Grapheme-phoneme Knowledge	Pennycook: Dimensions of critical ELT	Slade: Teaching Informal Spoken English	Mead: The empowering nature of group work	
Room 32A			Tono et al: Developing e 1 million-word spoken EFL learner corpus				Aspinall et al: Is Learning English Necessarily Good for Everyone?		Adams et al: From Listening to Speaking: A Challenging Journey		Tanaka et al: How To Activate English-speaking Classes	
Room 32B	Culture				Kadota et al: At Home or Abroad: Intercultural Experiences		Bess et al: Sharing your travels with your students		Hisama et al: Chaos in the Classroom		Scully: Acculturation and Language Learning: Foreign wives	
Room 32C	PanAsia		Sorell: Teaching Culture and Language through World Novels		Swanson et al: Getting Published in JALT		Teweles: A Good Means to a Better End		Blair: Language Crimes and Other Linguistic Misbehavior		Hinkelman: E-mail Exchanges with Korea and Mexico	
Room 33A	Commercial		Krishnamurthy: A lifetime of language experience at each click!				McGraw-Hill Book Co.		Scanlon et al: Teacher Motivation through Collaboration		Shimizu: The Marathon Mouth Workshop	
Room 33B			McNeill: Facilitating Discussion for English Majors		Brown: The Interactive Dictation: Integrating the four macro-skills		Okada et al:Reforms in Education -Kaizenkyo report					
Room A1	JALT Jr		Turner: Learning to Write With Some Help From My Friends		Krause: Developmentally Appropriate Practice for Preschool		Yamaoka: Creative Curriculum for Children in Public Schools		Lunch Discuss		Nagashima et al: Thematic Re	
Room A2	Commercial		Roykhaew: Web-based Reading Instruction and EFL Readers		Hawksworth: An Integrated Approach to Task-based Learning		Robb et al: Passport: An Oxford Classic Goes On-line		Nunan: What Do Learners Need To Learn a Foreign Language?		Jones: Let's Talk: a 3-level listening and speaking series	
Room A3	JALT Jr		Uchida: Confidence-building Interactive Games /Activities				SEW		Lunch Discuss		Cossu: Students teaching parents!!	
3F Room A	T&E		Wanduragala: Content Matters		Hara et al: Lori Goods- The Perfect Answer for High School Classes		Evans et al: Techniques in Content-Based Methodology		Teaman: A Speaking Test for Beginning College Students			
3F Room B	Arts & Lang		Lokon: Getting Japanese Students to Discuss Diversity		Zenuk-Nishide: A Step By Step Method of Teaching Content Using the 4 Skills		Furmanovsky: New Approaches	Kuramoto et al: Simultaneous Oral Reading	Matsuo: Effectiveness of Email...	Underwood: VOA on the WWW	Lida: Crossing Cultures Using Folktales	
3F Room C	MW		Nagatomo: Writing and Publishing ESL College Texts in Japan		Carbery et al: Developing Classroom Materials from Authentic Sources		Imrie et al: Reading Project Report		Stewart: Recipe For Success: Take one book, add video clips		Balsamo: From Storyboards to Film Scripts	
3F Room D	FLL/OLE/Bil		Lohmann et al: Researching the Etkahwa Industry in Japan		Yamane et al: French Teachers' Workshop: New Horizons in FL2					Greer: Biracial Identity	Ascough: Father's Tongue or Mother's Tongue	Kinnear: Growing Up Interracial...
3F Room E	IGALE/PALE		Field et al: What Do You Know About Reading? A LOT!				McLaughlin: Researching Employment Conditions in the Academy		Asada-Grant: New Writers' Tool for Idea Generation and Editing		Kennedy: Investigating Advanced Writing Skills	
Main Rm A	Seitar		SEITAR									
Main Rm B	Seitar											
Main Rm C	PacSLRF		PacSLRF - Individual differences and SLA									
Main Rcptn	PacSLRF											

REGISTRATION

R 25 SCHEDULE

12:30	13:00	13:30	14:00	14:30	15:00	15:30	16:00~	ROOM
guage Teaching in dents' View	Reinelt et al: Foreign Language Teaching in the 21st Century		Plenary - Feng-fu Tsao		Final Panel - "Vibrant Debate"			Main Hall
			x	x	x	x		Event Hall
rgotten Language ll	Rossiter: Integrating Skills for Success in Learning with Tapestry		x	x	x	x		Room 11
th Forum								Room 12
ucation SIG AGM	Nakamura: Using Reflective Practice to Enhance Teaching		x	x	x	x		Room 21A
Teaching Nursing ffectively	Cates: Global Issues SIG AGM		x	x	x	x		Room 21B
he odyssey	Nicoll: Learner Development SIG AGM		x	x	x	x		Room 21C
o SIG AGM	Shi: Parents' Attitude...	Tsou: The Relation...	x	x	x	x		Room 21D
g Cross-cultural nication	Mackenzie: CUE SIG AGM		x	x	x	x		Room 22
he Radio to Teach king	CALL SIG AGM		x	x	x	x		Int Conf Rm
Riley: Communicative Teaching...	Chen: Classroom Observation...	Hobbs: SAC Use by Advanced...	x	x	x	x		Room 23
			x	x	x	x		Room 24
			x	x	x	x		VIP Room
d Linguistics SIG g) AGM	Ellis: Pre-emptive Focus on Form in the Comm. Classroom		x	x	x	x	CONFERENCE CLOSES	Room 31
nniques	Zeki: Correcting Classroom Collapse		x	x	x	x		Room 32A
e Clash in the EFL sroom	Graves: Conflicting expectations in the ESL classroom		x	x	x	x		Room 32B
Models in Learning each	Marini: Debating as an EFL subject		x	x	x	x		Room 32C
ocabulary Flood to Learning	Gossman et al: Managing the Odyssey: Creating Unity in Diversity		x	x	x	x		Room 33A
uggestions	Sandy: Six Ways to Deconstruct and Recreate Your Textbook		x	x	x	x		Room 33B
	Bonzi: "Let's Begin!" A pilot elementary school EFL program		x	x	x	x		Room A1
n your mind: inner & planning	Beaufait: TOPLINE: On and Off-line Teacher Development		x	x	x	x		Room A2
- Increasing test cing stress levels	Krause: Card Games to Get Kids to Talk		x	x	x	x		Room A3
What? Perspectives y Education	Newfields: T&E SIG AGM		x	x	x	x		3F Room A
kl: Stories and Storytelling in Language Teaching			x	x	x	x		3F Room B
l: What?? Teach out a Textbook?	Goddard: Using video in low-level classes		x	x	x	x		3F Room C
et al: GALE AGM	Foley: Activities which work and transcend cultural boundaries		x	x	x	x		3F Room D
torytelling	Rudolf Reinelt: The OLE affiliate SIG AGM		x	x	x	x		3F Room E
burger: Teaching Esperanto with the Cseh-Method			x	x	x	x		Main Rm A
leading	Nimomiya et al: Simple Exercise for JSL		x	x	x	x		Main Rm B
			x	x	x	x		Main Rm C
A			x	x	x	x		Main Rcptn

SATURDAY, NOVE

ROOM	STREAM	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	13:00	
Main Hall			Thewlis: Rude Questions & Polite Lies: Using hypotheticals		Lee: Trends in Topic-based Language Learning		Plenary - Underhill/Woodward					
Event Hall					Poster Session 2							
Room 11	Featured Spk		Hough: Critical Issues in Intercultural Communication				x	x	Nunan: Teaching Listening: How and Why		Rundell: Corpus D challenge of interp	
Room 12	PAC		Wasanasomsith: Out-of-class Language Learning Experience		Tsai et al: Using Music to Teach Grammar				Cheng: Design English Learning…	Belichenko: A Multilingual…	Maley: Voyage Around	
Room 21A	TEd		Migdalek: Drama in the Language Lesson		Reitan: What do teachers do when lessons don't work?				Farrell: Providing Opportunities	Hsieh: Community English Teaching	Walker: Peer Observation…	Lovit The
Room 21B	GILE		Sugino: Learning Language policy Issue in EFL Classes		Small: Teaching for Humanitarian Purposes		Cates et al: Global Issues and Global Education in Asian ELT				Maeda et al: Global A Secondary Scho	
Room 21C	LD		Okamoto: Fun and Effective Ways to Teach Grammar		Allan: Study Skills Strategies for First Year College				Roach: L2 Writing and Strategy Training Cost-Benefits		Holden: Learning t Listening to La	
Room 21D	CALL/Video		Adams et al: Making & Exchanging Videos: A Class Project Odyssey		Sorrentino: Making Dictionaries Fun				Lin: Multimedia Integration in English Poetry Teaching		Zettle: Next-Gen Multimedia: Expandin	
Room 22	CUE		Pfeil: Small Group Presentations for Oral English Classes		Anderson et al: Implementing Presentations in University Classes		Tyson: Using Poetry Writing to Motivate Student Writers		Shibata: Topic Marking…	Miyazato: Team Teaching…	Fauss: Bilingual Electronic…	Bra M
Int Conf Rm	CALL		Taura: DVD Movies in Classroom	Brown: The Good CALL Teacher	Greenfield: Web Page Usability…	Brown: Communicative Methodology	Books: …LAN Web Boards		Kenny: Mastering "Conversation Strategies" by Videotaping		Corbel: Easynews: M news easier or	
Room 23	SEW		Kimura et al: Teacher Motivation through Collaboration		Peters: Strategies for Activating Student Discussions		Parent: Encouraging Students to Participate		Gustavsen et al: A Unique approach to Teacher Education		Askey: Audio Assi	
Room 24	Meetings		Simmons: JALT Research Grants Committee Meeting		Hawley: JALT RecSec/Archivists Committee Meeting		x	x	Cisar: Program Chairs Meeting		Mackenzie: Natio Coordinator SIG Co Meeting	
VIP Room	Meetings		Jungheim et al: JALT Journal Editorial Board Meeting		Simmons: JALT Technical Committee Meeting		x	x	Neill: JALT 2002 Steering Committee Meeting		van Troyer: JALT Pu Board Meeti	
Room 31	AppLing		Onodera: Write before You Speak	Lebedko: Time Perception…	Fukunishi: First Confusions…	Fukuchi: A Comparative Study	Waring et al: Second Language Vocabulary Acquisition				Guest et al: Cross- Misunderstandings: culture?	
Room 32A	JrSr/High		Greenhow et al: What is the Role of an ALT?		Williams et al: Communication for Junior High School Classrooms				Hood: Essay Writing for Japanese High School Students		Blight: Communicative Assessment…	Ma Le
Room 32B	Culture						Fitzpatrick: Teaching Cross Culturally An Interpersonal Approach with a Model		Parmenter: Bicultural Children…	Fujimoto: Interpreting Student…	Kobayashi: Intensive ESL Classrooms…	Seik of
Room 32C	PanAsia		Taeduck: Introducing Korea TESOL		Lovtsevich: English Teaching in the Russian Far East		Churchill et al: Short-term Exchange and Student Motivation				Nimmannit/Katchen: ThaiTESOL & ET	
Room 33A	Commercial		Templin et al: Evaluating "I-Think-I-Can-I-Think-I-Can"		Anderson: Why do we need pre-reading activities?				Paul et al: Birmingham and Sheffield Univ. Distance Learning		Steckler	
Room 33B	PAC		Liu: Lexical Collocations	Yu: Speech Acts Across Cultures	Chinnawongs: Optimal Corrective Feedback	Chalkin: Developing preparation…	Gershon: Providing Students with "Conversation Ownership"		Dickey et al: Pronouncing English in the Asian Context		Wu: Developing metacognition…	Hu le
Room A1	JALT Jr		Krause: SuperTots		Merner et al: Elementary School English Instruction: Current and Future				TC SIG AGM		Nantz et al: Literatu Train	
Room A2	Commercial		Gershon: Take a Byte out of Listening		Yoshida: J-Talk: The New Oxford Classic		Edge et al: Aston University's Diploma/MSc in TESOL/TESP		Jones: Working in English - maximum flexibility		Gunderson: Select R Collaboration with T	
Room A3	JALT Jr		Tomita: English Within…		SEW		Toyama: Christmas Activities Based on Picture Books		Lunch Visit EME		Merner: Designi	
3F Room A	T&E		Dugas: Results and Interpretation of Rapid Oral Testing Scores		Pinsky et al: Using Portfolios as a Means of Assessment				Aline: Vocabulary Tests for Junior High School	Wu: Learners' Views…	Shiotsu et al: Grammar as…	Ne b
3F Room B	Arts & Lang		Noriko: What Do They Think…	Yu: Speech Acts Across Cultures	Brown: Who Needs Needs Analysis…	Diem: …Effective Homestay	Craven: Intensive Business English		Pronko: Teaching Literature to Large University Classes		Yamanaka et al: Mo Teaching Five S	
3F Room C	MW		Kelly et al: Effective Ways to Use Authentic Materials		Homan et al: Pronunciation and the Conversation Class				Riley: Participant Appraisal…	Grimes-MacLellan et al: Using…	Herbert et al: A Classr for Building Reading	
3F Room D	FLL/OLE/Bil		Betts et al: Research, Innovation & Collaboration in L2 Literacy						Yamagata: The Japanese Graded Readers Proje			
3F Room E	PALE/GALE		Fox et al: Is Unionization effective? Some Case Studies						Belichenko: A Multilingual And Multicultural Approach	Itakura: Gender, Conversational …	Aldwinckle: Turning Naturalization Howe, Effects	
Main Rm A	Seitar											
Main Rm B	Seitar											
Main Rm C	PacSLRF		PacSLRF - Focus on form				X	X	PacSLRF - Focus on form			
Main Rcptn	PacSLRF		during instructed SLA				X	X	during instructed SLA			

REGISTRATION

IBER 24 SCHEDULE

:30	14:00	14:30	15:00	15:30	16:00	16:30	17:00	17:30	18:00	18:30	19:00–	ROOM
	Plenary - Candlin/Burns						Ordinary General Meeting					Main Hall
			Poster Session 3									Event Hall
The dition	Healey: Reading Authentic Japanese				Swan: The Good Grammar Book		Edge: Action Research and the Coherence of Authenticity		Jones: Communication in the Classroom			Room 11
ur Voice			Pholsward: Error Treatment in the ESL Classroom Context		van Heerden: Teaching Writing in a Non-literary Environment	Keating: Wuthering Heights…	Tongra-ar: ThaiTESOL Sponsored Presentation		Royce: Explorer-Teachers: The Teachers College MA (TESOL)			Room 12
ch et al: ncept…	Shimizu: A Case for Free Writing		Burns et al: Collaborative Action Research: Continuing the discussion				Black et al: Developing Structures for Teacher Support					Room 21A
eness in FL			Teaman et al: Global Issues in the Classroom and Beyond				Haynes: The Taboo Topic and Teacher Reluctance		Urbain et al: Art and Peace in the Language Classroom			Room 21B
sten,	Greene et al: A Genre Approach to Critical Thinking Skills Development		Frehan et al: Learner Autonomy: Promise, Practice, Pitfalls!				Junge: World TALK Cards: An Unlimited Resource		Jarrell: Self-Made Dictionaries Teach Dictionary Skills			Room 21C
on e Class			Ruthven-Stuart: Creating Internet Based Interactive Language Material		Katchen et al: Developments in Digital Video				Walsh: Video SIG Swap Meet			Room 21D
r: What ates…	Murphey et al: Change, Open Communication, and Risk-Taking		Kim et al: The Realia Potential: Utilizing what's Around Us		Evans et al: Using Small Groups to Support Autonomous Learning		Wigglesworth: Choice in Distance Education: Praxis to pedagogy					Room 22
ng the			Ito: E-mail Exchange for Improving Learners' English		Zettle: Maximizing Learning with Web-based Instruction		Sperling et al: The Changing Face of CALL					Int Conf Rm
nent	Hansford: A Pattern for Expressing Opinions		Kurzweil: Active and Autonomous Learners through Oral Testing		Long: Adapting Texts for Low Level Students		LeBeau: Getting Ready for Speech and Debate		Luth: The hows and whys of error correction			Room 23
SIG nators	x	x	Neill: Treasurers Meeting		x	x	x	x	x	x		Room 24
ctions	x	x			x	x	x	x	x	x		YIP Room
tural ehways	Huei: Impact of Speech…	McClelland: Reasons for…	Ota: Measuring the Effects…	Roes: L1 Influences…	Abe: A corpus-based study…	Kiernan: Discourse Analysis…	Childs: Future History…	Barfield: Learner Autonomy…	Pellowe: Applying The Uniqueness…	Ketko: Multi-Word Chunks…		Room 31
ny: The nacy…	Hawley et al: Communicatively Team-teaching for Daigaku Nyushi		Mateer: Pair Discussions; Contextualizing Communication		Crooks: Charting Your Local Area: Map-making for Students		Reynolds et al: Addressing Vocabulary Needs in Jr & Sr High Schools					Room 32A
The Use ence…	Pleisch et al: Explore Japanese Culture Using Photography Journals		Parmenter et al: Intercultural Competence in Japan				Rassokha: Humour in the EFL…	Serkova: Cultural Teaching…				Room 32B
oducing ROC			IATEFL Intro		TESOL Intro		McMurray: New Englishes…	Fujioka: Asian Students'…	Smith et al: Teaching in Difficult Conditions			Room 32C
l: Star Taxi - a story in dialogue			Junge: TALK Learning System: Facilitating Beats Teaching		Reynolds: Investing - Update on the markets and where to invest		Gatton: DynEd Internet Update		Guest: Peace, Love and Pragmatics			Room 33A
: English ving…	Wongsothorn ThaiTESOL Sponsored Presentation		Chang: EFL motivation, achievement, and parental	Tsai: The role of motivation…	Sutadarat: The Teaching of Pronunciation to Thai Students of English		Chen: Grammatical Consciousness	Dickson: TESOL and homepages…	Chinvong: ThaiTESOL Sponsored Presentation #5			Room 33B
Based Elementary ELT: Teachers		Batty: The Impact of THRASS…	Falconer: Koto Tales		TC SIG Swap Meet		Uchida: English with a Message					Room A1
dings: A chers	Allen-Tamal: Can Nursery…		Kelly: Writing from Within		Ellis: A Listening Based Approach to Teaching Grammar		Waring: Dictionary Skills You Can Teach		Mackrell: Bringing Your Students Up Close			Room A2
Thematic Units for Elementary School			Wittig: Yes, I Can!		Kunimoto et al: Differences in Requesting Strategies in E-mail		Nakamoto: What is Behind Your Activities in Your Classroom?					Room A3
n: Skill-ding…	Harold: Give us a Break		Hubbell et al: Language Testing in Asia				Henry et al: You're Testing My Patience!!		Boddy: Alternatives in English Language Assessment			3F Room A
s, and ts			Achiba et al: Acquisition of Pragmatics				Kasper: Can pragmatics be learnt in foreign language classrooms?		Tatsuki: Pragmatics SIG Swap Meet			3F Room B
n Activity fluency			Smart et al: Developing Your Own News-based Listening Materials				Daly: "My Share: Live!" Materials Swap Meet		Quinn: Creating Role Plays for Workplace English			3F Room C
	Reynolds: Japanese Graded Readers: Our plan and your needs		Reedy et al: Building Community-based Multilingual Schools in Japan		Nakagawa: GALE SIG Swap Meet		Bamberg et al: Inquiring into gender identity and education					3F Room D
anese: ays, and	Gray: Bilingualism SIG AGM		Reinelt et al: Exploiting OLE Odysseys				Carlson et al: Biliteracy and the Bilingual Child					3F Room E
	SEITAR											Main Rm A
												Main Rm B
	x	x	PacSLRF - Naturalistic versus instructed acquisition of JSL									Main Rm C
	x	x										Main Rcptn

O P E N E V E N I N G - O W N P L A N S

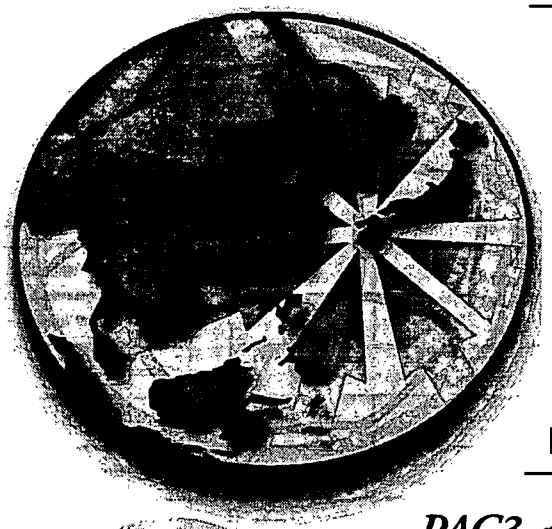
SUNDAY, NOVE

ROOM	STREAM	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:0
Main Hall					Simmons: Presidents' Roundtable: Where language education has been and where it may be going				Lachman Asi
Event Hall					Poster Session 4				
Room 11			Long: Crossing Over: Implementing Pragmatic Tasks		Walker: Creating Successful, Active Listeners		Visgatis et al: Beyond "Speeches": Building presentational skills		Lutz: Writi
Room 12	AYF								
Room 21A	TEd		Niiyama: The effect of peer feedback on students' attitudes		Sandy: Learning to Focus: A New Look at Peer Observations				Black: T
Room 21B	GILE		Boyd et al: Decreasing Distance with Online Business English				Candlin et al: It Takes Two to Tango: Integrating Texts and Tasks		Chinen: R
Room 21C	LD		Goshi: Reading Instruction: Who Teaches What?		Lee: Improving Self-Directed Learning Ability (SDLA) through Drama Project		Adamson: Neuro-Linguistic Programming: B		
Room 21D	CALL/Video		Magnusson: Some Fun and Effective Ways to Use Digital Images		Kaneko et al: Suprasegmentals and Global Accent of EFL Learners		Lassche: Assessing L2 achievement in e-based programs		W
Room 22	CUE		Klein: Setting Standards: Benchmarks for Distinction				Wiltshier et al: A System of Choice for Motivating Big Classes		Cogen
Int Conf Rm	CALL		Suzuki: A Key Pal Project for JHS Students		Swanson et al: Integrating technologies in the curriculum		Gitsaki-Taylor: Web Enhanced Language Learning: Teaching WELL and Loving IT!		Lucanton
Room 23			Yamane: Increasing Language Awareness through Dialect Study		Chu: Rhetorical Convention...	Yao: Readers as...	Hamada et al: How to "Laugh and Learn with Mr. Bean"		Oh: 4 K Learne
Room 24			Ishida: Facilities Chairs Meeting						
VIP Room	Meetings		Bronner: Interdenominational Christian Worship Service		McMurray et al: Pan-Asian Conference Partners Meeting				
Room 31	AppLing		Sullivan: Language Is Based...	Ahn: On the Role of Input...	Kasuya et al: A Child's Ability...	Jarman-Walsh: Group Dynamics...	Hosoda: Conditions for Other...	Nagasaka et al: Improving Oral...	Simmot
Room 32A		REGISTRATION	Simmons: K-12 Advisors Committee Meeting		Takahashi: What Our Students...	Samra: Culture in Language...	Smiley: Correction Techniques: Issues		
Room 32B	Culture		Ross: Dead Silence: What does no answer mean?				Sato: Developing Cross-Cultural Understanding through Dialogue		Sakamo
Room 32C	PanAsia		Stewart et al: Content-based instruction: Current practice in Asia				Laborte: JALT2001 Asian Scholar speech		Robbins e
Room 33A			Yamashita et al: Pragmatics and its Pedagogical Application				Yoshida: Accommodation in Oral Proficiency Interviews		Schmitt:
Room 33B			Churchill et al: Re-examining Learner Needs				Makarova et al: Pronunciation Teaching: F		
Room A1	JALT Jr		Hunt et al: Multiple, Multiple Intelligences				Teaching Children SIG Fo		
Room A2	Commercial		Lamond: Motivating Middle School Learners of English		Helgesen: Three key knowledge sets for active listeners		Toyama: English Time: Discovery Around the Clock!		Helgese v
Room A3	JALT Jr		Kuno: English in Elementary School with "Eigorian"				Abe-Ford: Big Books, Little Books and Storybooks		Tatche accurac
3F Room A	T&E		Holst et al: How well do language learners describe graphs?		Nakagawa: Promoting Gender Equity in our Classrooms				Lachman: o
3F Room B	Arts & Lang		Endo Miyuki: Languages Made Easier		Yamashita: Pragmatics forming SIG AGM		Iba: Achieving Increased...	Ng et al: Improving...	
3F Room C	MW		Halvorsen: Where to Go? Travel Brochures in the EFL Classroom		Yangdon: Utilizing movies for Listening Comprehension Skills		Swan: Materials Writers SIG AGM		Petruc Lister
3F Room D	FLL/OLE/Bil		Reinelt et al: Foreign Language Teaching in the 21st Century				Dycus: Foreign Language Literacy SIG AGM		Joritz-N
3F Room E	GALE/PALE		Carlson et al: Learning in Two Languages: CMC and Biliteracy		Aldwinckle: PALE SIG AGM		Culhane et al: Cooperative Learning and Extensive Reading		
Main Rm A			Clark: Overseas Intensive English Program: Learning Needs Analysis		Reinelt: Outsourcing in 2FL German				
Main Rm B			Sharma: The Future of CD-ROM				Jacobs: Cooperative Learning and Ex		
Main Rm C	PacSLRF		PacSLRF - Linguistic (cognitive, UG, functionalist, emergentist) approach						
Main Rcptn	PacSLRF								

23 SCHEDULE

14:00	14:30	15:00	15:30	16:00	16:30	17:00	17:30	18:00	18:30	19:00~	ROOM
al Opening Plenary - Han/Dickey: Collaborations in Foreign Language Medium Instruction						Plenary - Nunan/Wiriyachitra: English as a global language…		SEITAR Presentation			Main Hall
x	x	Poster Session 1				x	x				Event Hall
x	x	x	Jones: Breathing Life into Business…	Lee: Integrated English: Classic Content, Oxford Style		x	x	Aoki et al: Shaping an Identity as Teacher Educator			Room 11
alth Forum											Room 12
x	x	x	Miller: A Glimpse into English…	Cisar: Episode 2: 1987-1994				Murray et al: Defining the Practice of Language Teaching			Room 21A
x	x	x	Mangubhai: The Behavior Driver	Woolbright et al: The Asian Youth Forum: Promoting Asian Understanding				McInnis: Words CAN Really Hurt You!			Room 21B
x	x	x	Margolis: Korean Students' Compensation Strategies Observed		Matsumura: Keypal Exchange…			Gainer: The Recipe Forum: Making a simple task an event			Room 21C
x	x	x	Cribb: Machine Translation…	Gustavsen et al: Computer Chatting: Reinforcing conversation				Depoe et al: Interactive Activity: Real-Time Conversation Practice			Room 21D
x	x	x	Bondarenko: The English We Choose…	Servetter: Independent Projects for Large University Classes				Clarke et al: Constructivism, CBI, and Technology: The Linkages			Room 22
x	x	x	Mok: A Constructivist Approach…	Redfield: New Dynamic English…	Lambert: Computer-Based Assessment			Kim et al: An Internet-Based Phonics Program			Int Conf Rm
x	x	x	Arthur: Adapting Textbook Activities on the Spot					Deacon et al: An Empirical Investigation of the Role of Formulaic Language			Room 23
x	x	x				x	x				Room 24
x	x	x				x	x				VIP Room
x	x	x	Weaver: How Different Classroom…	Wigglesworth: Requests and Negotiation	Pan: Corpus Analyses …	Thewtis: Longman English Online			Kim: Functions of Japanese…		Room 31
x	x	x	Tatsuki et al: Pragmatics and Intercultural Communication Compared					Netten: Helping Students Prepare for the TOEFL® CBT Essay			Room 32A
x	x	x	Croker: Magical Journeys: Asian Folktales In the Classroom		Sommers: Historical Perspectives…			Kamada: Nihon Jijou: Japanese culture for Nihongo majors			Room 32B
x	x	x	Baisamo et al: Thai-Japanese Email Exchange		Liversidge: Research on Closed Captioning	Slade: The Grammar of Informal Spoken English: Implications for Teaching		Sano et al: Creating Creative Communication Through Skits			Room 32C
x	x	x	Fuller: Advantage: Bringing "Fun" back into the Classroom		Tam et al: Incorporating Cooperative	Rundell: New Ideas, New Data, New Dictionary		MacLeod: A Powerful Tool: On-line Interactive Communication			Room 33A
x	x	x	Reitan: Using text analysis…	McKnight: Preparation for Study Overseas	Abramova: Teaching Business	Numoto: A Nursing Word List		Burden: Teacher and student mismatches over Japanese use			Room 33B
n ading Adventures for Children		CCC Social		Chien: When Do EFL Children Begin to Read?		Hunt: Curiosity Cured the Cat					Room A1
x	x	x	Kampa et al: Welcome to Magic Time!		Barnard: Places everybody: Interactive classrooms			Adams et al: Relevant, Level-appropriate Business English			Room A2
Yamazaki: An Activity-Based Approach to the Syllabus		Jones: Teaching English in a Taiwanese…	Carlton: Effect of English Education…	Abe-Ford: Young Learners: Activities, Attitude, and Actions		Yoshimura: Thematic Learning In Elementary Schools					Room A3
x	x	x	Cherry: Telling Stories in Class					Reza: Which One Speaks Louder in LT: Actions or words?			3F Room A
x	x	x	Davidson et al: Adventures…	McGee: Motivating Art Students in College English		Maley: Odysseus: the Traveler and the Journey		Wootbright: Dramatizing an English Movie Scene			3F Room B
x	x	x	Huliah: Appropriate Textbooks…	Poel: Motivating EFL Students: Lessons in Reality		Nakajima et al: Using email for JFL and intercultural awareness		Evans et al: From Icons And Pair work To Unscripted Speech			3F Room C
x	x	x	Noguchi: Japanese-English Kanji Dictionaries					Kamimura: Peer Feedback…	Caton: Teaching Literature		3F Room D
x	x	x	Brown et al: Extensive Reading in Practice					Zemach: Applying to US university IEPs from Japan			3F Room E
x	x	x	SEITAR								Main Rm A
x	x	x									Main Rm B
x	x	x	PacSLRF			x	x	PacSLRF			Main Rm C
x	x	x				x	x				Main Rcptn

ODYSSEY PARTY



PAC3 at JALT2001

2001: A Language Odyssey

November 22~25; Kitakyushu, Japan

What is PAC??

PAC is a series of conferences, publications (proceedings and journals) and research networks that was created and signed into agreement by JALT, KoreaTESOL and ThailandTESOL in 1994. The English Teachers Association of the Republic of China joined PAC in 1999. PAC1 was successfully launched in Bangkok in January 4-7, 1997. PAC2 was held in Seoul October 1-3 and hosted the Minister of Education from Korea, 1999. PAC3 will be held 2001 in Kitakyushu, Japan from November 22 - 25. PAC4 will be hosted by the English Teachers Association of the Repubic of China in Taipei November 11-13, 2002.

PAC3 at JALT2001 Conference Programme:

Thursday, Nov. 22—Featured Speaker Workshops

- *Stephen Thewlis "Discovering & expanding teaching style preferences"*
- *Aleda Krause "Active learning: the only way children learn"*
- *Fakrul Alam & Richard Smith: "Sustainable (learner & teacher) development"*
- *George Jacobs "Integrating environmental education into EFL"*
- *An, Nguyen thi Hoai and Aoki, Naoko: "Towards teacher autonomy through writing: your story of learner autonomy"*
- *Steven Gershon "Practical course design in 997 simple steps"*
- *Michael Rundell "Collocations for ELT: can software help us?"*
- *Graham Healey "Teaching elementary and intermediate Japanese"*
- *Linda Lee: "Rethinking the role of reading in the EFL classroom".*
- *Michael Swan "Activity, Movement, and Creativity in Grammar Lessons".*
- *Julian Edge, Neil Cowie, Andy Barfield, Chris Gallagher "Understanding our projects into action"*
- *Leo Jones "Developing students' speaking and listening skills"*

Friday, November 23

14:00 *Opening Ceremony PAC - Asian Youth Forum student speeches.*

14:30 *Opening Plenary: Sang-ho Han & Robert Dickey (KoreaTESOL) "Collaborations in Foreign Language Medium Instruction"*

17:00 *Plenary: David Nunan & Arunee Wiriyachitra (ThailandTESOL) "English as a global language: International perspectives and local understandings."*

Saturday, November 24

11:00 *Plenary: Adrian Underhill (IATEFL) "Learning Leadership and its relevance in ELT today;" Tessa Woodward (British Council) "Planning Lessons and Courses"*

17:00 *Plenary: Christopher N. Candlin & Anne Burns*

Sunday, November 25

11:00 *JALT2001 Asian Scholar Raul Ceres Laborte "Measuring School Achievement as part of the Development of the Educational System of the Philippines in the 21st Century."*

14:00 *Final Plenary: Feng-fu Tsao (English Teachers Association Republic of China)*

<www.jalt.org/jalt2001>

Asian Youth Forum

The PAC3 at JALT2001 conference includes an Asian Youth Forum (AYF) which brings together college-aged young people from Thailand, Korea, Japan and other countries to discuss language, culture, global issues, and international understanding through the medium of English-as-an-Asian-language. AYF is a unique series of youth exchanges aimed at promoting Asian awareness and international understanding through English. Academic events will be held on the conference site for the youths and participating teachers and will include an opening ceremony with a short address from the plenary stage by a few of the selected students, and seminars on language learning, world problems, and Asian stereotypes. A collaborative panel of teachers and students will detail the history, goals, and achievements of the innovative program at *The Asian Youth Forum: Promoting Asian Understanding.* An AYF student-focused panel entitled *Language Teaching in Asia: The Students' View* will feature an international slate of Asian students who will give their views and opinions in English on foreign language learning and teaching. Topics will include foreign language textbooks, language courses, language testing, and language teaching methods. Social events include local excursions around Kitakyushu, home stays with Japanese families, and cultural performances.

JALT2001とともに併催されるPAC3では、タイ、韓国、日本やその他の各国からの学生が集い、言語、文化、時事問題や国際理解をアジア共通語として英語を通して話し合う、アジア若者フォーラム（AYF）が開催されます。AYFは、英語を通してアジア意識の促進や相互理解を促すユニークな若者達の交流の場です。総会会場では、参加者の若者やその教師達を対象とした学術的な催しものが開催されます。催し物のなかには、参加している学生の一部による短い講演、語学学習、世界問題、アジアにおけるステレオタイプ等に関するセミナーが開催されます。教師と学生を交えたパネルが「アジア若者フォーラム：アジアの相互理解を深める」のプログラムが目指すもの、これまでの歩みや業績を詳しく話し合います。「アジアにおける語学指導：学生の視点から」と題した学生を対象としたパネルでは、アジア各国からの学生が外国語学学習や指導に対するそれぞれの意見を英語で討論します。外国語学習用テキスト、語学学習コース、試験や語学指導法等が討論のテーマとなります。北九州近辺への散策、日本人家族のもとでのホームステー、文化的な催しの上演等が懇親イベントとして計画されています。

JALT2001 Junior

JALT2001 Junior is a special program held at the PAC3 at JALT2001 conference site for teachers of children. JALT2001 Junior is a 3-day mini-conference featuring 35 simultaneous presentations in three rooms throughout Friday, (November 23) and Saturday, (November 24) and will continue into Sunday (November 25) with publisher sessions featuring popular authors of children's books. Academic and practical presentations include short papers, demonstrations, workshops, the Teaching Children Special Interest Group Forum entitled *Language Directions in Asia for Young Learners*, and a "Swap Meet" where teachers share their written lesson ideas by submitting written copy or by demonstrating a 5-minute mini-presentation. This innovative program will be held in three well-furnished rooms that conveniently open onto the Educational Materials Exposition in the West Japan General Exhibition Center in Kokura located just a few minutes away from JR Kokura Station. Teachers who pay for the full conference are welcome to attend JALT2001 Junior. A reduced fee schedule for teachers of children who wish to attend only JALT2001 Junior and the Educational Materials Exposition has been set at ¥9,000 for a three-day pre-registration pass. On-site registration for JALT2001 Junior is ¥4,000 per day.

JALT2001 Juniorは、JALT2001/PAC3会議のなかで催される児童英語教師のための特別プログラムです。JALT2001 Juniorは、11月23日金曜日から11月25日の日曜日までの3日間、2つの部屋において合計約30のプレゼンテーションを開催するミニ会合です。これらプレゼンテーションには、各出版社後援による著名な教科書執筆者による講演、学術的なものから実用的なものまでの様々な講演、デモンストレーションやワークショップはもちろん、児童教育部会主催のフォーラム「アジアにおける児童語学教育の方向」、教師の皆さんがレッスン案を交換したり、5 分間のミニ・プレゼンテーションを行える「スワップ・ミート」等が含まれます。この画期的なプログラムは、教材展示会場（JR小倉駅から徒歩数分の西日本総合展示場内）に隣接する会場で、二部屋を使用して催されます。JALT年次総会の参加者の皆さんは、JALT2001 Juniorへの参加も可能です。JALT2001 Juniorおよび教材展示会へのみ参加希望の児童英語教師の皆さんは、事前登録参加費9000円の割引料金にて3日間参加していただけます。また、当日参加ご希望の皆さんは、1日当たり4000円の参加費となります。

Job Information Center

This service enables teachers and prospective employers to meet one another in a relaxed, professional atmosphere. A wide range of job opportunities for teachers are posted on the JIC Bulletin Boards. Employers have a chance to select from a large number of highly qualified candidates and can interview them on site. Register as early as possible so that interviews can be arranged. Applicants are requested to supply one resume for every position they are interested in. The tentative schedule is as follows:

Friday, November 23	11:00 a.m. - 5:00 p.m.
Saturday, November 24	9:00 a.m. - 5:00 p.m.
Sunday, November 25	9:00 a.m. - 12:00 p.m.

このサービスは、居心地の良いプロフェッショナルな雰囲気のもと、教師の皆さんと各教育機関の雇用担当者がお互いに話し合う場を提供するためのものです。JIC掲示板には、様々な募集要項が掲示されます。雇用者側は、数多くの優秀な資格をもつ候補者のなかから候補を選び、会場において面接をすることができます。面接の手配ができるよう、できる限り早い登録をお勧めいたします。応募者は興味のある職一つにつき履歴書を一枚提出することとなっております。暫定的なスケジュールは以下の通りです。

11月23日（金曜日）	午前11:00から午後5:00まで
11月24日（土曜日）	午前9:00から午後5:00まで
11月25日（日曜日）	午前9:00から正午まで

PAC4 in Taipei

PAC4 will be hosted by the English Teachers Association of the Republic of China in Taipei November 11-13, 2002. ETA-ROC has been an official partner of JALT since 1998. Representatives of ETA-ROC have been attending JALT conferences for several years as well as ThaiTESOL and KoreaTESOL conferences. Johanna Katchen <katchen@mx.nthu.edu.tw>, the PAC3 Co-Chair, will become the PAC4 Chair. *The Language Teacher* has published several interesting articles by teachers in Taiwan. A good-sized contingent will attend PAC3 to receive the PAC baton during the final ceremony and to take it to Taiwan.

PAC4は、2002年11月11日から13日まで台北において中華民国英語教師協会（ETA-ROC）主催により開催されます。ETA-ROCは、1988年以来JALTの公式パートナーであり、過去数年間にわたりETA-ROCの代表者がJALTの年次総会やタイ英語教師協会（ThaiTESOL）、韓国英語教師協会（KoreaTESOL）の総会に参加しております。David McMurrayとともにPAC3の大会委員長を務めるJohanna Katchen.（katchen@mx.nthu.edu.tw）がPAC4の大会委員長に就任します。「The Language Teacher」もこれまで台湾在住の教師の皆さんの興味深い記事をいくつか掲載しており、PAC3にもかなりの人数の派遣団が参加し、閉幕式でPACのバトンを引き継ぎ、台湾に持ち帰る予定です。

The Language Teacher on CD-ROM

The TLT Episode 2 CD-ROM is now available. Get your copy before they disappear.

Conference pre-registration price	members:	¥2,500
	non-members:	¥3,500
Conference on site price:	members:	¥3,000
	non-members:	¥4,000

Social Events

Friday, November 23 7:00 p.m. - 9:00 p.m. Odyssey Party

Friday night (T.G.I.F)—after the first full day of academic programs you are invited to a Social Networking Event. Enjoy a delightful evening under the stars with music, food and drinks, and conversation with friends and colleagues.

Saturday, November 24 6:30 a.m. - 7:30 a.m. Odyssey Run

Join us for a fun run through the parks in the vicinity of Kokura Castle. No entry fee is necessary but registration is encouraged if you want a participant prize.

Saturday, November 24 (SIG & Group Dinners)

Saturday night is a time for dinners and parties by various SIGs and other groups.

You'll find that Kitakyushu offers you everything you need in the way of a compact and navigable site. Food, hotels, and entertainment are within twenty minutes by foot from Kokura Station, which is a bullet-train stop and the main station in the city.

Site: Kitakyushu International Conference Center is less than five minutes from the station. With the exception of the SIETAR and PacSLRF sessions, the site offers barrier free accessibility. No rooms higher than the third floor will be used, and there are multiple stairways that will prevent between-session traffic jams. The high-tech equipment in place will make possible the multimedia extravaganza of this year's opening ceremony. As the city and the center are regular hosts of international conferences, you will find bilingual infrastructure in place (from announcements on the conveyor walkway to signs on how to flush the toilets). Also, friendly citizens are ready to lend a welcoming hand.

Food: In the same hall as the Educational Materials Exhibition you will find vendors contracted especially to meet JALT appetites (including vegetarian menus), in addition to the restaurants in the three buildings on-site, and food courts in AIM (Asian Import Mart), Kokura Station, and nearby LaForet. As before, you will receive a restaurant and entertainment guide with your conference bag.

Hotels: There are 2000 hotel rooms, covering every price range, within walking distance of Kokura Station. Check hotel information on page 28 of this supplement for further details.

Fun: Parties are part of the JALT way of life, so you can look forward to a lively evening of music, food, and drink at the "Odyssey Party" on Friday and SIG parties on Saturday evening. Sign up for the Saturday morning "Odyssey Run" in the castle environs. Off-site possibilities include nearby Kokura Castle with its interactive exhibits, the sites of the final Genji-Heike clash in Mekari Park and Shimonoseki (you can walk the kilometer across the Kanmon Straits through an underground pedestrian tunnel), or the collection of Meiji Era buildings that constitute Mojiko Retro for you history buffs, the home of novelist Mori Ogai, and a museum dedicated to mystery writer Matsumoto Seicho for fans of Japanese literature.

If you want to bring the family along for the weekend, your spouse and children could set off by ferry from the conference site for a day at Space World (an amusement park with a space theme); travel by bus from the station to Green Park to feed wallabies, observe animals in a tropical habitat, ride ponies or pedal boats, cycle around the reservoir on rented bikes, or just romp across acres of grass; or even hike on the well-marked trails of Mt. Adachi or Mt. Sarakura, both within the city limits and accessible by bus. You will find discount tickets for these attractions in your conference bag.

So, whether you intend to stay within the small circuit of Kokura Station or to venture further afield, you'll feel you've been on an odyssey of learning and fun when you return home from PAC3 at JALT2001.

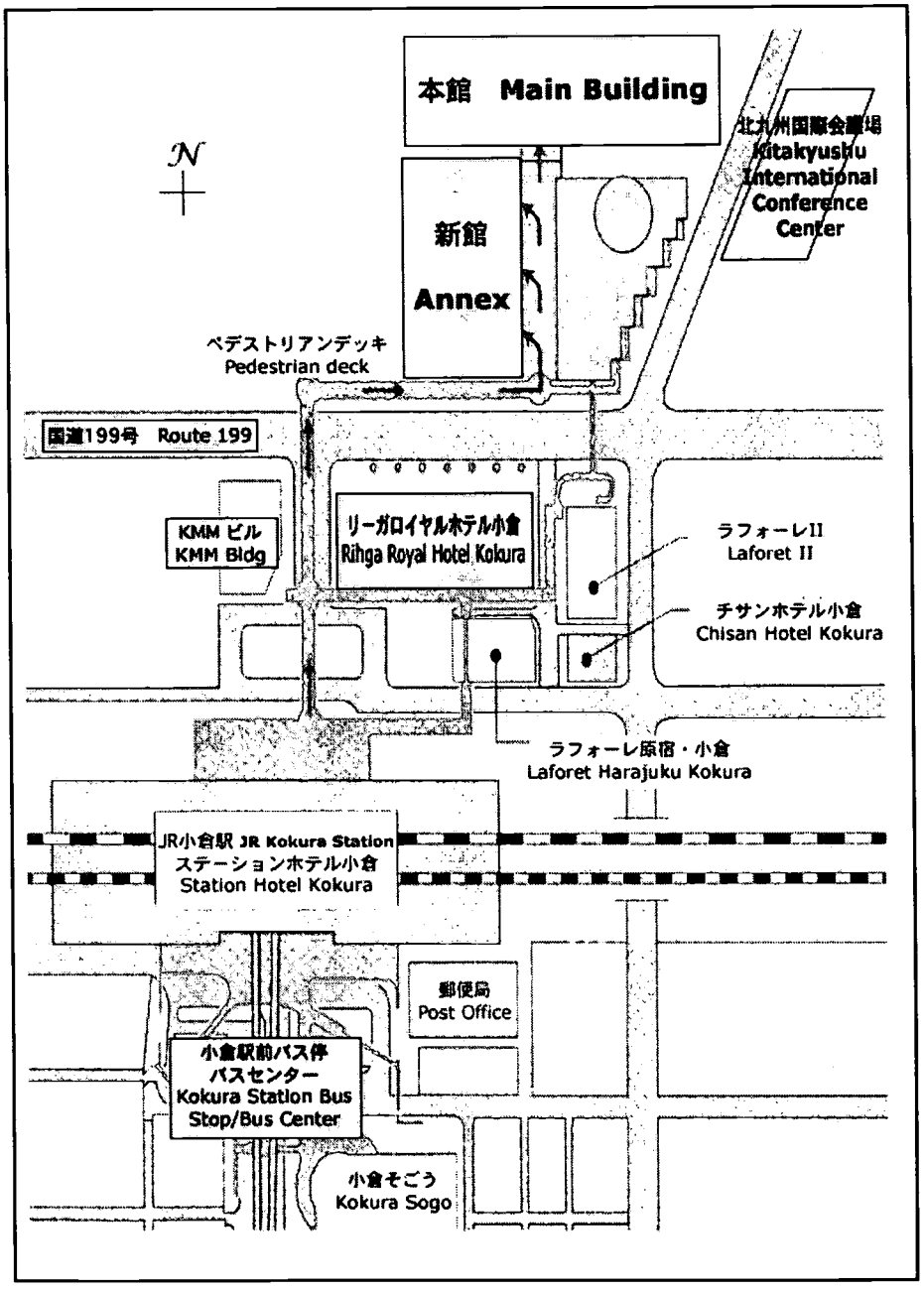
Getting to PAC3 at JALT2001 in Kokura, Kitakyushu

The *PAC3 at JALT2001* site is extremely accessible, and there are a wide number of options available to travelers coming to the conference. We've listed some of them here, but we recommend visiting our "Getting There" website for more detailed information, including services available, times, and fares.

<http://www.jalt.org/jalt2001/gettingthere/>

Note: there will be volunteers at Fukuoka International Airport and Kokura Station (North Exit) to help guide you.

Conference Site Location



Coming by rail?

All trains—including the *Shinkansen* bullet trains—stop at Kokura Station (there is NO Kitakyushu Station). As a guide, here are some of the services available.

From Tokyo:

Nozomi Shinkansen:	4 hrs. 40 min.	¥ 22,930 - reserved seats only (OW)
Hikari Shinkansen:	5 hrs. 50 min.	¥ 20,580 - non-reserved (OW)

From Shin-Osaka:

Nozomi Shinkansen:	2 hrs.	¥ 14,720 - reserved seats only (OW)
Hikari Shinkansen:	2 hrs. 30 min.	¥ 13,240 - non-reserved (OW)

From Fukuoka:

All services	17-20 min.	¥ 2,050 - non-reserved (OW)

Coming by Domestic Air?

Kokura is served by both Kitakyushu (30 min. bus ride) and Fukuoka (90 min. airport limousine bus ride, for ¥ 1,000) airports. Kitakyushu Airport only has 3 flights a day, all from Tokyo. However, Fukuoka airport has dozens of flights daily from all major centres, and is an easy bus or train ride to the conference site. See the website above, or your travel agent for more information. The website also contains complete information on connecting bus and rail services to Kokura.

Coming by International Air?

If arriving by air, use Fukuoka Airport as your destination. From the airport, you can use airport limousine bus services (90 min. for ¥ 1,000) or subway and train (30 min. plus connecting time for ¥ 2,050 for bullet trains) to reach Kokura Station. For flights from Bangkok, Beijing, Dalian, Guam, Hong Kong, Honolulu, Kuala Lumpur, Manila, Pusan, Shanghai, Singapore, Seoul, and Taipei, see your travel agent or check out the website above for more information.

Coming by Ferry?

From Korea: If arriving by ferry from Pusan, use Shimonoseki (15 min. by train from Kokura Station) or Fukuoka (15 min. by bus and 60 min. by train or 17 min. by bullet train to Kokura Station) as your destination. There is also a hydrofoil service. See further details on the website above.

From Shikoku: Overnight ferry service from Matsuyama ¥ 3,560-12,080 (OW). This service will drop you right at the conference center doors, just in time for an early coffee and a chance to help volunteers to set-up. There is also a faster ferry which will drop you in Moji-ko, just 15 minutes away by train from Kokura Station.

Coming by Bus?

Overnight Bus Services are available from Nagoya, Kyoto, Osaka, Matsue, Okayama, Kochi, and Tottori. Save a night's hotel bill and sleep on the bus! The website has all the information on these sevices.

Local Bus Services are readily available to Kokura Station. Check your local company for more information. Highway buses from Tenjin, Hakata, and Fukuoka Airport also run regularly.

Coming by Car?

The conference site is just off Route 199. The nearest exit from the Urban (Toshi) Expressway (¥ 500) is called *Kokura Station*. There is underground and surface parking (¥ 800 yen day) for 600 cars. See more details on the website.

北九州市小倉で開催されるPAC3およびJALT2001年次総会へのご来場方法

PAC3およびJALT2001年次総会の会場は、非常に交通の便が良く、様々な方法で会場でお越しになることが可能です。その一部をここに掲載いたしましたが、ご利用できる交通機関、所要時間、料金等詳細につきましては、年次総会ウェブサイトの"Getting There"のページをご覧くださることをお勧めいたします。

- 〈http://jalt.org/jalt2001/gettingthere/〉

注）福岡国際空港と小倉駅北口には、案内のためのボランティアが配置されます。

鉄道

新幹線を含むすべての電車が小倉駅に停車します。「北九州駅」という駅はございません）以下にその一部をご紹介します。

東京から

新幹線のぞみ号：	4時間40分	22,930円（指定席のみ、片道）
新幹線ひかり号：	5時間50分	20,580円（自由席、片道）

新大阪から

新幹線のぞみ号：	2時間	14,720円（指定席のみ、片道）
新幹線ひかり号：	2時間30分	13,240円（自由席、片道）

福岡から

全ての電車：	17-20分	2050円（自由席、片道）

国内線を利用して

小倉へは、北九州空港（路線バスで30分）および福岡空港（エアポート・リムジン・バスで90分、1000円）がご利用いただけます。北九州空港へは東京より毎日３便のみですが、福岡空港へは全国主要都市から毎日数十便が到着しており、会場へもバスまたは電車で簡単にお越しいただけます。

詳細につきましては、上記ウェブサイトをご覧いただくか、旅行代理店にお問い合わせください。ウェブサイトには、小倉までのバスや電車に関する情報も掲載しております。

フェリーで

松山からの夜行フェリー3,560ー12,080円（片道）。この便は会議場の入口前に到着します。小倉へは、北九州空港（バスで30分）または福岡空港（リムジンバスで90分、1000円）からお越しいただけます。

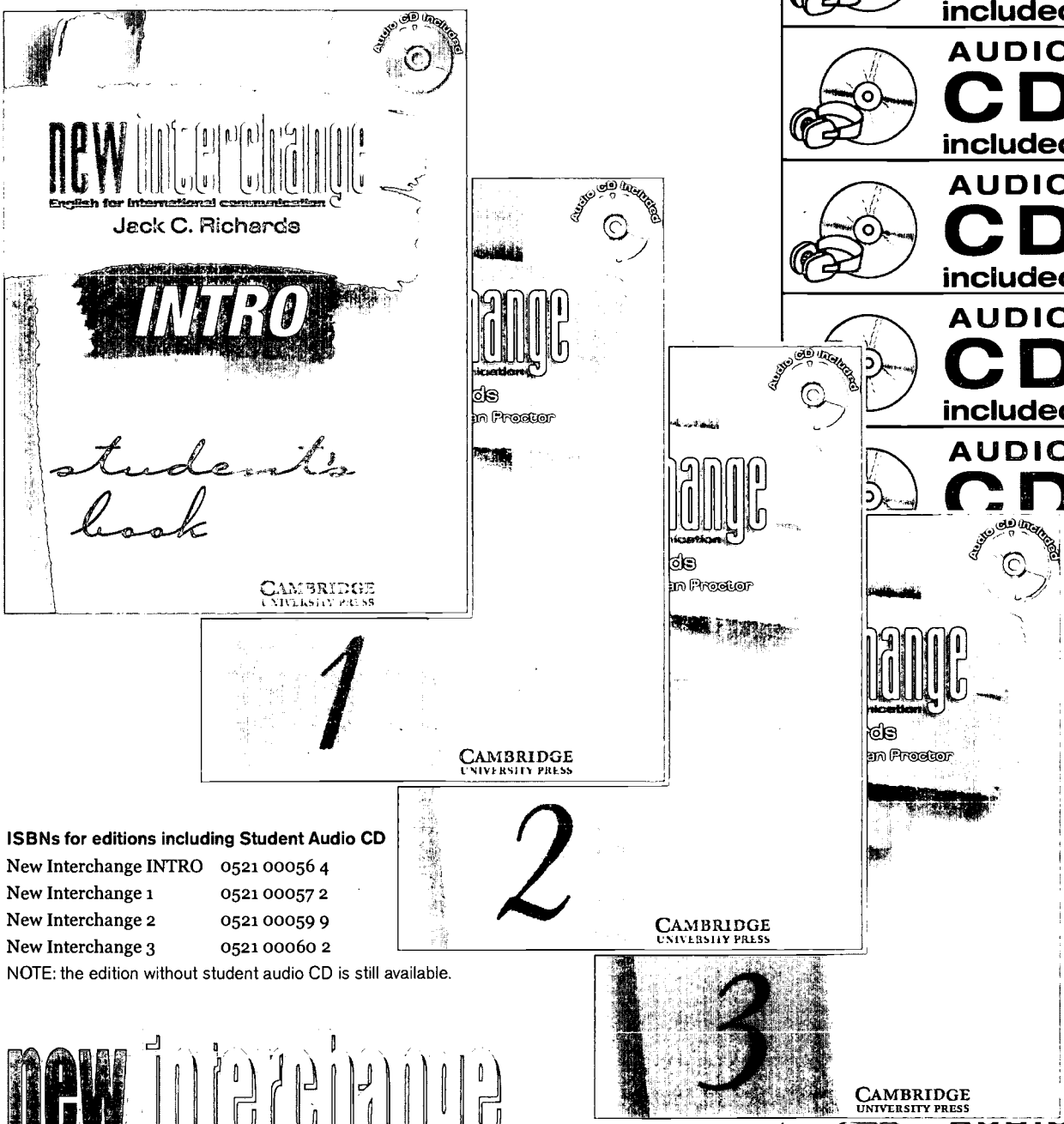
バスで

名古屋、京都、大阪、松江、岡山、高知、鳥取からの夜行バスが運行しております。宿泊費を一泊分節約してバスでの来場はいかがですか？これら夜行バスに関する詳細もウェブサイトに掲載されております。

小倉駅への路線バスも運行されております。お近くのバス会社へ詳細をお問い合わせください。

お車で

会場は、国道199号線からすぐです。都市高速道路の最寄りの出口は、小倉駅です。地下および地上に600収容の駐車場（1日600円）がございます。詳細は、ウェブサイトをご覧ください。



ISBNs for editions including Student Audio CD

New Interchange INTRO	0521 00056 4
New Interchange 1	0521 00057 2
New Interchange 2	0521 00059 9
New Interchange 3	0521 00060 2

NOTE: the edition without student audio CD is still available.

new interchange

now available including

STUDENT AUDIO CD

ERIC Full Text Provided by ERIC

CAMBRIDGE UNIVERSITY PRESS

2F Kenkyusha bldg., 2-9 Kanda Surugadai, Chiyoda-ku, Tokyo
〒101-0062 東京都千代田区神田駿河台2-9研究社ビル2F
Telephone: (03) 3295 5875 Fax: (03) 3219 7182
Email for customer enquiries: office@cup-japan.org

Registration Information

Conference Registration Fees (per person) 大会参加登録料金

Pre-Registration Fees 事前登録 (Deadline: postmarked by Oct. 22, Sept. 12 for presenters)	1 day	2 days	3 days
JALT Member 会員 (current as of Nov.)	¥8,500	¥12,000	¥15,000
Conference Member 一般	¥11,500	¥16,000	¥19,000
Student Discount (pre-registration only)	¥6,400	¥8,800	¥11,250
JALT2001 Junior Program	---	---	¥9,000
On-site Registration Fees 当日登録 (Register on site)			
JALT Member 会員	¥10,000	¥14,000	¥18,000
Conference Member 一般	¥13,000	¥18,000	¥22,000
JALT2001 Junior Program	¥4,000/day		
Featured Speaker Workshops/each 11月22日（木）のワークショップ（1講座）			
JALT Member 会員 (current as of Nov.)	¥4,000		
Conference Member 一般	¥5,000		
Odyssey Party パーティー	¥3,000		
Equipment	OHP ¥2,000	Cassette ¥2,000	Video ¥3,000

Member rates are available only for JALT, KoTESOL, ThaiTESOL, ETA-ROC, or FEELTA members who are current members as of November 2001

If you pay for your membership at the time of registration you can register as a member. You can pay JALT membership and registration fees by VISA or MasterCard, however you cannot pay JALT membership only by credit card. Group members should pay their membership fees by postal furikae, not by credit card.

Pre-Registration Deadline : Monday, October 22 (Wednesday, September 12 for presenters)

How to Register for PAC3 at JALT2001

Pre-registration is the cheapest and smoothest way to guarantee a good start to PAC3 at JALT2001. Please take advantage of the discounted pre-registration rates and register before the October 22 (September 12 for presenters) deadline. After your pre-registration application is processed, an acknowledgement card will be issued after September, which you can exchange for your name tag and conference bag at the conference site. If you have not received an acknowledgement card by November 15, please contact JALT Central Office. On-site registration will take place at the conference site on Thursday November 22, 5:00 p.m. – 7:00 p.m. and throughout the remaining days of the conference. VISA and MasterCard will be accepted at the conference site, too. Members must show their membership card to register on site at the member rate.

Within Japan (Cash or checks are not accepted)

A. By postal furikae

Fill out the attached postal *furikae* form in English or Roman letter and make payment at a post office. Make sure to include your name, mailing address, date(s) of attendance, and code(s) of Featured Speaker Workshop(s). Use one form per person. Contact the JALT Central Office if you require additional forms.

B. By VISA or MasterCard

1. Find the form in this supplement marked *Pre-Registration Form - for Credit Card Users only* (page 31). Use one form per person.
2. Fill out the form. Print clearly. Be sure to include your name, mailing address, date(s) of attendance, and code(s) of Featured Speaker Workshop(s)
3. Make sure that all the information about your credit card is included. We cannot process your application if any of the information is missing.
4. All payments are in yen.
5. Payment for JALT membership only cannot be made by credit card.
6. Mail the form to the JALT Central Office. Fax is not acceptable.

From Overseas

A. By Bank Draft

Fill out the attached postal *furikae* form and make payment with a bank draft drawn in Japanese yen made payable to JALT. Be sure to add an additional ¥1,500 per bank draft to the total for the Japanese bank draft handling fee. Send your registration application and payment to the JALT Central Office.

B. By Postal Money Order

Send your registration application and International Postal Money Order in yen to the JALT Central Office. No other currency will be honored. No bank service charge is necessary.

C. By VISA or MasterCard

See the instructions above: *Within Japan B*

Make your life simple—Please pre-register. If you can't, please bring your membership card (even if it is expired) with you to the conference to help make check-in faster.

Note

1. *Ordinary Participant's Registration*

Only applications postmarked by Monday, October 22 will be accepted as pre-registration. After the deadline, participants must register on site. Applications postmarked October 23 and after will be required to pay an extra handling charge of ¥2,000 in addition to the on-site rates.

2. *Presenter's Registration*

Presenters must register for the conference and pay for their equipment charges by Wednesday, September 12 (postmarked). Those failing to do so will have their presentations canceled. JALT can only provide the equipment detailed in your letter of presentation acceptance and paid for at the time of pre-registration. In the case of a group of presenters, the group leader or contact person must pay the equipment charges.

3. *Cancellation*

The final deadline for receipt by the JALT Central Office of cancellation for conference, Featured Speaker Workshop registration, and Odyssey party tickets is Thursday, November 8, 5:00 p.m. Cancellation requests will not be honored after this deadline. All requests for refunds must be made in writing. A cancellation charge of ¥3,000 will be deducted from your payment. There will be no refunds of any kind given at the conference site. All refunds will be made to the registrant by postal money order about 3 months after the conference.

4. *Balance Due*

A note for balance due will be on the acknowledgement card. Make payment by postal *furikae* only before the pre-registration deadline. You will also receive this note if your membership expires before November 2001. Please pay your membership at the time of registration for smoother processing because acknowledgement cards will not be reissued.

5. The JALT Central Office will not accept payment for hotel and travel reservations nor will it be responsible for payment for these made by mistake.

6. It is important for you to retain a copy of your receipt. Your proof of payment is needed for all inquiries to the JALT Central Office regarding payments and refunds.

JALT Central Office: Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan
Tel: 03-3837-1630 Fax: 03-3837-1631
jalt@gol.com

Conference Center

Kitakyushu International Conference Center
3-9-30 Asano, Kokurakita-ku, Kitakyushu 802-0001

PAC3 at JALT2001 大会参加登録

参加登録の会員料金は、2001年11月現在JALT会員である人のみ適用されます。会員でない方及び11月の時点で会員期限が切れている方も、参加登録と共にJALT会費を支払えば会員料金で申し込めます。VISAやMastercardで参加登録費と共にJALT会費を支払う事が出来ますが、JALT会費のみをカードで支払う事はできません。グループメンバーのJALT会費についてはカードでなく郵便振替にて支払ってください。

事前登録の締切り：２００１年１０月２２日（月）

大会参加登録の申し込み方法

2001年10月22日（月）までに事前登録されると参加費が割引されますので是非ご利用下さい。事務局は事前参加登録の申し込みを処理した後、9月以降にAcknowledgement Cord(受領書)を発行します。この受領書を大会会場の受付に持参し名札と大会バックを受け取ってください。受領書が11月15日までに届かなかった場合は、JALT事務局に連絡してください。尚大会会場での当日登録は11月22日（木）午後5時から7時迄及び大会開催中に行い、VISA及びMasterCardも受け付けます。当日登録する会員は必ず会員証を持参してください。

国内での事前登録

(現金での支払は受け付けません。次の方法のいずれかにて申し込んでください)

１．郵便振替を使用：添付の郵便振替用紙に，名前・住所(ローマ字)・参加日・希望するワークショップのコード等を記入し、郵便局で支払ってください。振替用紙は１人１枚を使用し、足りない場合はJALT事務局に請求してください。

２.VISA又はMasterCardを使用：添付のPre-Registration Form - for Credit Card Users Only (page 31)の申し込み用紙に必要事項を記入してJALT事務局に郵送してください。

*注意 1.申込し込み用紙は１人1枚を使用。2.クレジットカードの所有者番号、所有者名、有効期限等の詳細を明確に記入。記載不十分なものは受け付けません。3.登録者の名前、住所、参加日その他必要事項を漏れなく記入。4.支払は日本円以外受け付けません。5.クレジットカードでJALT会費のみを支払う事はできません。6.申し込み用紙をJALT事務局へ郵送。Faxは受け付けません

海外からの事前登録

英文のHow to register for JALT2001 at PAC3 - From Overseasの手順を参照して下さい。

注意事項

１．一般の参加登録

JALT事務局では大会事前登録を10月22日（月）(消印有効）迄受け付けます。10月23日（火）以降は受け付けませんので、当日、大会会場で登録して下さい。万一事前登録期限を過ぎて送金された場合は、当日料金の他に、特別処理料金として2000円を追加請求させていただきます。

２．発表者の参加登録

発表者は、9月12日（水）（消印有効）迄に参加登録を済ませてください。参加登録が遅れるとプレゼンテーションが取消されることもあります。機材使用料は参加費と共に支払っていただきます。プレゼンテーションのアクセプタンスレターに記載されていない機材、及び事前登録で支払われなかった機材については用意しません。グループ発表の場合はグループリーダーが機材使用料を支払ってください。

3．参加登録の取り消し

大会、ワークショップ、パーティーの参加登録を取消す場合は、11月8日（木）午後5時（必着）までに書面にて申し出てください。期限内に申し出のあった取消しについてのみ、大会終了の約3ヶ月後に、キャンセル料3000円を差し引いた残額を郵便小為替にて登録者本人に払戻し致します。期限後の取消しについては理由の如何に拘わらず払戻し致しません。

4．支払に不足金がある場合

支払に不足金があった場合は、Acknowledgement Card（受領書）でお知らせいたしますので、郵便振替にて事前登録期限内に送金して下さい。11月現在会員権が切れている場合も不足金が生じますので、大会登録と共に会員の更新をされる様お勧めします。尚不足金が支払われても受領書の再発行は致しませんのでご了承下さい。

5．宿泊・旅行手配

JALT事務局では宿泊や旅行については扱いません。（株）日本旅行PAC3 at JALT2001デスクへ直接申込んで下さい。誤って事務局に送られた宿泊、旅行代金については責任を負いかねますのでご注意下さい。

6．レシートの保管

登録後のお問い合わせには、レシートの提示が必要なので大会後も保管してください。

JALT事務局：〒110-0016 東京都台東区台東 1-37-9 アーバンエッジビル 5F
TEL：03-3837-1630　FAX：03-3837-1631
jalt@gol.com

北九州国際会議場：〒802-0001 北九州市小倉北区浅野三丁目9番30号

PAC Program Support Team

Top left:

Donald Freeman	Joo-Young Park	Vanikietti	Andy Leung
TESOL International	KoreaTESOL	PAC co-founder	ETA-ROC President

Bottom left:

David Dai	David McMurray	Naraporn
ETA-TAIWAN	PAC co-founder	ThaiTESOL

JALT2001 Hotel & Travel Information

The Nippon Travel Agency International Travel Division has secured a large number of single and twin rooms in a variety of hotel types for the duration of JALT2001 to satisfy all participant's needs and budgets. Many of these rooms are offered at special discount rates for JALT conference participants. Please read all pages carefully before you apply to make your reservation.

To reserve flight tickets and JR tickets, please contact NTA. Ticket sending fee is ¥500 per person.

Hotel Information

Various types of hotels are available to suit your accommodation needs. All give good quality service and are reputable. However, since the conference is once again being held over a popular three-day weekend, please send your reservation in early to secure your choice of hotel. The rates listed are per room and inclusive of a 10% service charge and 5% consumption tax. Breakfast is NOT included. The size of each room is in square meters. Please be aware that hotel staff may not speak English at some hotels. The following hotel directions also indicate the distance from JR Kokura Station (小倉駅) to each hotel. Kitakyushu International Conference Center, the conference site, is 5 minutes' walk from JR Kokura Station North Exit (小倉駅北口).

Code	Hotel Name	Room Type (S/U=Single Use)	Sq.m	Rate per Room In YEN	Location from JR Kokura station South exit=南口 North exit=北口
A	RIHGA ROYAL HOTEL KOKURA	Twin Twin(S/U) Double Double(S/U)	30 30 35 35	¥17,500 ¥10,500 ¥17,500 ¥10,500	1 minute walk from JR Kokura station north exit.
B	STATION HOTEL KOKURA	Single Twin Twin(S/U)	18 26 26	¥10,000 ¥17,000 ¥10,500	Adjacent to JR Kokura station south exit.
C	TOKYO DAI-ICHI HOTEL KOKURA	Single Twin Twin(S/U)	19 25 25	¥8,800 ¥16,500 ¥13,000	8 minute walk (5 minute drive) from JR Kokura station south exit.
D	KOKURA WASHINGTON HOTEL PLAZA	Single Twin	13 17	¥8,000 ¥15,500	7 minute walk from JR Kokura station south exit.
E	KOKURA TOKYU INN	Single Twin Twin(S/U)	13 15 15	¥7,900 ¥13,500 ¥12,000	8 minute walk from JR Kokura station south exit.
F	CHISAN HOTEL KOKURA	Single	13	¥7,500	2 minute walk from JR Kokura station north exit.
G	PLAZA HOTEL KITA KYUSHU	Single Twin	15 20	¥6,825 ¥14,175	5 minute walk from JR Kokura station north exit.
H	NISHITETSU INN KOKURA	Single	12	¥6,000	4 minute walk from JR Kokura station south exit.
I	SUN SKY HOTEL	Single Twin	10 16	¥6,300 ¥9,000	5 minute drive from JR Kokura station south exit.

How to Apply

Apply by sending the attached Application Form (page 30) either by facsimile or by post to Nippon Travel Agency, International Travel Division, JALT2001 Desk. Send in your application as early as possible, since they will be handled on a first-come-first-served basis. If a room in the hotel of your choice is not available, another hotel of similar class will be substituted.

The deadline for the Application is Friday, October 19, 2001. Please complete the Application Form, and post or fax it to NTA.

Confirmation and Payment

Notice of confirmation and a detailed invoice will be sent by October 31, 2001, with the hotel name and room rate. Confirmation will be sent by FAX or post. Please include your fax number or current mailing address on the Application Form.
We request payment in full by credit card (American Express, VISA, MasterCard, Diners Club Card) or bank transfer. For conference participants residing in Japan, a postal remittance form will be provided for convenient payment at any post office.
Payment in full must be received by Friday, November 9, 2001. If payment does not arrive by this deadline, all reservations will be automatically canceled.

There is a ¥1,000 handling charge, per person, for both domestic and overseas participants.

Changes and Cancellations

Notices of change and cancellation must be made in writing via facsimile or post to NTA JALT2001 Desk (FAX: 03-3572-8689) by November 22, 2001. If later, please contact each hotel directly as the NTA office WILL BE CLOSED for the holiday.
Room reservations remain active unless written notification of cancellation has been sent to NTA or the hotel (after November 22). Without notification, you will be charged for the entire period of the reservation.
Refunds will be made after the conference, provided that the notice of cancellation followed NTA's regulations. Changes or cancellations will not be accepted by telephone.

Cancellation penalty - No charge if cancellation is made 30 days prior to check-in date.
The following charges will apply for any cancellations thereafter:

20-29 days prior to check-in date	¥1,000
5-19 days prior to check-in date	¥2,000
2-4 days prior to check-in date	¥4,000
1 day / same day	100% (one night)
Cancellation after check-in	The above regulation applies.

Only the International Travel Division of Nippon Travel Agency can offer these special discounts to JALT2001 participants. Please feel free to contact Nippon Travel Agency for further information. The JALT Central Office will not handle inquiries concerning hotel or travel arrangements.

Nippon Travel Agency, International Travel Division, JALT2001 Desk
3rd Floor, Shimbashi Eki-mae Building No.1,
2-20-15 Shimbashi, Minato-ku Tokyo 105-8606 JAPAN
Ms. Hidaka, Mr. Nishijima, Mr. Iizuka
Tel: +81-(0)3-3572-8743 Fax: +81-(0)3-3572-8689 Email: conference_itd@nta.co.jp

APPLICATION FORM FOR HOTEL ACCOMMODATION JALT2001

November 23 (Fri.) - 25 (Sun.) 2001

Please TYPE or write in BLOCK LETTERS. Deadline: October 19, 2001

Return this Form to: JALT2001 DESK, Nippon Travel Agency Co., Ltd., International Travel Division

3F, Shimbashi Ekimae Bldg. #1, 2-20-15, Shimbashi, Minato-ku, Tokyo 105-8606 Japan

Tel: +81-3-3572-8743 Fax: +81-3-3572-8689 E-mail: conference_itd@nta.co.jp

APPLICANT: ☐ Prof. ☐ Dr. ☐ Mr. ☐ Ms.

Last name: _____ Given name: _____

Phone (home): _____ Fax (home): _____

Phone (work): _____ Fax (work): _____

Email: _____

Mailing address: (for correspondence) ☐Office ☐Home

_____

_____

School/Company:

_____

_____

HOTEL ACCOMMODATIONS: (rates include tax and service charge, breakfast not included) Indicate 1st, 2nd & 3rd choice.

Choice	Code	Hotel Name	Room Type (please check)
1st			☐single ☐twin ☐twin s/u ☐double ☐double s/u
2nd			☐single ☐twin ☐twin s/u ☐double ☐double s/u
3rd			☐single ☐twin ☐twin s/u ☐double ☐double s/u
Check-in Date			If twin or double, sharing person's name
Check-out Date			

Those who wish to share a twin or double room—an invoice will be sent to the delegate for two persons. After the invoice is received, the delegate must remit total payment for two persons.

PAYMENT (Please check):

☐Credit Card: (☐ American Express / ☐ Visa / ☐ Master / ☐ Diners Club)

Card Number: _____ Valid Thru: _____

Card Holder: _____ Authorized Signature: _____

☐ Payment by bank transfer to:

Bank Name:	Tokai Bank Shimbashi Branch Office	東海銀行新橋支店
Account No.:	ORDINARY DEPOSIT 1152017	普通1152017
Account Name:	NTA-JALT	口座名：NTA-JALT

*Please send a copy of the bank transfer record after payment is completed.

☐ Postal Remittance (NTA will send a postal remittance form upon confirmation).

Reservations are confirmed when hotel charges are paid in full. Credit card payments for hotel charges will be deducted in full by Nippon Travel Agency prior to check-in date. Regular hotel charges may apply to on-site payment at the hotel.

Pre-Registration Form - for Credit Card Users only

VISA and Master Card Users

Name: (M/F) Last	First
Address: ☐ Home ☐ Work (c/o) (in Romaji)	Postal Code:

Tel (H):	Tel (W):	Mem. No:
Fax (H):	Fax (W):	Email:

Conference Registration

Conference Fees ☐Nov. 23 ☐Nov. 24 ☐Nov. 25 Total ( ) day(s)			¥
Party (¥3,000) ☐ Yes			¥
Featured Speaker Workshop (Insert Workshop Code)	AM 1st choice:	2nd choice:	
	PM 1st choice:	2nd choice:	
	EVE 1st choice:	2nd choice:	¥
Presenter ☐ Yes	Equipment: ☐ OHP ☐ CASS ☐ VHS		¥
JALT2001 Junior program (3 days)			¥
Student ☐ Yes		Conference Total	¥

Membership Fees (only payable by credit card if pre-registering for the conference)

Check in the boxes ☐ New Member ☐ Renewal	☐ Regular (¥10,000) ☐ Joint (¥17,000 for 2 members) Joint name: ☐ Overseas ☐ Seamail ¥9,000 (all countries) ☐ Airmail ¥10,750 (Asia) ☐ Airmail ¥12,000 (other countries)	☐ Student (¥6,000) ☐ Five-year Member (¥40,000)	¥
	SIG name(s) SIG ¥1,500/each	Total ( ) SIG(s)	¥
		Membership Total	¥

The Language Teacher CD-ROM Episode 2 - pre-conference discount JALT Members: ¥2,500 Others: ¥3,500 ( )	¥
Grand Total 合計	¥

Payment (支払方法)

Card Holder Account No. (ｶｰﾄﾞ所有者番号):
Expiry Date (有効期限) Month Year
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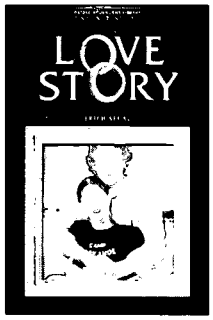

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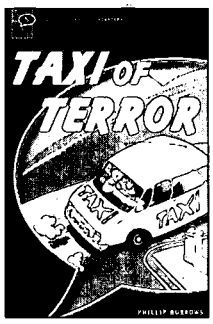

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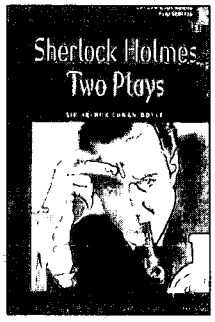

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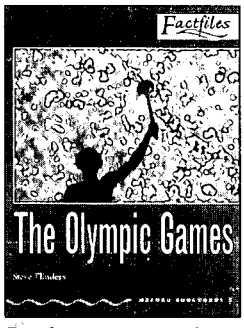

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Ways to Respond

A reality of Japanese public schools is large classes of up to 40 students. Although pairwork and small group activities offer students more opportunities to speak and practice language, many English classes will probably be conducted in a whole group setting. At the least, introduction of new material and activities will be done by the teacher with the whole group. Teachers, therefore, need different strategies to check the comprehension of all the students frequently during instruction. Some of these are:

Thumbs Up: The teacher asks frequent yes/no questions using the target vocabulary or structure. Children respond with thumbs pointing up for *yes*, thumbs pointing down for *no*.

Clap For It: The teacher says a list of items that correspond to the concept being taught, randomly adding in a few items that don't. Children clap only for those that fit.

One Question Quiz: At frequent intervals during the presentation of material, teachers announce a one-question quiz. On erasable slates or special *quiz paper*, students write down the answer. Answers are checked or corrected before going on.

Communication at Low Levels

Language is a social activity and language acquisition occurs within a social environment. Children are social animals. Most would happily spend their days playing with and talking to their friends. However, they do this all in their native language very competently, and quickly get frustrated with English if they can't communicate what they want to say. Teachers must set realistic goals for low-level communication activities and make sure the children have the language they need to fulfill the goals. One such activity is

Janken *Introductions*: Each student starts with six stickers, pieces of paper, or self-made business cards. They stand up, find a partner, and do *janken* (pre-teach "Paper, stone, scissors, one, two, three"). The loser says a self introduction (pre-teach "Hi. I'm __" or any other introduction information) and hands over a sticker or card. The winner responds, then both find new partners and continue. The goal is to collect as many stickers or cards as possible.

Total Physical Response and Beyond

Children learn their first language by listening to adults talking to them about what is around them, often telling them what to do. The principal characteristic of this kind of listening is that comprehension is checked constantly—it's a true listening activity and not one of memory or recall. It makes sense, therefore, in the early stages of learning English, to use concrete commands to teach the new language. Reality sets in, however, when we contemplate telling 40 active 10-year-olds to "Run to the blackboard." Teachers need a selection of activities that use the *listen and do* structure, without causing wild chaos in the classroom. One example is:

If You Can: Pre-teach verbs for actions that children can or can't do: swim, ride a bike, play the piano, drive a car, etc. Then give commands like "If you can swim, stand up" or "If you can play the piano, raise your right hand."

The JALT2001 Workshop

Other active learning ideas include songs and chants to practice short dialogs, classroom games that teach children to work together and solve problems, and creative activities that stimulate young imaginations as well as motivate them to want to keep on learning English. In the workshop, participants will have the opportunity to experience many of these activities as low-level language learners, and try adapting them to fit their own classroom situations.

Linda Lee

Rethinking the Role of Reading

When I ask EFL teachers why they have students read in class, their most common responses are: (a) to practice reading strategies; (b) to develop fluency in reading; and (c) to improve reading comprehension. These purposes for reading make sense for language learners who are preparing to tackle academic or professional texts and need the appropriate reading skills and strategies to do so. In these classrooms, the texts or reading materials become something that students *do* or *practice* or *get through* to become more proficient readers in the target language. Unfortunately, this model has become the standard approach to reading in the EFL classroom at all proficiency levels and has caused us to lose sight of the fact that the primary purpose for having beginning and intermediate EFL students read in class is to learn the language.

"Using" Readings for Language Input

What happens when we base our reasons for reading in beginning and intermediate EFL classrooms on the

claims of current language acquisition theory? Current language acquisition theory claims that we acquire language in only one way, when we understand messages, that is, when we obtain "comprehensible input". Thus, we acquire when we understand what people tell us or what we read, when we are absorbed in the message. (Krashen, 1997, p.3)

In this model, reading (and listening) material is the fuel that drives the language acquisition process. Language learners use the meaning-bearing input we provide "to build a mental representation of the grammar that must eventually underlie their use of language." (VanPatten, 1996, p. 5) Without meaning-bearing input, language cannot be learned. Once we start thinking of written materials or texts primarily as *sources of language input*, we can then focus our attention on identifying the types of written material that best serve this purpose and on how to use them.

"Doing" Things with Texts

For written materials to serve as input for language acquisition, learners must attend to it, engage it, and understand it. It seems, then, that my job as a language teacher is to help students do just this: attend to, engage, and understand what they read. I no longer see myself as "teaching" language; rather, I see myself as helping students process input, that is, turn input into intake. To help students do this, I must get them to do things with the information in the text.

When I turn my attention from *doing texts* to *doing things with texts*, I am essentially changing from a text-based pedagogy to a student-based pedagogy. Rather than trying to get students to grasp the meaning of a text, I am now focusing on helping them interact with written input. For example, what happens if I take a rather dull paragraph that describes soccer and transform it into a simple chart like the one below?

Soccer

___ is a team sport.
___ is a slow-moving sport.
___ is an Olympic sport.
___ is a dangerous sport.
___ is very popular here.
___ is the most popular sport in the world.
___ is fun to play.
___ is fun to watch on TV.
___ is usually played outdoors.
___ is played on a hard surface.

While this is not a reading in the traditional sense, it is clearly input in written form, and it is input that students must do something with. (In this case, students must identify the phrases that describe soccer.) In order to do this task, students must understand some or much of the input, think, and make decisions. In this particular example, teacher and students work together, with the teacher adding oral input something like this: *Let's see. Soccer is a team sport. Yes, that's right. It's a team sport. A slow-moving sport. Hmmm. No, it's not a slow-moving sport . . .* Note that the teacher's oral input is in the form of a "think aloud" rather than in the form of an interrogation (*What do you think, Yuko . . . Is soccer a team sport? Is it a slow-moving sport?*) Here, the teacher thinks aloud, inviting students to join in the construction of a text describing soccer. Note also that some descriptors are opinion-based as in the case of "is fun to play" and "is dangerous," in order to encourage interaction and negotiation among students. Syntax may also be beyond students' previous experience, but in this context-rich environment, students are able to infer meaning.

I can continue to provide written input on sports in many different formats. For example, students and I could co-construct the chart below by adding the names of different sports to each category.

is a dangerous sport	isn't a dangerous sport
skiing	*badminton*
players wear uniforms	players don't wear uniforms
soccer	*golf*

Statements with interesting information could also be considered reading material for language input. In the example below, language learners read the statements and guess the name of the sport.

- One of the most popular sports in Thailand is ____.
- More than 820,000 ____ balls are sold worldwide every day. More than half of them are bought by people in Japan.

Learners could also read longer descriptions and guess the sport as in the example below:

> No one knows for sure where this sport was invented, but it became so popular in Scotland in the 1400s that a law was passed prohibiting it. The object of the game is to hit a ball into a series of 18 small holes. A player is allowed to use a set of 14 clubs. What sport is this?

Unfortunately, the sample materials about sports above are likely to be regarded as simply activities or tasks that students *do* or *practice* or *get through* rather than as information-rich texts for students to interact with. I say this is unfortunate because the moment we think of a reading as an *activity* rather than as written input, the benefit of using that particular reading in the classroom—to provide meaning-bearing input that students attend to and engage in order to acquire the language—is lost. Unless we are willing

to rethink the role of reading in the EFL classroom, one of our most valuable resources for teaching a language (providing meaning-bearing input) can't find a place in our language learning materials.

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Michael Rundell

Collocations for ELT: Can software help us to identify them?

Information overload is a burden we all increasingly share. Indeed, a major industry has grown up around helping us to cope with an excess of data, through applications such as Internet "portals" or automated summarizing and content extraction. The situation is no different for dictionary writers: twenty-odd years ago, the linguistic data on which we based our description of languages was relatively sparse. Nowadays, the reverse is true— especially for English, the lingua franca of science, technology, business, and the Internet. Vast text corpora are (relatively) easy to acquire, and now form the basis for all serious learners' dictionaries.

Meanwhile, however, the physical size of dictionaries (paper dictionaries, at least) has remained constant. So the challenge for lexicographers is to develop strategies for transforming this mass of data into dictionary entries that will (a) fit into the same amount of space (not a trivial task), and (b) meet the receptive and productive needs of most users in most situations. All of which calls for a sharp focus on the part of the editors and publishers of dictionaries: without a very clear view of their purpose, they will find it impossible to distinguish information that is truly *relevant* to the books' intended users, from information that is merely *true*.

To give an example: how should a learners' dictionary deal with a *simple* word like father? Most stick to a brief definition along the lines of "a male parent" (e.g. *LDOCE3, CIDE, Macquarie Learner's Dictionary*). But two well-known books take a different line:

1. Your father is the man who made your mother pregnant with you (*COBUILD2*).
2. a man in relation to a child or children born from an OVUM that he has fertilized (*OALD5*).

I draw attention to these entries not in order to criticize (a dangerous thing for a lexicographer to do, since none of us is immune from counterattack), but because they raise genuine questions regarding the function of learners' dictionaries.[1] Both definitions seem to be based on a false assumption: namely, that the user of the book is not familiar with the *concept* of *father*. We do not need to tell learners what a father *is*, but rather, how the word that encodes this concept tends to behave in English. In other words, we (lexicographers) should ask ourselves why an advanced learner would be looking up a word like *father* in the first place. Almost certainly, the user already knows the *meaning* of the word (so a simple definition will suffice), but s/he may want to find out more about its contextual and collocational features, or about the ways in which it behaves differently from the equivalent word in his/her own language. (The Spanish equivalent *padre*, for example, does not map exactly onto English *father*, since in its plural form, *padres*, it can also mean "parents".)

The same applies to any other type of information in a dictionary. Rather than seeing each entry as an inventory of all available facts about a word, lexicographers should make a judgment— informed if possible by research into dictionary users' needs – regarding the user's likely motivation in consulting that entry. Collocation is an interesting area in this respect. There is a strong consensus among teachers and students that learners' dictionaries should supply more comprehensive information about words' collocational preferences. Learners' dictionaries have begun to address this need but, arguably, the results have so far been somewhat partial and unsystematic. Now, with large corpora and improved software, we have an opportunity to describe collocation in ways that will provide real practical help for the user who is working in *productive* mode.

Statistical software that provides lists of collocates has been available for some time, and some learners' dictionaries have already benefited from its use. The existing software is, however, relatively crude, in that it simply extracts from the corpus a list of any lexical items with a tendency to appear in the vicinity of a given word. In a recent collaboration between lexicographers and software developers,[2] a new and far more sophisticated package has been developed: this generates lists of collocates that are categorized according to their grammatical function. Thus, for the verb *to check*, the software can provide separate lists showing features such as its typical *subjects* and *ob-*

jects, the *adverbs* usually associated with it, and *nouns* that typically occur following the patterns *check FOR and check ON*. In the latter case, the lists hint at clear semantic differences, with check + for being associated with words like *damage, wear,* or *errors*, while check + on generally brings up objects such as *performance, condition*, or *progress*.

With data like this available for thousands of common words, we have a powerful resource for lexicography. In itself, none of this is a guarantee of better dictionaries. But it does provide us with the raw material for a more reliable and wide-ranging description of English collocation than has been possible up to now. In other words, it solves the *information overload* problem in the area of collocation—at least for the dictionary *writer*. The next stage is to edit this data and present it in dictionaries in ways that will answer learners' productive needs without overwhelming them with information. We are now well on the way to addressing this task.[3]

Notes

1 *The COBUILD English Dictionary*, 2nd edition, HarperCollins, 1995; *The Oxford Advanced Learners Dictionary*, 5th edition, Oxford University Press, 1996. I should add that the newer editions of both dictionaries have "corrected" these entries.

2 The parties involved are Bloomsbury Publishing plc and the Information Technology Research Institute (ITRI), University of Brighton, UK, and the results of this collaboration can be seen in the forthcoming *Macmillan English Dictionary* (2001).

3 The "profiles" that this software produces are called "Word Sketches" and some examples can be seen at http://www.itri.bton.ac.uk/~Adam.Kilgarriff/

Stephen Thewlis

Discovering and Expanding Your Teaching-Style Preferences

Things have gotten easier for language teachers. Most people finally agree that students learn differently and that there is no one best approach or methodology. But it hasn't alwasys been that way.

For much of the history of our profession, researchers and theoreticians argued that there was one *best* (i.e., *most effective/ efficient/ pedagogically defensible*) way to teach and learn languages, and if we only did enough research and enough statistical analysis we could find out what it was. They proposed one *breakthrough in the field* after another as the next *true* pedagogical salvation, and many of us were all too willing to jump whole-heartedly onto any new methodological bandwagon. The last 50 years of language teaching have been a veritable carousel of discarded dogmas: grammar-translation, direct method, audio-lingual's stimulus-response, the natural approach, other ostensibly *student-centered* dogmas like community language learning, silent way, total physical response. One by one they rose and fell. Tossing out the baby with the bath water has been an occupational hazard of our profession.

Awareness of cross-cultural differences has also begun to expand. American linguists and methodologists have not typically been very interested in the effects of cultural differences on classroom interaction. As recently as 1997, of the more than 1500 presentations at the international TESOL conference, fewer than ten (just over one half of one percent!) focussed on how cross-cultural differences affect classroom interaction. But ten is better than none. Although systematic examinations of how such *deep-structure* cultural values as attitudes about authority, about individual versus collective orientation, or about how knowledge should be presented and processed all relate to classroom interaction, they are still in their infancy. Even so, this particular baby has, at last, been born into our profession, and is not likely to be tossed out any time soon.

So we have, at last, been granted *theoretical permission* for the belief that there's more than one way to skin the pedagogical cat, and that differences among individuals and cultures can play a significant role. Teachers no longer need to feel guilty if they confess that their personal methodology (often somewhat apologetically described as *eclectic but student centered*), is actually *whatever works*, and that this might change from class to class or country to country.

However, this new freedom still runs the risk of being just a different kind of bogus methodological salvation (Everybody do their own thing!), unless we can ensure that *student centered* teaching doesn't just mean *a class where students do most of the talking*, but rather *a class where information is presented in multiple ways that maximize students' individual access to (and mastery of) information and skill*. In order to achieve this, teachers—and workshops that purport to help them—must try to accomplish two goals:

Know Thyself

People have a natural tendency toward blind spots, whether created by culture or by personality. Teach-

ers tend to teach the way they, themselves, like to learn. In order for us to become truly student centered, we need a clear awareness of the role that our own prejudices and predilections play in the choices we make for our students. We must first determine specifically what our own often-unconscious preferences are. Then we must assess how closely these match the preferences of our students. Finally, we must honestly examine the extent to which the learning activities in our classes reflect student choices or teacher choices, and the extent to which we offer a range of options that will appeal to diverse preferences in the same classroom.

Fortunately, there are now a number of tools to help us navigate through the thicket of *whatever works*—though not so much from the fields of language education and applied linguistics as from the fields of cognitive psychology, cross-cultural communication and human resources development. Such instruments as the *Learning Style Inventory*, developed by David Kolb, provide some very helpful, structured ways for both new and experienced teachers to examine and define their individual preference profiles. By becoming aware of how preferences correlate strongly with cultural background and choice of profession, (American-trained EFL teachers, for example, tend to fall into one particular learning style preference profile.) we can begin to plan strategically to include other activities that would not *naturally* occur to people like ourselves.

Seek Diverse Perspectives

It's not enough to simply be aware of our own blind spots. We must compensate for them by actively seeking out and granting acceptance to points of view from those who are *not* like us. Having clearly defined our own perspectives, we then need to intentionally seek out and collaborate with our opposites, and systematically expand our repertoire of techniques to include learners with very different ways of learning. Fortunately, our new times have seen an increasing appreciation for diversity and the development of structured techniques (again primarily developed by the fields of organizational and human resources development) that help us learn the most from the people with whom we have the least in common.

It is only by defining and including these different voices in our lesson planning that we can hope to insure that *whatever works* works not just for ourselves, but for every student in our classroom.

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Richard C. Smith

Learner and Teacher Development: Connections and Constraints

The last decade has seen the rise of learner autonomy and reflective teaching as *buzz words* in our profession. They have tended to be considered separately, but in recent publications and conferences there has been a growing tendency to link the two. I shall attempt to indicate in this article both why learner and teacher development can be seen ideally as two sides of the same coin, and how different settings place constraints on their implementation which have to be realistically addressed. Only then are (pedagogy for) learner autonomy and reflective teaching likely to become more than buzz words, in other words take root in different contexts and be sustained.

The learner autonomy and reflective teaching paradigms clearly share an emphasis on the importance of constructing one's own knowledge through planning, monitoring and self-evaluation. They may thus be seen to reflect trends in general learning psychology, at the same time meeting increasingly urgent economic and social demands for flexibility and life-long learning. They can have a political connotation, too, with their shared emphasis on empowerment of the individual (student or teacher) in relation to existing social (including educational) structures, though with their rise to prominence as buzz words this political dimension may have tended to be downplayed.

In the classroom, though, why mightn't there be a necessary connection between learner and teacher development? It seems to me that this has something to do with the investigative stance adopted by the reflective teacher (the *teacher as researcher*), a stance that may be *required* by the demands of a pedagogy for autonomy. A student I taught in Japan once wrote that when students acquire more control over classroom learning, the role of the teacher may appear—at first sight—to be diminished. But, in fact, the teacher needs to involve him/herself in "grasping every student's aim and seeing how they are doing. . . . He/she has to look at students carefully to understand their ideas towards learning and give appropriate advice to them." (Takamatsu, 1996) In this process of attempting to understand and advise students, teachers are likely to be engaged in various investigative activities, asking questions

which are themselves useful in raising students' awareness of their own learning. And in order to engage students in autonomous and effective reflection on their learning, teachers need to constantly reflect on their own role in the classroom, monitoring the extent to which they constrain or scaffold students' thinking and behaviour.

There is, then, a sense in which teachers and students can *learn together* and together become empowered in the course of pedagogy for autonomy combined with reflective teaching. The potential of this kind of *virtuous circle* (or upward spiral) of combined learner and teacher development has been most thoroughly explored by Flávia Vieira and her colleagues at the University of Minho in Portugal (see, for example, Moreira et al. 1999). On the basis of their research, Vieira (1997: 66) has observed that "teachers become more reflective as learners become more autonomous and vice versa."

These interconnections point to one possible meaning of a term which is being frequently used these days, without always being clearly defined: *teacher autonomy*. On the above basis, we might say that teachers themselves need to be, or may become more autonomous *as learners* (reflective teachers) when they engage in a pedagogy for autonomy. However, there is another sense in which the term may be used, which relates more broadly to the constraints on teacher decision-making (control over what and how to teach) in a particular setting, and not simply to control over self-development. It is undeniable that teachers themselves possess varying degrees of control over the syllabus, materials, means of evaluation and or even methods of instruction in different classroom contexts. In cases where such control is limited, both learner and teacher development are likely to be impeded, since students cannot *take control* when the teacher has little to *let go* of, while many teachers lack the time, resources, energy, security, ability and/or confidence to engage in reflective teaching, professional self-development and pedagogical experimentation. The *virtuous circle* of teacher and learner development described above is only likely to be feasible, then, when constraints on teacher autonomy are recognized and realistically addressed.

If reflective teaching and (pedagogy for) learner autonomy are to become firmly established in reality and not just remain as buzz words, there is a need, then, to be realistic with regard to the social, psychological and cultural constraints which operate in diverse settings. At the same time, *loopholes* or *spaces of freedom* (areas where the teacher does have control) may emerge, while on closer examination some constraints might be revealed to be more imagined than real. Finally, we should not ignore the possibility of (collectively, perhaps) challenging constraints once their reality has been established. Two key terms we shall use to address these issues in our workshop are *appropriate methodology* and *sustainable development*: Fakrul Alam of the University of Dhaka and I will provide examples of constraints on and possibilities for teacher and learner development in specific Bangladeshi, Japanese and U.K. settings as a basis for analysis by participants of their own contexts. Participants will then develop, share and critique their own action plans for sustainable (realistic, appropriate and long-lasting) approaches to learner and teacher development.

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Michael Swan

Involving Students in Grammar Work: Not Too Little, Not Too Much

Students learn best if they are involved—if they can participate in the choice of learning activities, express their attitudes to their lessons, and use their personal knowledge, feelings and imagination in their work. As everybody knows, this is not easy to achieve. We have all seen classes—and perhaps taught them—where the students never escape from the two-dimensional cardboard world of the teaching materials. Whether because of the teacher's fear of losing control, the general educational ethos, or simple lack of know-how, nothing personally interesting or involving ever happens. Twenty-five or thirty rich and varied internal worlds remain silent, while everybody does and says the same kind of thing.

Attempts to change things can go too far. Early approaches to 'learner autonomy' sometimes came close to a point where students decided for them-

selves what to learn, chose how to learn it, selected and worked through appropriate materials, and tested themselves, with the teacher simply acting as a consultant. The results were generally disappointing. More recent attempts to avoid 'imposing' pre-planned structural or lexical syllabuses have also sometimes delivered less than they promised. (Whatever the attractions of a task-based syllabus, for example, it is not a very efficient way of ensuring that students learn all the high-priority grammar and vocabulary they need.)

How can we get maximum student involvement in grammar lessons without losing efficiency? It is worth looking at the different stages of grammar work separately, asking how we can bring in the learner at each point.

Preliminary Work: Learner Training
Beginners may have little idea of how languages and language learning work. In the first lesson, talk these things through with them. Students' own ideas about grammar, however naive, make an excellent starting point. If you listen carefully to what learners have to say, they will listen to you in return when you help them to see things more realistically.

The Mother Tongue
Sometimes we need to use the mother tongue in the classroom (for instance in grammar explanations), and sometimes we need not to (for instance, in most grammar practice). Listen to what students think about this. If necessary, encourage them to question their attitudes.

Syllabus Choice
Beginners can't choose what points of grammar they are going to work on—they don't know enough about the language. But even at this level it is worth explaining why the syllabus is as it is, rather than just getting the class to do the grammar because it is there in the book. At higher levels, it is quite reasonable to get students' views on grammar priorities and (up to a point) to take these into account. If you pay attention to their reasons for wanting, say, to do less on tenses, more on articles, or no work on grammar at all, they are more likely to take your own priorities seriously.

Rule-learning
Grammar rules can be learnt explicitly, acquired implicitly through practice, or (with greater learner involvement) discovered by analyzing examples. Not all rules are necessarily best learnt in the same way, and not all learners respond equally well to the same approach. Try to find time to discuss these issues in class.

Who Explains the Rule?
Once or twice, get your more advanced students to teach a point of grammar to lower-level learners under your supervision. Preparing to explain something to somebody is an excellent way to get it clear in your own mind.

Where Do the Examples Come From?
Examples of grammatical structures can come from learners as well as from teaching materials. Once they have got hold of a structure, students can (under your guidance) produce their own examples for the others to learn from. These can be personal (expressing learners' own ideas and experience) in ways that book-examples can never be.

What Kind of Practice?
Good teaching materials incorporate a wide range of practice activities, from basic mechanical exercises through pair and group work to more elaborate grammar-based tasks. Try discussing the different exercise types, explaining the rationale behind them and getting learners' reactions.

Communicative Work
It's at the practice stage that there is most opportunity for student involvement and creativity. Traditionally, however, most 'communicative' work has tended to take place in the context of fluency practice. Remember that grammar practice, too, can give students the chance to exchange information, give their opinions, use their imaginations and be creative.

Who Makes the Exercises?
You don't always have to stick to the teaching materials. If you are working on, say, a gap-fill exercise, get students to try making up additional items for each other.

Tests
Help students to feel that they are testing themselves—checking their own progress—rather than just being tested. Let them talk about what is an acceptable test result. Here, too, they can sometimes be involved creatively—helping (under supervision) to create test items for each other.

Conclusion

There are no miracle solutions to language teaching problems. Whatever we do, languages remain difficult and time remains short. Getting students more personally involved in their grammar learning will not magically make them fluent bilinguals. But it will certainly help them to learn more English, more effectively, and more enjoyably. And that is a good deal better than nothing.

PAC3 at JALT2001!

Sharing Posters

Keith Lane

Poster sessions have always been one of the more interactive features of our annual conferences. This year at PAC3 at JALT2001, there will be four poster sessions available, offering around 80 presentations. If you are interested in submitting a proposal for a poster session, there is still a little time available. Please contact the writer: Keith Lane < klane@miyazaki-mic.ac.jp>

Many conference committees include poster sessions in the program. These are usually presented in an open public space. For organizers, these poster sessions make sense. They provide opportunities for greater participation and expand the program—and paid attendance—without significantly increasing the demands on space and equipment. Consequently, conference organizers often allow a later proposal submission date and the criteria for acceptance is usually less rigorous than for "regular" presentations.

While this seems very cavalier, a dismissive attitude toward posters is undeserved. Professional poster exhibits add vibrancy and enthusiasm to a conference and offer unique opportunities for professional sharing. I hope this paper will serve to uphold the reputation of poster sessions, encourage presenters to consider it carefully as an alternative approach to presenting, and also will serve as a guide for being successful as a poster presenter.

In preparing this paper I have included the advice and comments of about two-dozen colleagues from around the world who have responded to my questions and my invitations to share their experiences. Also included are the equally important, though more anonymous, impressions I have gained observing my peers at conferences over the years. I remember certain conferences, not by the qualities of the keynote speakers, but more by the individuals who displayed posters to give us free access to ideas that were of very high interest. The sense of open sharing and generosity that I experienced in the process of gathering data is indicative of the good measure of altruistic motivation behind poster presentations. In the literature, however, with the notable exception of Wright (1998), there is very little on this subject. (Also see Ford, 1999 for a discussion of an in-class application.) I think it is time we gave these sharing attitudes and the informed experience and knowledge behind them their full measure of professional respect.

What are poster sessions?

Poster sessions at professional conferences center on bulletin boards in areas where there is heavy foot traffic, like corridors or lobbies. As the name suggests, presenters rely heavily on the visual effect of their displays for attracting attention and conveying information. Conference administrators provide the space and backboards for an allotted time, 1.5-2 hours or even sometimes all day. Hopefully conference administrators have provided two chairs for presenters to sit on during slack times or while having a longer discussion with another conference-goer. (I have seen these chairs used also as a stand for a laptop computer, video cassette player and monitor, or cassette player.) In addition to a backboard and posters, presenters provide handouts and name cards. Presenters supplement the impressions of their posters by elaborating and answering direct questions.

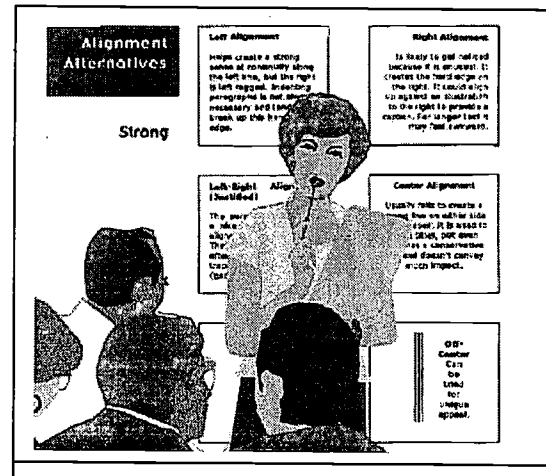

Figure 1: What does a poster session look like?

Poster presentations are less linear than a demonstration, workshop, or research paper. Presenters do not proceed through a formal phase of practiced introduction, points of discussion, conclusion, and then questions in the conventional sense. While to some extent they may discuss their exhibits in a step-by-step process, usually presenters are there to answer questions and to elaborate on areas their audience of the moment is interested in. In reality they are likely to introduce, discuss, and conclude

many times. It is a much more fluid, dynamic, and recursive role with its own unique demands and opportunities.

Poster sessions weighing in

Many of my respondents gave a poster presentation because their submission in its original form was rejected or not received by the due date. However, the overwhelming majority was very enthusiastic about the actual direct benefits and outcomes of giving a poster session. They hardly seemed a disappointed group. These are fairly typical responses:

> I enjoyed doing the poster format because I was able to meet and talk to a lot of people and get ideas . . . I met several people who do things in their classes that are similar to the activity I was presenting. In fact, I made a preliminary plan with two people I'd never met before to make a joint presentation next year! That was very exciting! Also, I was a lot less nervous than I would have been during a formal presentation. I think making a poster presentation is a good transition from being a spectator . . . to being a presenter. Now I have the "nerve" to submit a proposal for TESOL 2001 and hopefully I'll be able to make a "real" presentation then. (Schaefer.)

> I thought I was going in as the poor relation but as it turned out I had far greater exposure and feedback than I would have had in another kind of presentation. Probably 400 people came past and stopped to read . . . What's the best I could have hoped for in any other format? Because of the informal nature of the set up people are happy to talk to you and the feedback was extremely helpful, and professionally rewarding. I came away from the session on a real high just because the intensity of the contacts with the 'audience'. (Adoniou.)

> I was surprised to realize that in fact you reach a lot more people than you do in a demonstration or workshop; that you have more opportunities to answer specific questions. . . and. . . you don't have to confront the terrors of stage fright. . . If you want to show student work or share photographs, the poster session is an ideal medium. (Asplin.)

Counter intuitively, most respondents agreed that they were able to reach many more people with poster sessions than they would have with a standard presentation. As a measure, some presenters mentioned distributing 150 to 250 handouts before running out during a 105-minute session. On the negative side, however, a number seemed to feel less than satisfied with the constant audience flow and fleetingness of many contacts:

> Dealing with 'hand-out collectors' who simply grab the documents and run away without reviewing the poster. Extremely frustrating. (Van Den Elzin)

Other responses indicate that poster sessions are extremely advantages for some topics and purposes . . .

> Is every topic suitable for a poster board presentation? No, it has to be a topic that can be presented straightforward and speaks for itself. I experienced it for the first time and I must say I liked it more than a seminar or a workshop format. (Homolova)

> I choose a poster format over other presentation formats especially when I want to hear what other people are doing related to the topic. It's also especially effective for work that speaks for itself, for example, student projects, trips, interactive activities. (Sanderholdt.)

. . . but less so for others:

> It is harder for the presenter to link the practice of what he does with the theory. The poster presentation, by its nature, tends to be very practically oriented leaving little room for theorizing. (Gordon.)

> Of course the text must be very concise for a poster presentation and this can be hard to do for some subjects. (Keihnhoff-Obenda.)

To summarize, the respondents generally felt that the poster session format had advantages over standard presentations, and were in often or usually preferable. They felt that very practical and procedural topics lent themselves best to poster sessions, and that theoretical matters were often difficult to represent in brief textual and visual form. Lastly, the many who accepted the invitation to do a poster as consolation for having their proposals turned down, or having missed the deadline are becoming part of the majority for whom the poster session is a preferred vehicle for reaching the professional public.

Submitting your poster

Since posters are static, in describing the presentation for the conference handbook or the conference vetting committee there is little need to refer to order of presentation of ideas. Order, which is appropriate to describe a session that transitions from literature review to a description of empirical research and the results, does not apply to posters. Also, whether submitting for a colloquium or a poster session, keep the language crisp. Compare these two texts:

> This poster session primarily aims to outline reasons and methods of using "graphic organiz-

ers" as an instructional method in enhancing text analysis and persuasive writing competence. The presenter will review related studies in reading research (Carrell, 1984, Carrell, et. al. 1989, and Pearson, 1981) then describe how the resulting awareness can feed back into writing. Model texts and the activity sheets guiding students through the analysis will be shown in the form of a flow chart to help readers visualize the actual process of teaching and learning. Students' learning outcomes will also be reported through charts and graphs, and illustrated by samples of students' work.

This poster session introduces ways graphic organizers enhance students' reading and persuasive writing. The display includes a flowchart, model texts, and activity sheets that help students analyze and visualize teaching and learning processes. Charts, graphs, and samples of student work report the learners' progress. A handout summarizes the display and reviews other studies. (53 words)

In the second text, modals and lengthy ~ing patterns have been removed. It is best to emphasize the role of the display as an actor to avoid the need for vague passive sentences. Eliminate constructions like "primarily aims to" and "tries to"; people are attracted to presentations that achieve. Minimize inconsequential language and define the essence of your presentation. You have taken the first steps to being a successful poster presenter and designer.

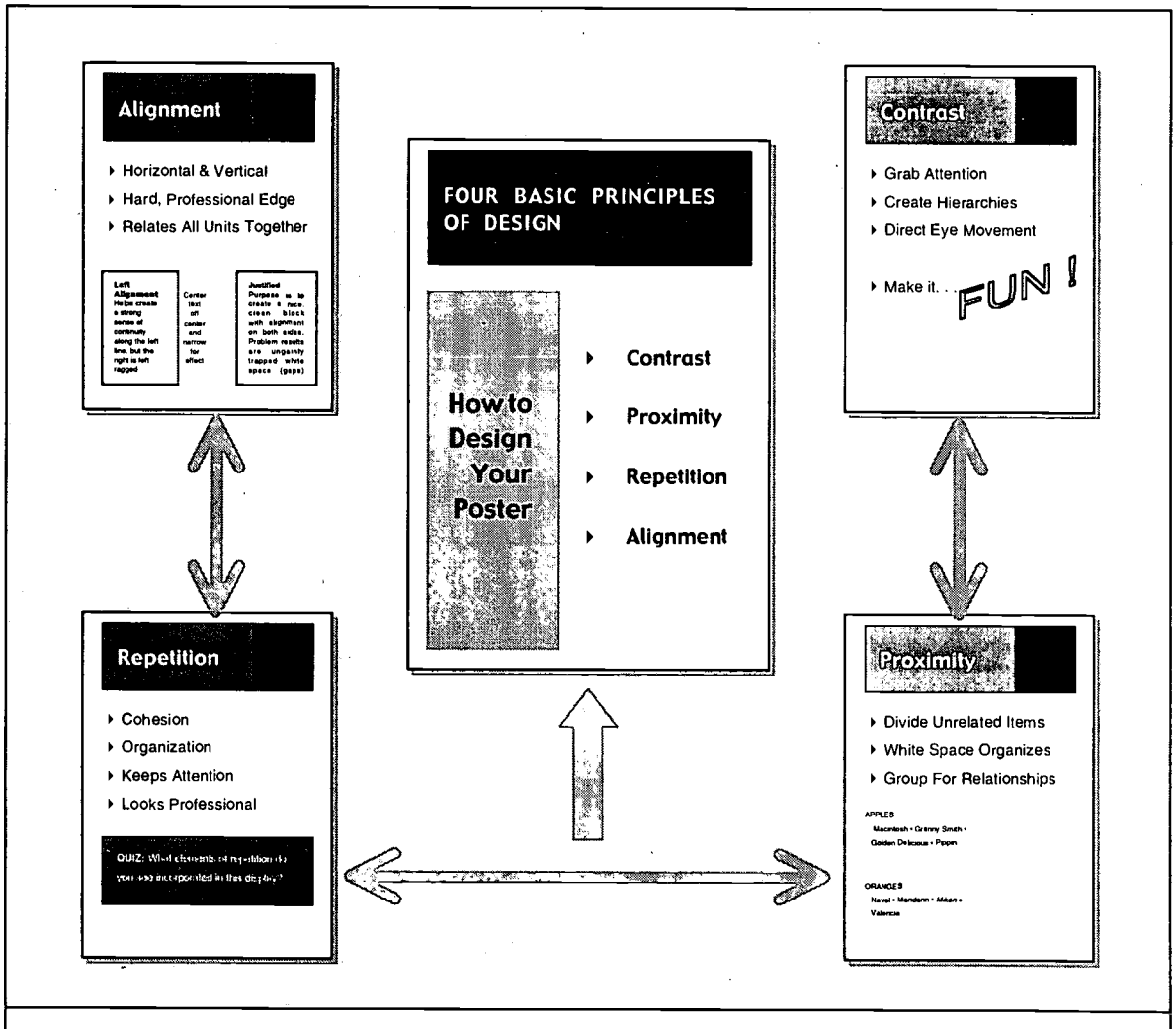

Figure 2: Four Basic Concepts to Guide Poster Design.

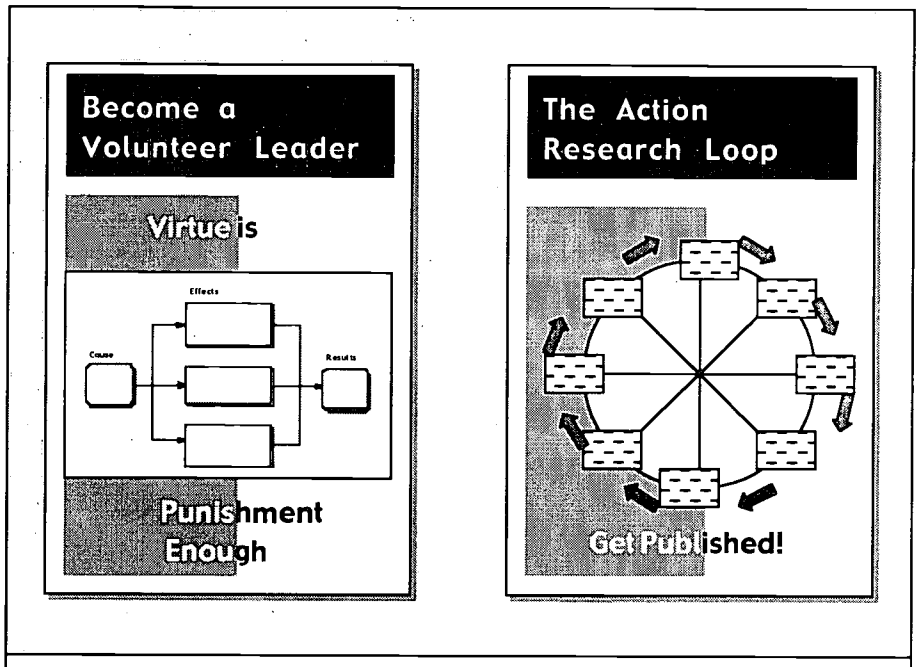

Figure 3: Graphic Organizers Convey Ideas.

Designing your poster

> We thought it might be less work than another kind of presentation —and boy we were wrong! (McDaniel).

I neglected to mention the work that goes into a poster session as a disadvantage. Almost every respondent described design, construction, and portage as the most difficult aspect of giving a poster demonstration. A number of considerations should go into designing your poster, but perhaps the initial one is portage. Why prepare an attractive and professional project only to hack it to pieces later to get it into your suitcase?

As you design your posters, keep in mind how you intend to carry the display and reconstruct it on a vertical surface of specific dimensions. Wright (1998) suggests that large paper sheets in a roll are easier to carry, and that alternatively presenters can consider designs that permit the posters to be folded to lie flat in their suitcases. Of course, how you ideally want your presentation to look might preclude that approach. The large portfolio attaches that are sold at art supply stores are increasingly common at some conferences, too. These are large enough to accommodate the large, clean sheets of tag board (cardboard) that are usually favored.

Other useful tips include:

- Bring colored paper (from a roll) to cover the bulletin board itself. It makes your poster hang together and makes it more attractive. Also, use appropriate supplies & equipment to make a smart presentation: Two-sided tape, drafting tape, and cutting boards to make straight edges. Consult the department in your school that does graphic work. (Asplin.)
- We used the university's copy center (like Kinko's) to make a banner for our presentation and this worked great. . .All we had to do was provide the text . . . and they did the graphic and color design. The end result was a very professional and attractive "poster" that we could easily roll up and transport. (Keihnhoff-Obenda).
- For practice: Take photograph of your practice poster board. Mark numbers on each picture. Carry these with you. . .(Soranastapo).

Consider how a poster presentation is an example of graphic design. When you write a paper for a journal you can leave the niceties of presentation and layout to the editors. When giving a poster study some basic professional advice. Williams (1994) is highly recommended for its concise clarity and utility to beginners. Using her advice I have created Figure 2 to describe the four basic design concepts:

- *Contrast*: Hierarchy and dynamism is essential for conveying information and getting attention. Contrast draws attention. Where things are uni-

form our eyes are drawn to what is different. Naturally then, you do not want your titles and main points to look just a little different from supporting ideas; offset them clearly and boldly with *very* different color, font size, and shape to bring them out. In Figure 1, the size of the center poster and its font, the single vertical rectangle (all others are horizontal) and the large dark arrow all tell the audience where to look in a split second.

- *Proximity*: Information is more or less directly related to other information. Physically grouping together related information and distancing less related information with white space achieves two purposes:
  1. It creates attractive "blocks" of imagery that lead our eyes in an organized manner.
  2. It immediately creates order.

  Consequently, proximity is a principle that should not be applied ambiguously. Try to determine the *proper* placement for each presentation item. White space is not wasted; it helps us create these relationships. . . it helps create the contrast which directs our eyes.
- *Repetition*: Repeating patterns creates a sense of association to tie a presentation together. Wright (1998) gets at the idea of both alignment and repetition when he suggests "ruling a line the full width of your text area at the top of your design and at the bottom . . . of each poster in the set. Here, as well as contributing to the sense of alignment, repeating shapes, shades, and colors give the sense that the posters are related to a whole. . . this encourages the viewer to integrate the information better."
- *Alignment*: Blocks of information need to be assimilated into the overall scheme. Crisp hard edges achieve that. The dark blocks contribute here to a strong horizontal flow, the well-aligned edges of text to a strong vertical flow. Your display will all look much more systematic and incorporated if tops match other tops, sides match other sides, and white space is not "trapped."

In addition, you might want to add items that give your poster a sense of depth. Wright (1998) suggests pockets for handouts mounted on the posters and little rectangular doors. The doors have questions on the outside and invite the audience to open them for the answers within. One respondent mounted quite a 3-D poster display:

> Our poster included such things as rubber dinosaur heads, a ballot box, book jackets, etc. (McDaniel).

Regarding text itself, an obvious points is to write large . . . Consider five-meter, 2.5-meter, and one-meter intervals and design accordingly. At five meters away something visual needs to draw people in. Many people will linger at the perimeter to collect the gist of your display. They are close enough to learn something and overhear your conversations with the one-meter crowd, who are the ones who will sign their name, read pullouts, share ideas with you, and exchange name cards. Prioritizing your space according to the principles of distance can help to disambiguate the hierarchies of relevance in your topic.

When free-handing text, novices should be content with block style letters. While trying to establish a uniform feel (serif or sans-serif, curved edges or hard) Wright suggests they consider how to establish contrast using pen thickness and color. When using a computer contrast can be established using different fonts, different sizes and color, but remember that a *slight* difference in font sizes sometimes merely look like mistakes, and some fonts just do not go well together. (See Williams, 1994.)

You and Your Handout

One reason that poster presentations are a less daunting format is that the focus is less on the presenter and more on the poster and the specific topic. However, the presenter really does have an important role to play beyond designing the poster and setting it up. The display is much more likely to remain in the minds of the audience if you have established your own presence as well . . . even more so if you provide an easily referenced handout that remind them of you, the poster, and the theme.

Perhaps the most important point for a poster presenter is to interact effectively with the audience. Interaction is welcoming, and will evoke the questions and interest you need to make the effort worthwhile. One trick is to ask many questions in return such as "What groups do you teach?" and "Have you ever tried something like this?" Remember, poster sessions are a cross between oratory and discussion.

Considering the limitations of space, what to leave out of the poster display is one of the essential problems you will face in design. One way to answer that is to ask yourself "What information can I best convey through questions and answers?" Save that role for yourself. And as one respondent suggests,

> Have a thumbnail answer to the question: "What's this poster about?" because it's quite surprising how many people would rather have the presenter give a synopsis than read the text, no matter how brief. (Asplin.)

The handout is the final and most permanent artifact of your presentation; it should be used to re-

mind the participants weeks, months, and/or years later of who you were and what you said. Ensure that the handout follows the design and points of the poster display. Repeat design functions of the poster in the handout when possible. One respondent mentions,

> The handout we made was not what interested our audience. Our poster consisted of an 8 X 3-foot tree diagram outlining the field of TESL. People wanted a shrunken version of this in handout form. (Nassar)

While the handout is an opportunity to provide a bibliography, and perhaps to repeat some points that you reserved for discussion, it is most important that it retains the impression of the presentation. Also include:

- Your name and professional contact information.
- The title of the conference, the title and date of your presentation.
- The description of the presentation as printed in the conference handbook.

One respondent suggests:

> Instead of having handouts, provide a web address where those interested might download a pdf of your documentation. (Van Den Elzen).

In this age of electronic information this seems a wonderful idea. To modify the suggestion, perhaps instead of a two or three-page handout, a one-page handout could include the web address for the additional, more detailed pages. This of course reduces waste, weight, and cost for presenters. However, without something to carry away it is doubtful that participants will remember to check out the web page.

Establishing credentials

There is no doubt that work still needs to be done to establish the prestige of poster presentations, and by extension, poster presenters. However, more and more seasoned professionals are discovering that posters are in many cases optimal for the purpose of professional exchange and establishing collaborative networks. For novice presenters, poster sessions provide an opportunity to "break in" using a more cooperative and interactive—less daunting—approach. As poster sessions become increasingly professional in quality, their prestige increases. In any event, it is our wholehearted intent to better ourselves and the field that is motivating teachers more and more in this direction.

Part of the effort of establishing the credentials of poster sessions lies also in recognizing them as a unique approach to professional discourse. They are not watered down presentations; they are a format—a genre if you like—that has its strengths and weaknesses. They are not by their nature simpler or easier to give than another type of presentation or act of publication; they are merely different. Part of this difference includes a visual approach to learning that economizes on language, while embodying quite complex information structures. Being clear and simple is certainly not easy, yet is a goal for every presenter to aspire to.

The suggestions above are intended to encourage and help peers give good poster sessions. Moreover, they are intended to contribute to the establishment of professional guidelines that we will refer to as poster sessions become more than a sideshow feature—an after thought—of our industry's conferences and our professional discourse. And here is another tip: the easiest way into a conference program with even a very late proposal is through the poster session door . . . and PAC3 at JALT2001 is around the corner (wink, wink).

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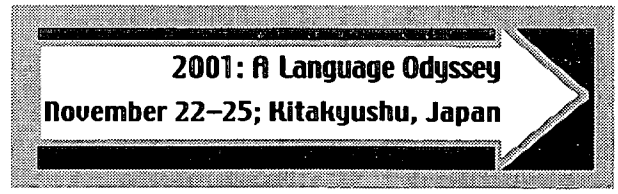
Acknowledgements

Misty Adoniou, TESOL Greece.
Wendy Asplin, University of Washington.
Donna Keihnhoff-Obenda, University of North Texas.
Walter Eliason, Rider University, NJ.
Nancy Frampton, Reedley College, CA.
Tatiana Gordon, Hofsra University, NY.
Van Hillier, San Diego State University.
Eva Homolova, Matej Bel University, Slovakia.
Katharine Isbell, Miyazaki International College.
Johanna Katchen, National Tsing Hua University, Taiwan.
Tim McDaniel, University of Washington.
Ellen Measday, Middlesex County College, NJ.
Gretchen B. Nassar, Colorado State Univeristy.
Melody Noll, Ameritalk, CA.
Jon Reinhardt.
Lori Sanderholt, Ohio Sate University.
Lynn Ramage Schaefer, University of Central Arkansas.
Songsri Soranastapo, Mahidol University, Bangkok.
Brad Van Den Elzen, Ohio State University.

(With apologies for all the many omissions due to slips of memory.)



Blockbusters

Michael Cribb, *Kansai Gaidai University*

Blockbusters is a word game which first appeared on children's television in Britain several years ago, but which quickly became popular with adults as well. Whilst it is a fun activity in itself, it can also be useful for practicing vocabulary that the class has been learning. The game consists of a board with 20 hexagons in a honeycomb arrangement (see Fig. 1). Each hexagon contains a letter which represents a word. The teacher gives a clue and two teams of students try to guess the word. The team which guesses correctly wins the hexagon which is then filled with the team's colour. A team wins a game by making a complete connection of hexagons from one side to another (green) or from top to bottom (red). Part of the attraction of the game is that simple, common words are often used and so speed of lexical retrieval becomes important.

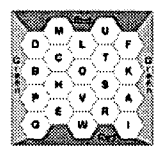


Fig. 1

Preparing the game

Draw the blockbuster board on a large piece of white paper (approx. 80 cm x 100 cm). Create about 20 coloured hexagons from thin cardboard (ten red and ten green). Prepare a list of words for each letter that is being used on the blockbuster board, including words the class has been studying. You will probably need about ten words for each letter. When choosing words, select a mix of easy and difficult ones. If you have time, prepare the clues for the words so you do not have to make them up during the game when the pressure is on. A prepared list of words and clues is available at <www.geocities.com/kgu2001/download/questions.txt>.

Playing the game

Attach the blockbuster board to the blackboard at the front of the class. Put scotch tape on the back of the coloured hexagons and rub on a little chalk so that they can be easily removed from the blockbuster board. Divide the class into four teams: A, B, C, D. Team A plays B and team C plays D in the semi-finals, and the winners go through to meet in the final. The losers meet in the play-off. This means four games need to be played, which is about the maximum for a one-hour class.

Start the first game (A vs. B) by selecting a letter at random and giving the clue for the word. For example, if the letter is "A" and the word is "ambulance," you might say, "A vehicle that takes you to hospital after an accident." (Keep the clues simple since speed is part of the game.) Take the first person to raise their hand and elicit an answer. If it is correct, their team wins the hexagon. If incorrect, give the other team one chance to answer. Since this is the first hexagon, the team that answers correctly becomes the red team, which has to connect from top to bottom. The other team becomes the green team, connecting from side to side. Since the red team needs fewer hexagons to make a connection, it is an advantage to win the first hexagon and become the red team.

Attach a red hexagon to the blockbuster board over the letter. Now ask the team which answered correctly to select the next letter. Again, give the clue for the letter and put a coloured hexagon over the letter for the winning team. Play continues like this until one team makes a solid coloured line across the board. Sometimes the game can be brief with one team streaking down or across the board in a straight line without much opposition. Or the game can swing from team to team with one team being one hexagon away from winning only to have the other team "block" the path. The two teams may have to "snake" around the entire board before one can finally win by connecting all the way across.

Once a winner is determined, play the other semi-final, then the final and play-off to determine the winning and losing teams for the whole class. The winning team gets a prize; the losing team has to sing a song!

A few more suggested rules

After a person raises a hand, they have five seconds to answer. Only accept the first answer from a team, even if another member shouts out the correct answer afterwards. When a team answers incorrectly or cannot answer within five seconds, hand the clue over to the other team and give them one chance to answer in five seconds. Students must give the exact word form with good pronunciation to win the hexagon (although I sometimes relax this rule depending on the class). If no team can guess the word, choose a new one. And of course, once a letter has been won by a team and covered with their colour, it cannot be chosen again by the other team.

A computer version of this game can be downloaded from <www.geocities.com/kgu2001/download.htm>.

Quick Guide
Key Words: Vocabulary, Games
Learner English Level: All levels
Learner Maturity Level: Junior High to Adult
Preparation Time: Two hours (once only)
Activity Time: One 60-minute lesson (four games)

Personal Story Frames and More

Alice Svendson, *Jumonji Women's College, Saitama*

In the case of personal storytelling, more is not always better. At our two-year women's college near Tokyo, we have tried personal storytelling in a rotating fashion, with each teacher sharing her funny, embarrassing, exciting, or frightening five-minute tale within the same 90-minute class period of each of our three communication classes. In this rotational approach, our rationale was that, since the students were lower level and had presumably shorter attention spans, we would give them variety—three personalities, each exemplifying different styles and diverse content. However, feedback from the students revealed that three stories in one 90-minute period were too much to absorb. The good news was that students really wanted to understand the stories. They did not want to be overwhelmed by three tales, nor to understand them only superficially. We took their feedback seriously. Following is what *did* work.

Personal story frames

Telling a single tale that really happened (to you) works. Students like to laugh at their teacher's mistakes, or just get to know a different side of the teacher. Personal anecdotes rate very high for interest and language retention. Story frames—that is, framing parts of the story with drawn pictures—work in two ways. First, they help the students digest the story in bite-size chunks; and secondly, they focus learners on an imaginative comprehension task.

What to do

Before telling your story, decide where the breaks will be, so that you have four parts (frames). This is not as difficult as it may sound. Most stories lend themselves easily to breaking points. Then hand out blank sheets of paper and tell the students to divide the paper into four equal squares with a pen or pencil, and to label the sections 1, 2, 3, 4. Tell them that they should listen carefully to your story, and that you will stop after each part to give them time to draw a picture for that part of the story. The drawing time takes no more than two or three minutes per section. During that time, walk around and glance at the ways students are depicting the story in their drawings. If comprehension seems fuzzy, repeat that part. I usually have to repeat each part while students are drawing. I'm always delighted at how unique their drawings are, even though the content is the same.

Some will include much more detail and others will imagine a close-up view or different angle. Answer students' questions enthusiastically, but if you linger too long on one part you may lose the continuity of the story. Keep the pace lively. As you move on to the next part of the story, continue in the same manner.

Variations on the last frame

If your story has an unexpected ending, you could let the students draw what they think will be the last frame, and then compare it with a partner's version before hearing the end of your story.

Retelling

This lesson would not be complete without giving the students a chance to retell the story using third person and their pictures as a memory aid. Depending on the level of the class, the teacher may want to tell the whole story from the beginning while the students look at their pictures and shadow the teacher's sentences and expression. Then, with partners they can retell the story, part by part. Partner A tells Part 1, partner B tells Part 2, and so on. The four frames provide useful signals for turn taking. Encourage students to use their own words, and allow them to struggle with it a bit, helping each other.

Conclusion

Story frames can be adapted to other types of stories, but the students really like to hear their teachers' personal stories. Besides the fun of getting to know the teacher better, another reason for doing the personal anecdotes is that they are an easy model for students to follow. Each student's treasury of personal stories is only a memory away. They can choose one to bring to class and share it in a group, each telling his story with or without the picture frames, depending on time available. For variations, Morgan and Rinvolucri, in *Once Upon a Time* (1983), include many creative techniques to make storytelling and retelling into enjoyable activities. With any story, the pictures will serve as a tangible memory device, as well as a vehicle for transferring the story into the student's own words. Indeed, as Hill mentions in the introduction to *Visual Impacts* (1990), pictures evoke an immediate response—a personal reaction. So when comprehension takes a visual shape, students have less need for the crutch of translating. They are engaging both sides of the brain in language production. This in itself is a powerful memory tool.

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Quick Guide

Key Words: Storytelling, Visual
Learner English Level: Beginner and up
Learner Maturity Level: High School to Adult
Preparation Time: Varies according to time selecting and preparing a personal story
Activity Time: 40-50 minutes, depending on level

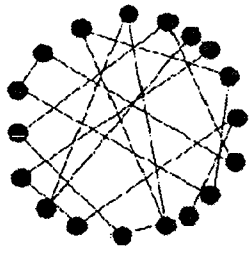
Yarn Toss: A Simple Activity for Demonstrating Interconnectedness in Language Classrooms

Duane Kindt, *Nagoya University of Foreign Studies*

Teachers are well aware of the complex nature of classroom dynamics (Kindt, et al., 1999). Balancing numerous (and often contending) aspects of the language learning and teaching process to effect efficient learning is an important part of a teacher's responsibilities. But students can also help make their classes more conducive to learning by understanding that the language classroom is a complex, dynamic system in which all individuals have great influence on one another and share in the construction of the knowledge emerging from their collective experience. One way to demonstrate these rather complicated concepts is with a simple activity that I call Yarn Toss.

What is Yarn Toss?

Yarn Toss is an activity I learned from Diane Larsen-Freeman as an MA student at the School for International Training (SIT). In this activity, participants (students and teacher) sit in a circle (see Fig. 1). The teacher explains that everyone will have an opportunity to say something about a chosen topic. On the final day of our MA course, the topic was our course experience. But other topics can, of course, be introduced. Examples are simple self-introductions, favorite movies, what you did during the holiday, how was your experience in class, and the like. After introducing the topic, the teacher starts by providing a model. Then, one by one, students wishing to speak raise their hands and the ball of yarn is thrown to them. While holding the ball, they give their comments. As the ball is tossed to the next person, the "tosser" holds on to a strand of the yarn. After the last student has spoken, the ball is thrown back to the teacher who offers a final comment. Thus, after all participants have contributed the students can see how the yarn connects them.



We are all connected

The significance of this connection is great. From a systems theory viewpoint, all individuals can and do influence one another greatly (Fullan, 1999; Senge, 2000). Though we cannot predict when and to what degree this influence will occur, we can predict it will occur. To demonstrate that we are connected and influencing one another in the classroom, I simply tug on the yarn and ask students if they feel the pull, which they do. I ask a few students to tug on the yarn. We can feel their tug as well. Then I ask students to gently tug on the yarn when they feel a tug. This time, when I tug, there are ripples of tugs throughout the circle. I explain that like this yarn, our words and actions influence one another greatly. Simply asking students to think about what they learned from each other today supports this point. It may seem rather obvious or even trivial, but viewing the classroom from this perspective has deep consequences.

We share unique experience and knowledge

One consequence is that instead of seeing students as learning for themselves only, they see the influence they have on one another—be it in action, words, attitude, or understanding. I emphasize that the information offered from every participant during the Yarn Toss is unique to our class. No one else has this exact information or this experience and we all share in this knowledge. From this point of view, students see one another as unique and important contributors to their experience and knowledge (Lantolf, 2000; Vygotsky, 1978). It is an important step towards building respect for one another and valuing each other as peers and teachers rather than simply as students. Students often comment that simply seeing this demonstration has completely changed the way they look at the classroom. One student, for example, wrote that rather than "always hoping to be with good partners," she decided to "try to be the best partner [she could] be." Another wrote: "Today I learned a very important and wonderful thing. I found that we were very precious partner each other. It is great! I was encourage by

you and everyone. I won't forget today's class. Thank you!!"

Conclusion

Demonstrating the complex nature of language classrooms as a system doesn't have to itself be a complex process. By seeing the yarn connecting students to other participants in the learning experience, they can begin to make correlations with actual events in the classroom. As they learn from one another, influence motivation positively and negatively, offer encouragement and understanding, and realize the great part they play in the learning outcomes of the whole group, they realize that this simple demonstration has significant implications for their learning—not only in the classroom, but in their lives as well.

References

Fullan, M. (1999). *Change forces: The sequel*. Philadelphia: Falmer Press.

Kindt, D., Cholewinski, M., Kumai, W., Lewis, P., & Taylor, M. (1999). Complexity and the language classroom. *Academia: Literature and Language, 67*, 235-258.

Lantolf, J. P. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

Senge, P. (2000). *Schools that learn*. New York: Doubleday.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Quick Guide

Key Words: Classroom dynamics, Learner development
Learner English Level: All levels
Learner Maturity Level: Junior High to Adult
Preparation Time: Approximately ten minutes
Activity Time: Approximately 30 minutes for a group of 20

Departments

Book Reviews

edited by stephen snyder

Heart to Heart: Overcoming Barriers in Cross-cultural Communication. Kensaku Yoshida and Sophia University Applied Linguistics Research Group. Tokyo: Macmillan Languagehouse, 2000. pp. 81. ¥1,800. ISBN: 4-89585-322-5. Text + cassette.

Heart to Heart: Overcoming Barriers in Cross-cultural Communication is a listening-speaking culture text which covers eight basic language functions: compliments, thanking, requests, refusals, complaints, apologies, proposals, and disagreements. Students begin each unit by listening to two short dialogs containing the target function and answer two multiple choice questions: "What happened?" and "Which dialog would you feel more comfortable with if you were a westerner?" They next write and role-play a dialog on a similar situation. After reviewing various types of expressions associated with the function, students listen and complete short excerpts from conversations. They also analyze graphs, comparing the frequency of use of expressions in the given situation by Americans, Japanese students learning English, and Japanese. Students end the unit by reviewing model dialogs, writing two more role-plays, and reading a "cultural eye opener," detailing a cross-cultural misunderstanding related to the particular function. In every third chapter of the book, students review two previously presented functions in combination.

We used *Heart to Heart* every other week with three culture classes, low-intermediate, intermediate, and mixed level, and received enthusiastic responses from all groups. The activities flowed very smoothly and the language presented was typical for Americans. The lessons were simple enough for our lowest students yet full of enough cultural information and speaking activities to engage our highest.

We found two strategies very helpful in using this book. First, before each chapter, we presented four or five short video clips illustrating the function. We found these in abundance in teaching videos as well as in popular movies. Students viewed the clips three times, first matching scenes to speakers or locations and a second time to the target function. After a third viewing students noted the features that most of these conversations shared. This presentation enabled students to more successfully identify the better conversation at the beginning of

the unit and added to the body of language they practiced.

The second strategy we used was to assign readings from Nancy Sakamoto's *Polite Fictions* as homework before the lessons. Chapter by chapter it largely followed the order of the functions presented in *Heart to Heart* and explained the underlying cultural assumptions of westerners and Japanese which cause different language choices in expressing functions and result in culture clashes. Students found *Heart to Heart's* graphs very helpful in visualizing the degree of difference in the speaking strategies between the two cultural groups. Moreover, they were eager to use their new cultural insight to write the original dialogs.

We would caution those teaching beyond the false-beginner level not to use this book as a supplement to a regular conversation course or as the sole text in a culture class. The book does not attempt to explain the reasoning behind the contrasting language used by Japanese and western speakers. Without this background both teachers and students are likely to find the material somewhat superficial. Also, the forward to the book and teacher's manual, mostly written in Japanese, make it difficult for western teachers to fully understand or appreciate the research on which this text is based. These caveats expressed, we had very satisfying results using *Heart to Heart*. It is the only function-based book we know of which clearly alerts students as to their native language tendencies and then, step-by-step, helps them approximate native expression in the target language. We heartily recommend it as a stimulating supplement to culture courses focusing on cross-cultural values.

Reviewed by Stella and Tatsuroh Yamazaki
Hosei University

References

Sakamoto, N. and Naotsuka, R. (1982). *Polite Fictions*. Tokyo: Kinseido.

Great Essays: An Introduction to Writing Essays. Keith S. Folse, April Muchmore-Vokoun, and Elena Vestri Solomon. New York: Houghton Mifflin Company, 1999. pp. 179. $25.55. ISBN 0-395-90425-0.

Great Essays is an invaluable book for ESL learners trying to master basic essay writing in English. Designed for high-intermediate and advanced ESL students, it gives a solid foundation in the process of writing an essay. *Great Essays* deals with four of the most common kinds of essays and provides a wide variety of writing activities representing both process and product approaches to teaching ESL writing.

Great Essays has two parts. The first part includes five different kinds of essays and the second describes the technicalities involved in essay writing.

Unit 1 begins with teaching how to organize an essay. It offers suggestions for writing the introduction of the essay, a good opening hook, and a solid thesis statement. Students learn how to organize and shape their writing and to develop and improve their own writing skills. Each of the next four units (Units 2 to 5) deals with a different kind of essay: narrative, comparison, cause-effect, and argumentative.

Part II consists of five appendices. Appendix 1 explains and gives examples of the seven steps in the process of writing an essay. Appendix 2 has additional grammar activities in the context of paragraphs within whole essays. Appendix 3 has a list of connectors, and Appendix 4 includes peer-editing sheets for students to use when they offer feedback on each other's work.

What is particularly useful about this book is that it focuses more on the final written product. The authors note that process is important, but students are often more interested in the product. Each unit presents grammar practices and topics for writing an essay in the rhetorical style covered in the unit. In addition, the exercises in each unit develop the skills of choosing and developing topics, generating ideas for brainstorming, and organizing ideas by using outlines. Another commendable feature of this book is the large number of writing practice activities. *Great Essays* is an excellent source for sample essays and step-by-step activities. In fact, it contains over sixty activities with twenty-five suggestions for additional writing assignments. It also features twenty-five full sample essays.

Japanese students will do well with the guided nature of the exercises, activities, and instruction. The inclusion of so many examples and models is appealing to many Japanese students. Teachers who opt to do peer editing will appreciate the detailed questions on the peer editing sheets in Appendix 4.

Great Essays attempts to combine emphasis on the writing process with emphasis on the final written product. While those teachers who are totally committed to one extreme of the process-product continuum may not want to use *Great Essays* (or any book for that matter), the vast majority of ESL/EFL writing teachers will find *Great Essays* to be exactly what they and their students need.

Reviewed by Tatjana V. Bizon

The **Oxford Picture Dictionary**. Norma Shapiro, Jayme Adelson-Goldstein. New York: Oxford University Press. 1998. Monolingual version. $13.50. ISBN: 0194700593.

In order to get the full potential from these materials, a user would purchase the monolingual *Dictionary*, the bilingual English-Japanese *Dictionary*, the

interactive CD-ROM, four cassettes with spoken production examples of every word, the *Teacher's Book*, the *Beginner's Workbook* and the *Intermediate Workbook*. I found in one Japanese supplier's catalogue all of these items at a total cost of 20,750 yen. Additionally, the *Teacher's Book* mentions an "accompanying *Teacher's Book Focussed Listening Cassette, ... Classic Classroom Activities, ...* and a complete set of *Dictionary Overhead Transparencies.*" Deciding between so many components can present a problem. Then, the teacher must decide whether the components are to become core or supplementary materials and, finally, how many copies of each component are needed.

As clear and erudite examples of North American English forms and usages, this set of lexical reference materials is very good. However in terms of sensitivity to varieties of world Englishes, the approach is parochial. Sport is one indicator: in Team Sports (p 158) *football* is the North American kind; *soccer* is there as is the predictable *baseball* but *cricket* and *rugby* are not; in Individual Sports (p 159) *tennis* is there, *squash* is not, nor *badminton* but *racquetball* does make it. My predominantly East Asian students were less fazed by this than the Australian, Scottish, Irish, and English teachers in a more critical staff room.

A verb guide clarifies phonetic forms of regular and irregular verbs contained in the dictionary, but the same verbs in the alphabetical index entries do not have their parts of speech denoted. This is a problem for, say, a lower level English user looking up a word. The anticipated alphabetical listings are squeezed into 31 pages at the back. In the body of the *Dictionary*, word grouping is by subject field and the attractive numbered illustrations give clear images of words once they are found. This format lends itself to nouns very nicely, but explaining other grammatical forms with pictures, and sometimes even nouns, is not always clear. This affects use of the modern *Oxford Picture Dictionary* as much as it did the old one (Parwell, 1977). The *Dictionary* simply cannot be used for reference as an orthodox dictionary, mono or bilingual, can be.

On its own, it is hard to construct more than single lessons around the *Dictionary*, though the scope can be increased if the workbooks are used. What of its use as a whole program? The *Dictionary* would then become a core text and every student would need one. There are fewer pros than cons in this relation, especially given the abundance of more applicable communicative, language-form and skills-based materials on the market. Thus, a supplementary role seems its destiny.

Though I cannot see any more than an occasional role for *The Oxford Picture Dictionary* in any classroom, for self-access by students it is more usable. The conveniently laid out individual pages in the monolingual dictionary and other components make this an attractive possibility. Though I have not seen the CD-ROM, I imagine it is the same, and probably is the medium that all these Picture Dictionaries have always wanted. However, in a computerised medium, the parochial nature of its language content is a regrettable limitation. The publishers can easily look into fixing this, and should—the world is full of Englishes which are not constrained by the Eastern and Western Seaboards of the United States of America and the Rio Grande.

References

Adelson-Goldstein, J., Shapiro, N. and Weiss, R. (1998). *The Oxford Picture Dictionary Teacher's Book*. New York: Oxford University Press.

Parnwell, E.C. (1977). *The Oxford Picture Dictionary*. Oxford: Oxford University Press.

Reviewed by Howard Doyle
Wollongong University College, Sydney

Recently Received

compiled by amanda o'brien

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of June. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Reviewers may choose one or more of a series. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children

*Primary Activity Box: Games and activities for younger learners. Nixon, C., & Tomlinson, M. Cambridge: Cambridge University Press, 2001.

Course Books

!Explorations: Integrated English 1 (student's, teacher's, workbook, CD). Lee, L., & Brockman, T. New York: Oxford University Press, 2000.

!Expressions: Meaningful English Communication 1, 2, & 3 (student's, teacher's, workbook, cassettes, website). Nunan, D. Boston: Heinle & Heinle/ Thomson Learning, 2001.

!Go For It! 1, 2, 3, & 4 (student's, teacher's, workbook, cassette, tests and games package, website). Nunan, D. Boston: Heinle & Heinle/Thomson Learning, 1999.

J-Talk: Conversation Across Cultures. Lee, L., Yoshida, K., & Zoilkowski, S. New York: Oxford University Press, 2000.

!New Headway English Course: Elementary (student's, teacher's, resource book, workbook, cassettes). Soars, L., & Soars, J. Oxford: Oxford University Press, 2000.

Dictionaries

*Cambridge Learner's Dictionary (includes CD-ROM). Cambridge: Cambridge University Press, 2001.

!The American Heritage Dictionary of Idioms for Students of English. Boston: Houghton Mifflin Co., 2000.

Idioms

!Can You Believe It?: Stories and idioms from real life 1, 2, & 3 (student's, cassette). Huizenga, J. New York: Oxford University Press, 2000.

English for Specific Purposes

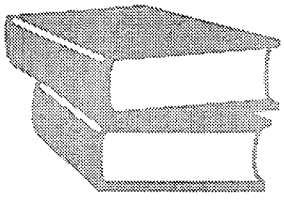
!Complete Guide to the TOEFL Test: CBT Edition (guide, CD-ROM, answer key). Rogers, B. Boston: Heinle & Heinle/Thomson Learning, 2001.

Reading

*Discovering Fiction: A Reader of American Short Stories 1. Kay, J. & Gelshenen, R. Cambridge: Cambridge University Press, 2001.

*Discovering Fiction: A Reader of American Short Stories 2. Kay, J. & Gelshenen, R. Cambridge: Cambridge University Press, 2001.

Supplementary Materials



*Clear Speech: From the start. Gilbert, J. B. Cambridge: Cambridge University Press, 2001.

*Grammar in Use: Intermediate [2nd ed.] (student book, audio CD). Murphy, R., & Smalzer, W. R. Cambridge: Cambridge University Press, 2000.

*Imaginative Projects: A resource book of project work for young students. Wicks, M. Cambridge: Cambridge University Press, 2000.

*Test Your English Vocabulary In Use: Pre-intermediate & intermediate. Redman, S. & Gairns, R. Cambridge: Cambridge University Press, 2000.

Writing

English in Today's Research World: A writing guide. Swales, J., & Feak, C. Ann Arbor: University of Michigan Press, 2000.

*Writing from Within. Kelly, C., & Gargagliano, A. Cambridge: Cambridge University Press, 2001.

For Teachers

Contact the *JALT Journal* editor directly to request the following:

*Approaches and Methods in Language Teaching [2nd ed.]. Richards, J. C., & Rodgers, T. S. Cambridge: Cambridge University Press, 2001.

*Curriculum Development in Language Teaching (Cambridge Language Education Series). Richards, J. C. (Ed.). Cambridge: Cambridge University Press, 2001.

!Studies in Japanese Bilingualism. Goebel Noguchi, M., & Fotos, S. (Eds.). Clevedon: Multilingual Matters Ltd., 2001.

*The Cambridge Guide to Teaching English to Speakers of Other Languages. Carter, R., & Nunan, D. (Eds.). Cambridge: Cambridge University Press, 2001.

JALT News

edited by amy e. hawley

This month's JALT News column contains some important information that all members need to be made aware of. The first three announcements are VERY important. The first two are from our president, Thom Simmons, giving the information for the first OGM (Ordinary General Meeting) for this year. Remember, we must have two each year now. The second announcement from Mr. Simmons is in regards to the National Director of Programs. From Joe Tomei, there is an explanation of the proxy procedure for the June OGM. Also in this column, Dave Magnusson, our new Financial Steering Committee Chair, offers us some interesting insights into financial planning for JALT; Bill Pellowe fills us in on the very useful new JALT online calendar; and Sandra Fotos announces the new *JALT Journal* editorial team. Please read everything carefully and be sure to mark things on your calendar. Have a great month!

今月のJALT Newsは、全ての会員の皆様にとって重要なニュースを掲載しています。最初の三つのお知らせは非常に重要なものです。最初の二つは理事長Thom Simmonsからのもので、今年度の第一回通常総会(OGM)についての情報をお伝えしています。我々は、年に2度通常総会を開いていることをお忘れなく。Simmonsからの二番目のお知らせは企画担当理事に関する物です。Joe Tomeiから6月のOGMの代理手続きについての説明があります。また、このコラムでは、Dave Magnusson（財務委員会議長）から、JALTの財政計画についてのお知らせも掲載しています。Bill Pelloweからは非常に有用な新しいＪＡＬＴオン・ライン・カレンダーについてのニュースが届いています。そして、Sandra Fotosは新しいJALT Journalの編集のチームを発表します。今月もニュースを注意深くお読みいただき、カレンダーに予定をご記入ください。では、皆様にとって今月がよい一ヶ月となりますように。

The June 2001 OGM

Date: June 24, 2001
Time: 1:00-2:30 p.m.
Place: Sophia University in Tokyo
Building and Room number: Saturday, June 23, room 108 in Kioi building; Sunday, June 24, room 812, in the library
Agenda:

Item 1. Business Report (2000/04/01-2001/03/31)
Item 2. Financial Report (2000/04/01-2001/03/31)
Item 3. Audit Report (2000/04/01-2001/03/31)
Item 4. Business Plan (2001/04/01-2002/03/31)
Item 5. Budget (2001/04/01-2002/03/31)

Thom Simmons, JALT National President

2001年度６月通常総会

日程：2001年６月24日
時間：1:00~2:30 p.m
場所：上智大学
６月23日（土）紀尾井ビル108号室
６月24日（日）図書館812号室

予定1	ビジネス報告	(2000/04/01-2001/03/31)
2	財政報告	(2000/04/01-2001/03/31)
3.	監査報告	(2000/04/01-2001/03/31)
4.	ビジネス報告	(2001/04/01-2002/03/31)
5.	予算	(2001/04/01-2002/03/31)

Thom Simmons（JALT理事長）

Election for Director of Programs

The Board of Directors accepted the resignation of Keith Lane, who was elected 2001-2002 Director of Programs. Larry Cisar is currently the Acting Director. JALT will hold a special election for Director of Programs to assume office dating from the JALT2001 Conference based on the relevant article of the By-laws:

> Director of Program: The Director of Program shall be responsible for supervising the arrangements for the annual conference and for planning special programs and workshops which will be made available to the various chapters and SIGs. The Director of Programs shall assist chapters and SIGs with programming. The Director of Program shall also chair the Program Committee.

The deadline for nominations is June 20, 2001. The term of office is for one year beginning immediately after the Ordinary General Meeting at the JALT2001 Conference. Further information can be found in the JALT News Column under the heading, "JALT2001 Elections for National Director Positions" on page 36 of the April TLT.

Thom Simmons, JALT National President

企画担当理事選挙

執行委員会は、2001~2002年の企画担当理事に選ばれたKeith Laneの辞職を認めました。Larry Cisarが現在理事代行を行っています。JALTは、下記の定款に基づき臨時企画担当理事選挙を行います。

企画担当理事：企画担当理事は、年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムやワークショップを企画する責任を持つ。企画担当理事は企画委員会の議長をつとめる。

立候補の締め切りは2001年6月20日です。在職期限はJALT2001の通常総会直後に始まり、1年間です。詳しい情報はJALT News Columnをご覧ください。

Thom Simmons（JALT理事長）

Proxies for the June OGM

To all officers of chapters and SIGs and to all appointed positions in JALT. The proxies for the June OGM were sent out at the end of April and the deadline was May 30th for their return to the Director of Records. If you have not returned the proxy, please do so as soon as possible. If you are an officer or hold an appointed position in JALT and did not receive a proxy, please contact Amy E. Hawley by email or phone: <shortone@iwa.att.ne.jp>; t: 054-248-5090, and one will be sent to you.

The proxy notification says "If I am unable to attend the Ordinary General Meeting, I entrust my vote as a JALT member to the Director of Records. This vote will be counted as an abstention for the sake of satisfying the necessary quorum." We ask that you send in the proxy even if you are planning to attend the OGM. The proxies for those people who attend will be removed. Your cooperation in this is greatly appreciated

Joe Tomei, JALT National Director of Membership

6月通常総会委任状

支部と分野別研究会のすべての役員、およびJALTのすべての任命された役員の方へ。6月のOGMのための委任状は4月末日に発送されました。また、書記担当理事への返送期限は5月30日です。委任状を返送していない方はできるだけ早くお送りください。もし、役員の方でまだ委任状を受け取っていない方は、email又は電話(shortone@iwa.att.ne.jp; 054-248-5090)でAmy E. Hawleyまでご連絡ください。直ちに送付いたします。

委任状には、「私が通常総会に出席することができない場合。」と記載されています。つまり、皆さんがOGMに参加することを計画していても、返送することを求めているように思えるでしょう。参加された方の委任状は削除されます。皆さんの協力をお願いいたします。

Joe Tomei（会員担当理事）

Message from FSC Chair: Think Like a For-Profit Organization

What's the best way to manage the finances of a nonprofit organization? By pretending it is a for-profit business! In other words, JALT should be aggressive on the revenue side and frugal on the expense side. In this way, we can use our limited resources for maximum results, and plow our excess funds (total revenue less total expenses) back into the organization in a manner that will lead to future growth.

On the revenue side, I think it is wrong to be complacent and just wait for revenue to find its way to our door. We should be aggressive and go out hunting for it. To this end we should redouble our efforts to conduct membership drives, to seek donations and grants, and to find new sponsors and advertisers.

On the expense side, all cost types should be scrutinized every year to see whether we are operating in the most efficient manner. The budget should be prepared in a manner that places emphasis on the whole rather than on the separate entities. For too many nonprofit organizations, planning and financial management are activities that divide rather than unite the organization. That's why I think all parties to the budget should be flexible and be willing to compromise when discussions become stalemated.

I would also like to emphasize the importance of marketing and publicity. Successful organizations invariably have successful marketing and publicity programs. Spending funds in this category is like making an investment.

Some may argue that for-profit standards should not be applied to nonprofit organizations. In that

case, what standards should be used? Research and empirical evidence suggests that many failures of nonprofit organizations could have been avoided if they had used for-profit standards.

For instance, the municipality of Orange County, California, USA, may have been able to avoid bankruptcy in the 1990s if it had used for-profit standards. Since as a municipality it had no legal obligation to divide its assets or liabilities into short-term and long-term portions, as for-profit firms must do, it did not manage its short-term liquidity very well. As a result of its investment activities, it tied up more and more of its assets in long-term investments that could not be used to pay for short-term expenses. Eventually, short-term expenses exhausted short-term assets, forcing the firm to sell its long-term investments at huge losses. The firm could not wait for those investments to rebound or grow in value. Checking to see whether short-term assets can adequately cover short-term liabilities is an easy feat if the balance sheet adequately displays the short-term portion as well as long-term portions of assets and liabilities. The inch-thick financial statements of Orange County, full of supporting documents and tables, did not alert anyone to a problem until the firm became the largest municipal failure in US history.

Keeping for-profit standards for JALT is also good in terms of putting the organization in a good position to solicit for donations and funds. If prospective members, personal and corporate donors, creditors, and government officials see that we are managing our finances in a manner that rivals for-profit firms, they will be more likely to support us.

I am not suggesting that we become a for-profit organization, although I don't think that suggestion is ridiculous. There are US educational institutions (colleges) that are for-profit! The main point I wish to make is that we should think like a for-profit firm.

Dave Magnusson, Financial Steering Committee Chair

財務委員会議長からのメッセージ

営利団体のように考えよう

非営利団体の財源を管理する、最良の方法は何ですか。それは、営利のビジネスであるように振る舞うことだと私は信じています。言いかえれば、ＪＡＬＴは収入面で積極的であるべきですし、支出面では質素であるべきです。この方法によって最良の結果をえるために限定された資源を使うことができ、将来への展望も開けます。

収入面に関して言えば、満足し、収入が入ってくるのを待つだけということはすべきではないと考えます。私たちは積極的であるべきであり、新しい財源を捜し求めるべきです。そのために、私たちは、会員を増やし、寄付金と補助金、新しいスポンサーおよび広告主を見つける努力をするべきです。

支出面では、私たちが最も効率的な方法で支出しているかどうかを毎年検討する必要があるでしょう。予算は、個別の経費ではなく、力点を置いた配分で準備されるべきです。あまりにも多くの非営利団体にとって、予算案と財務管理は団体を結束させるものではなく、分裂の原因となるものとなっています。したがって、私は、予算の関係者がすべて柔軟であるべきで、議論が行き詰まった場合には、喜んで妥協するべきであると考えています。

私は、さらにマーケティングと広報の重要性を強調したいと思います。成功する組織というものは常に成功すべきマーケティングおよび広報プログラムを持っています。これらに資産を費やすことは投資を行うことに似ています。

営利のための基準が非営利団体に適用されてはならないと考える方もいらっしゃるでしょう。では、どのような基準が考えられるのでしょうか。これまでの調査および経験から言えば、多くの非営利団体がもし営利の基準を用いていたならば危機が回避できたことがわかります。例えば、営利の基準を使用していれば、アメリカ、カリフォルニアのOrange Countyは1990年代の破綻を回避することができたかもしれません。地方自治体は、利益会社のように財産、負債を短期と長期に分割する法的な義務がなかったため、短期流動性をあまり管理してきませんでした。それらの投資活動の結果、短期経費を払うためには使用することができなかった長期投資の負債をますます締め付けてきました。

結局、短期経費により巨大な負債が生じ、長期投資を売ることを会社に強いたため、短期の資産を消耗しました。会社としては、それらの投資が成長するのを待つことができませんでした。バランスシートが長期部分も資産と負債の短期部分も十分に示すことができれば、短期資産が十分に短期負債をカバーすることができるかどうかチェックすることは容易です。会社が米国史で最大の破綻を記するまで、分厚い財務報告は、問題について何ら警告を発しませんでした。

ＪＡＬＴが営利の基準を維持することは、寄付金と資金を求めるためには非常にいいことでしょう。営利団体と競い合ったとしても、先見性のある会員、個人、法人の寄贈者、債権者および政府高官が、私たちが財源を管理していることを理解してくれれば、彼らは私たちを支援してくれると私は信じます。

私は、ＪＡＬＴが営利団体になることを提案はしていません。しかしながら、私はこの提案が途方もないものだとは思いません。米国には営利を目的とした教育の機関があります。私が述べたい要点は、私たちが営利団体のように思うべきだということです。

Dave Magnusson（財務委員会議長）

New JALT Events On-Line Calendar: <jalt.org/calendar>

March 27th was the debut of the new JALT On-Line Events Calendar. This new calendar has several features that make it easy for you to find the information you're looking for.

When you first visit the calendar, you'll see the details for JALT events in the next two weeks. Links at the bottom of the page let you view the next two weeks, or, alternatively, the whole month. At the top of the calendar page, you'll see three handy pull-down menus that give you quick access to the three ways the calendar organizes different "views" of event information:

1. You can view all events by month (from January 2001 into the future).
2. You can limit the view to only events in a particular region of Japan; these regions are Chubu/Hokuriku, Chugoku, Hokkaido, Kansai, Kanto, Kyushu, Shikoku, and Tohoku.
3. You can see what's upcoming in specific JALT chapters or SIGs. In each of these pull-down

menus, the items you can choose (such as the name of the month, region or chapter/SIG) are followed by a number in brackets. This number shows you how many upcoming events are included on that page.

The calendar features up-to-the-minute accuracy so you'll never have to scroll through past events to see what's upcoming. If the event happens to be scheduled for the day you're looking at the page, it is labeled "Today." If today's event is in progress, the label reads "In progress"; if it has already finished, it is labeled "Already finished" and you'll only see the location and time.

The calendar's event information is stored in a database. Each chapter has a password for the calendar's "administration" section so that they can add or edit their own chapter's events and other relevant information. However, most of the events are taken directly from *The Language Teacher*'s "Chapter Meetings" section. When *TLT* Chapter Meetings Editor Tom Merner finishes compiling the events list for *TLT*, he sends a copy to Bill Pellowe, the calendar's programmer, who then puts the information into the calendar's database. Chapters are encouraged to update their event information through the "administration" section if there are any changes or additional details to add.

SIGs are not listed in the database automatically. If a SIG has an event scheduled, their information is added to the database. SIG representatives are asked to contact Bill Pellowe (billp@gol.com) to have their event details added to the calendar. Once the details are added, that SIG will have the same access privileges as a chapter.

Visit the calendar today (<jalt.org/calendar>) to see firsthand what it can do for you!

Bill Pellowe
Fukuoka Chapter President, Calendar Programmer

3月27日新しいJALT On-Line Events Calendarがデビューしました。この新しいカレンダーは皆さんが探している情報を見つけやすいようにいくつかの特徴があります。

最初にカレンダーを訪れた場合、あなたは次の2週間にJALTでどのようなイベントがあるかの詳細を見ることができるでしょう。ページの下にあるリンクから次の2週間、または一ヶ月を見ることができます。カレンダー・ページの一番上には3つのプルダウンメニューがあり、そこから3つの異なったイベント・ビューへアクセスすることができます。

1. 月ごとの全てのイベント(2001年1月から)
2. 中部/北陸、北海道、関西、関東、九州、四国、東北それぞれの地域別のイベント
3. JALTの支部、SIG別のイベントそれぞれのプルダウンメニューでは、選ぶことができる(その月、地域あるいは支部/SIGの名前のように)項目がカッコ内に示されています。この数は、イベントがどれぐらいあるかを示しています。

このカレンダーは分単位の精度を特徴とします。どんなイベントがあるかを知るために過去のイベントからスクロールする必要はありません。イベントが偶然、あなたがページを見ているその日に予定されている場合、それは「Ｔｏｄａｙ」とラベル付けされます。「Today」のイベントが開催中である場合、「In progress」とラベル付けされます。イベントが既に終了した場合、「Ａｌｒｅａｄｙ finished」とラベル付けされます。また、あなたは場所および時間を見るだけでいいのです。

カレンダーの情報はデータ・ベースに保存されます。それらが自分の支部のイベントおよび他の適切な情報を加えるか編集することができるように、それぞれの支部は、カレンダーの「管理」セクション用のパスワードを持っていますので、支部のイベントおよび他の適切な情報を加えるか編集することができます。しかしながら、ほとんどのイベントは、Language TeacherのChapter Meetingsから得ることもできます。TLT Chapter Meetingsコラムエディターのエディター Tom MernerがTLTのためのイベントリストの編集が終わった時点で、Bill Pelloweのもとへコピーを送ります。それぞれの支部は、加えるべき変更あるいは追加がある場合に、「管理」セクションによってそれらの出来事情報を更新することになります。

SIGはデータベースには自動的にはリストされません。もし、SIGでイベントの予定がある場合には、代表者がＢｉｌｌ　Ｐｅｌｌｏｗｅ (billp@gol.com) に連絡をとり、データベースへのリスト化を依頼してください。一度詳細な情報が追加された場合には、ＳＩＧも支部と同様のアクセス件を持つことができます。

ぜひ、カレンダーを訪問してみてください。そして、あなたに何に参加できるかを考えてみてください。

Bill Pellowe（福岡支部長）

JALT Journal's New Editorial Team

Starting June 1. JALT's internationally respected research publication, *JALT Journal*, has a new editorial team. We sincerely thank the past editors, welcome the new editors, and wish them the best.

Send general inquiries, full-length submissions, Research Forum, and Point to Point Submissions to:
Nicholas O. Jungheim
JALT Journal Editor
Aoyama Gakuin University, Faculty of Law
4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366

Send Perspectives submissions to:
Donna Tatsuki
JALT Journal Associate Editor
Kobe University of Commerce, 8-2-1 Gakuen Nishimachi, #B307, Nishi-ku, Kobe 651-2197

Send reviews to:
Patrick Rosenkjar
JALT Journal Reviews Editor
Temple University Japan, 2-8-12 Minami Azabu, Minato-ku, Tokyo 106-0047

Send Japanese-Language manuscripts or reviews to:
Sayoko Yamashita
JALT Journal Japanese Language Editor
Tokyo Medical and Dental University, International Student Center
2-3-21 Surugadai Chiyoda-ku, Tokyo 101-0062

Sandra J. Fotos, Past JALT Journal *editor*

JALT Journal 新編集スタッフ

6月1日から、JALTの国際的な出版物であるJALT Journalは新しい編集のチームにより編集されます。私たちは過去の編集者に感謝するとともに、新しいスタッフを歓迎いたします。リスト上のスタッフに投稿に関する質問、投稿、研究フォーラム、およびPoint to Pointをお送りください。編集者リストは英文をご参照ください。

Sandra J. Fotos

Special Interest Groups News

edited by greg hadley

Pragmatics SIG—The Pragmatics SIG and Kobe chapter are jointly sponsoring a mini-conference on Pragmatics in Language Teaching on Sunday June 24, 2001 from 12:00 to 5:00 p.m. at the Kobe YMCA. You can learn about research on complimenting behavior in Japan, about speech acts in computer mediated communication, pragmatic studies with immersion students, pragmatics and the development of fluency, a Vygotskian approach to the learning of pragmatics, the place of pragmatics in the teaching of language and culture, and a workshop on an intercultural training method. Pragmatics covers a very broad range of topics from specific linguistic investigations to broader issues of human behavior in relation to language and perception. Every language teacher is involved with some area of pragmatics. Information: Donna Fujimoto, t/f: 078-797-3876; <donnaf@kobeuc.ac.jp>; <http://asia.geocities.com/wm_hogue/kobejalt>.

GALE—There will be a joint GALE-EASH conference titled "The Other Hokkaido: Minorities and Diversity in Sapporo," September 29-30. GALE members are encouraged to submit proposals for presentations, workshops, demonstrations, and seminars for this conference.

SIG Contacts

Applied Linguistics (forming)—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Richard Gitsaki-Taylor; t: 052-872- 5815(w); t/f: 052-704-1017(h); <taylorx@sc.starcat.ne.jp>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Crossing Cultures (forming) —Robert Long; t/f: 093-884-3447; <long@dhs.kyutech.ac.jp>; Warwick Francis; t: 045-960-3323; f: 045-961-2542; <warwick@japan.email.ne.jp>

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Help with Employment and Labor Policies—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp; Michael H. Fox; <thefox@human-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Japanese as a Second Language—Shin Nitoguri; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—Bob Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp; website <www.miyazaki-mu.ac.jp/~hnicholl/>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

Pragmatics (forming) —Yamashita Sayoko; t: 03-5283-5858(w); f: 03-5-5283-5861(w) <yama@tmd.ac.jp>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); miriamblacktesig@yahoo.com

Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>

Testing and Evaluation—Tim Newfields, t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <newfield@dream.ocn.ne.jp>; website: <www.geocities.com/~newfields/>

Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); f: 0722-65-7005(w); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Council ..... IBC
EFL Press 2
Nellie's 16
Pearson ..... OBC, center facing pages
Riley, University of Leeds 15
Seido ..... IFC

Chapter Reports

edited by diane pelyk

Kyoto: February—***Creative Note-Taking and Concept Mapping*** by Tim Newfields. During the first part of his presentation, Newfields explained the three main functions of note taking. The most common function is recording information. The presenter stressed that taking notes is far more efficient than simply making a video or audio recording of a lecture, because there is no need to replay the recording. Secondly, the processing of information while taking notes aids recall later. The third function is to retrieve the information noted down for review or other purposes. The presenter stressed that reviewing notes regularly is as important as taking them in the first place, and that studies have shown a correlation between effective note-taking and academic success.

The presenter went on to illustrate several different systems of note taking. One can use the paragraph style, with one or two columns down the left side of the notes reserved for key questions and themes. One can also use graphic representations in the form of circles containing key information and lines or arrows to indicate connections between the circles. This graphic mapping is best used for taking notes from a written text or when writing up lecture notes. A graphic layout is easier for many people to process and recall. Abbreviations may be used, but might be difficult for students of English. The presenter suggested teaching students a simplified system of removing vowels from words. Another suggestion was to encourage students to clearly mark their own ideas and those points they agreed or disagreed with.

In the second part, the presenter dealt with comparative culture mapping. He explained that the word map refers to a mental representation. The presenter explained activities such as world mapping, in which students draw a map of the world from memory, then ask and answer questions concerning their representation. Drawing such a map reveals one's inner consciousness. Other mapping activities, such as semantic mapping and stereotype mapping, work on breaking down preconceptions about the equivalence between words in English and Japanese and the validity of stereotypic images.

Reported by Amanda Gillis-Furutaka

Miyazaki: February—***Motivating Learners in the Language Lab*** by Tsuchiya Maiko. Tsuchiya began by presenting the results of her research into student attitudes towards using the language lab, which showed that many learners lack motivation. She then showed how negative attitudes could be overcome by using movie clips and pop music as listening materials. She argued that students can make significant progress with English prosody and pronunciation by using materials that they find both stimulating and relevant. The presenter also stated that the language lab enables students to work autonomously. This independence allows for variations in individual learning proficiencies within the class. In her conclusion, Tsuchiya emphasized the importance of making students aware of learning goals in each language lab class.

Reported by Steve Davies

Nagoya: January—***Course Development*** by Michael Hunter, Elin Melchior, and Gillian Sano-Giles. In this presentation, three teachers from Komaki English Teaching Center shared their approach to course planning for adult learners.

Students at KETC are aged 16+ and mostly come for a two-hour lesson once a week. Following guidelines set by the American Council for the Teaching of Foreign Languages, they are tested on entry and placed in one of six levels. As students belong to the general public, no degree is awarded and careers are non-terminal. Also, limited contact with the English language can mean that some students stay at the same level for 2 to 3 years. The challenge facing KETC teachers, therefore, is to develop courses with a great deal of variety and flexibility.

KETC has responded to this challenge by creating an impressive binder system. Various teachers have contributed to these binders over the years and care has been taken to ensure that binders follow an established, user-friendly format to make them easily accessible to new teachers joining the organization.

The presenters guided us through the essential steps for creating binders. The opening pages give an overview of the course and list such points as learning purpose, time frame, present and projected linguistic proficiencies, grammatical and functional points to be focused on, as well as relative time to be allotted to each of the four skills. The inner pages of the binder contain clearly laid-out lesson plans, worksheets, and other supplementary materials.

Under the presenters' guidance, we were able to examine several binders. Some were based on language courses such as *Side By Side*; others focused on topics such as talking to foreign visitors, on video courses such as *The Wrong Trousers*, or on the development of special skills such as storytelling. As well as creating the binders, the KETC teachers constantly review and update them. Michael Hunter showed us some ways in which this was done. After

using the binders, teachers also write their comments on the course. These are included in the binder for the benefit of future users.

The final part of the presentation consisted of a hands-on activity in which participants were invited to use KETC's framework to start designing courses aimed at their own students.

This was an extremely worthwhile presentation from which all participants were able to benefit. Further information about KETC's courses can be found on their website: <www.kctv.ne.jp/~ketc>.

Reported by Bob Jones

Omiya: April 2000—***Mystery Train*** by Michael Hnatko. For several years, the presenter has been encouraging the development of critical thinking as well as stimulating conversation at all levels in the classroom through the medium of film. Hnatko introduced one particularly effective film, *Mystery Train*, which won the Critics Prize at the Cannes Film Festival in 1989. This film offers the EFL teacher a rich source of complex themes that can be used to promote the discussion of cultural differences in the classroom. The presenter showed the audience two selected short scenes from the movie without the soundtrack and asked us to make notes under the sub-headings: people, place, time, actions, and objects.

This activity provides the students with the vocabulary they need for the next and more difficult part of the lesson. This time, we listened to the movie with the accompanying soundtrack. We were encouraged to make comparisons between the two scenes, as to how the characters interacted. Hnatko shared his interpretation of the cultural differences between Japan and the United States presented in these two scenes from the movie.

Certain students enjoy these activities more than others, but Hnatko believes that segments from the movie can be carefully selected to appeal to all tastes and levels of English competence. For students interested in film making, longer movie segments can be shown, and discussions of techniques such as the number of cameras used can provide an interesting alternative theme for discussion.

Omiya: July 2000—***Creating Authentic Materials with a Digital Camera*** by David Magnusson. The presenter began his workshop with an excellent introduction to digital camera technology and a shopping checklist of what features are important for teachers wishing to use digital cameras in the classroom. This kind of information, based on knowledge gained from actual trial and error with a new form of technology, is invaluable for busy teachers who have so many different models to choose from.

In the second part, Magnusson introduced us to some of the materials he has made with a digital camera and some software editing options. For example, he makes a class record using photos of his students. Photo charts enable students to find their places and partners before a class begins. Once we became more familiar with the options, Magnusson went through a step-by-step demonstration of how to make talking flashcards from magazines.

Both reported by Evelyn Naoumi

Shinshu: February—***Using Poems as Tools to Improve English Pronunciation*** by Mark K. Bernstein. What do poets, the masters of a particular language, have to offer in terms of foreign language learning? Besides providing a chance for students to be exposed to the techniques of a master and the target culture, poems provide an effective way to teach pronunciation. At Bernstein's presentation, participants first practiced pronunciation exercises, stress, emphasis of content words, and reduction of structural words. Such exercises serve to improve pronunciation as well as to increase learner awareness of problem areas in listening. The workshop culminated in the recitation of two short representative poems, Joyce Kilmer's "Trees" and "Stopping by the Woods on a Snowy Evening" by Robert Frost.

Reported by Mary Aruga

Chapter Meetings

edited by tom merner

Akita—***Testing In the Classroom*** by Watanabe Yoshinori, Akita National University. Detailed information about his workshop/presentation will be provided later. *Saturday June 23, 14:00-16:00; GH-300, MSU-A (Minnesota State University Akita); one-day members 1000 yen.*

Fukuoka—***Introducing Public Elementary School English and the Monbusho Handbook*** by Tom Merner, Japan College of Foreign Languages. English instruction is about to become an option for the new "Period for Integrated Studies" in the Japanese public schools. Monbusho has published the Handbook for Elementary School English Teaching Activities, to provide support to teachers. Merner, a member of the authoring committee, will introduce the handbook, share views about the direction public elementary school English seems to be heading, and introduce results of a survey about the current situation in schools which have already implemented English. *Sunday*

June 17, 14:00-17:00; Aso Foreign Language & Travel College, Building 5, 1-14-17 Hakataekiminami, Hakata-ku Fukuoka-shi (10 minutes from Hakata Station; map on website); one-day members 1000 yen.

Gunma—***Forty Years of Teaching English in Japan: Progress or Stasis?*** by C. Lee Colegrove. The presenter will share his ideas of English language education in Japan which he has formulated through his long experience teaching at the junior, senior high school, and university level. In this talk he would like to share some of his observations and conclusions with the audience—of course in the hope of stimulating thinking and discussion. *Sunday June 10, 14:00-16:00; Nodai Niko High School, Takasaki; one-day members 1000 yen, students 200 yen.*

Gifu—***Assessing Film Clips for Language Acquisition and Cultural Understanding*** by Steve Quasha, Gifu Shoutoku University. In this workshop, participants will analyze and critique a variety of film clips for EFL class use. The presenter will demonstrate how movie segments can augment teaching interlanguage pragmatics to produce more natural L2 communication. Can films effectively explain cultural nuances? Come to the workshop and discover the potential of film clips. *Sunday June 24, 14:00-16:30; Dream Theater; one-day members 1000 yen.*

Hiroshima—In place of the monthly chapter meeting, Hiroshima JALT members are invited to support the Chugoku-Shikoku JACET Annual Conference, where Hiroshima JALT members, Ariel K. Sorensen and Cheryl Martens, will present an interactive CALL workshop (each participant will have a computer). The session will also include a chance to share favorite CALL activities. Participants are invited to email their favorite CALL activities/lesson plans in advance to <cmartens@z.hkg.ac.jp>. *Sunday June 3, 10:00-16:00; Hiroshima Kokusai Gakuin University, Seno Campus (Buses go regularly from Seno Station, for further info: 082-820-3768); admission 500 yen*

Ibaraki—***The Celts & The Origins of Western Languages*** and ***Group Reading Exercises*** both by Brendan Lyons, and ***Favorite/Effective Teaching Methods/Activities*** by several chapter members. This is a weekend chapter retreat with lodging provided at the Ibaraki University Seminar House in Daigo. *Saturday & Sunday June 9-10; 2000 yen for members & one-day members (includes lodging, meals, and snacks).*

Iwate—***Teaching Culture Through Children's Literature*** by Susan Unher, Morioka University. Children's stories act as the stepping-stones into the realm of more sophisticated works to follow. Native speakers have this foundation of simplified but important humor, philosophy, and values of their society. The nonnative speaker lacks this advantage, making it more difficult to jump into the world of adult literature of a foreign culture. There are many examples of culture the presenter hopes to share through the use of children's literature. *Sunday June 24; 10:30-12:30; Ueda Kominkan, Morioka; one-day members 1000 yen.*

Kanazawa—***Conversational Storytelling*** by Robert Jones, REJ Language House. This presentation will look at some of the features of conversational storytelling (personal experiences, friends' misfortunes, funny incidents, "scary" stories) and explain how written transcripts can be used to raise students' awareness of their features. The presenter will then show how this awareness can be used to help students develop and improve their own storytelling skills. *Sunday June 17, 14:00-16:00; Kanazawa Shakai Kyoiku Center 3-2-15 Honda-machi, Kanazawa; free for all.*

Kobe—***Pragmatics Mini-conference.*** Kobe Chapter and Pragmatics SIG will sponsor a one-day mini-conference on pragmatics in language teaching. There will be a series of short presentations followed by a workshop on "The Contrast Culture Method." Program details and updates are posted on the Kobe Chapter website. *Sunday June 24, 12:00-18:00; Kobe YMCA 4F (between JR Sannomiya and JR Shin-Kobe); fees to be announced.*

Kumamoto—***Introducing Public Elementary School English and the Monbusho Handbook*** by Tom Merner, Japan College of Foreign Languages. For details of the presentation, see the Fukuoka Chapter announcement above. *Saturday June 16, 18:00-21:00; Kumamoto Shimin Kaikan, room 3-4; one-day members 1000 yen, students 500 yen.*

Kyoto—***Using the Internet in Classes without a Computer*** by Thomas Robb, Kyoto Sangyo University. This presentation will introduce a number of ways that instructors can reap the benefits of the Internet without having a computer physically present in the classroom. First, we will discuss techniques for taking content material from the Internet, relevant to whatever topic you are currently teaching, and turning it into useful paper-based activities. In the second half of the presentation, we will examine ways that students can conduct Internet projects without needing to set foot in a computer room. *Friday June 15, 18:30-21:00; Kyoto Sangyo University, 10-go kan, Room 10-302; one-day members 1000 yen.*

Matsuyama—***Worthwhile, Exciting Class Projects: Video Exchanges*** by Joyce Cunningham, Ibaraki University. A video project designed to heighten students' cultural awareness and provide opportunities for English practice is demonstrated. Student-generated, group-produced videos encourage learners to explore cultural aspects as they exchange videos with an audience outside Japan.

Tasks and techniques include reading, observation, and discussion of Japanese culture. Students learn how to prepare and film by brainstorming, storyboards, rehearsals, group progress reports, etc. A useful assessment device is also described. *Sunday June 10, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen; local members 4000 yen per year.*

Miyazaki—*Content-Based Language Instruction Methods* by Albert Evans, Erin Livingston, and Sylvan Payne of Miyazaki International College. CBI methodology provides a rich, challenging context within which to develop instructional techniques. The presenters will demonstrate classroom activities of high utility whether one is working within a "classic" CBI situation or taking a "content-lite" approach. *Saturday, June 16, 14:30-17:00, Nobeoka-shi, Miyazaki-ken, venue to be announced. Members and newcomers free.*

Nagasaki—*Understanding Context and Language: a Workshop* by John McAndrew and Paula McAndrew, Siebold University of Nagasaki. How important is context in understanding what language means and how can it be adequately described so as to make it relevant to student needs? This workshop investigates these questions and presents a framework for understanding the language-context relationship. Its aims are to assist the teacher in enabling students to see something of the bigger picture of how language works. Participants will work through material that can also be used in the classroom. *Sunday June 10, 13:30-16:30; Siebold University of Nagasaki, Nagayo; one-day members 1000 yen.* Please note that our June meeting will be held at Siebold University of Nagasaki in Nagayo. More information and directions will be available prior to the meeting date in our free email newsletter. You can sign up for it by contacting us anytime at <allan@kwassui.ac.jp> or do so automatically by visiting the sign-up website at <http://kyushu.com/jaltnagamail.php3>.

Nagoya—*A DramaWorks' Presentation on "Star Taxi"* by Marc Sheffner and Theo Steckler. "Star Taxi" is a fun new method and material for teaching English communication. It has an appealing quality that provides learners with practice in both linguistic and paralinguistic elements of communication and an enjoyable experience of learning. "Star Taxi" is a modern drama told in twenty scenes of dialogue with supporting language activities and role-plays. *Sunday June 24, 13:30-16:00; Nagoya International Center, 3rd Floor Room 2; one-day members 1000 yen.*

Niigata—*Drama Works* by Carl Nommensen. Using fun, physical activities, games, and drama to teach vocabulary, pronunciation, intonation, body language, grammatical structures, and a bank of high-frequency English expressions, the participants will become students for a couple of "Star Taxi" scenes. Each scene involves warm-ups and language activities/games before learning and performing a scene—dialog, gestures, and all. Participants will realize that no props or drama experience are necessary, that it's fun, and that their students would love this kind of class too. *Sunday, June 10th, 13:00-15:00, Niigata International Friendship Center, Niigata City; one-day members 1000 yen.*

Okayama—*Content-Based Programs for General L2 Programs* by Trudie Heiman, Tokushima Bunri University. The presenter will outline the criteria and rationale used to develop a content-based writing program based on personal development topics for a general language program. Examples of students' work, which illustrate the language skills developed while doing self-reflective activities, will be shown. Participants will be invited to discuss problems of developing content-based programs for general language programs. *Sunday June 17, 15:00-17:00; Sankaku Arc Square; one-day members 1000 yen.*

Okayama—*Introducing Public Elementary School English and the Monbusho Handbook* by Tom Merner, Japan College of Foreign Languages. For details of this presentation, see the Fukuoka Chapter announcement above. *Sunday July 1, 14:00-17:00; Conference Room 2, 5th floor, International Center; one-day members 1000 yen.*

Okinawa—*What Do You Mean By "Native-like Pronunciation"?* by Hayakawa Yasukiyo and Shibata Miki. The presenters will focus on how to develop Japanese ESL learners' pronunciation skills including voice production and stress, rhythm, and adjustments in connected speech. Since we believe that pronunciation skills should be integrated into classroom instruction at an early stage of English learning, we strongly encourage junior and senior high school English teachers to attend this workshop. *Sunday June 24, 14:00-16:00; Okinawa Christian Junior College; one-day members 500 yen.*

Omiya—*Extensive Reading with Graded Readers: Reading Beyond the Classroom* by Jeffrey Herman, Oxford University Press. What is extensive reading with graded readers? Why is it important? Is it easy to incorporate in my classes? This workshop will demonstrate in detail the reasons for and the practical implementation of extensive reading with graded readers. Teachers of all ages and levels will find this supplementary approach wonderful for fluency, confidence, and motivation, as well as remarkably time efficient. *Sunday June 17, 14:00-17:00; Omiya Jack 6F (near Omiya JR Station, west exit); free for all.*

Osaka—*Developing a Conversational Syllabus* by Josh Kurzweil, Kansai University. The presenter

will show how by adopting a "test-teach-test" approach in speaking classes, teachers can create a student-centered environment which focuses on real communicative needs. Kurzweil will give examples of how language study, skills practice, and conversation strategies arise directly from gaps that teachers observe in student interactions. *Sunday June 17, 14:00-16:30; Abeno YMCA (near Tennoji Station); one-day members 500 yen.*

Shizuoka—My Share. Bring a teaching idea and let's all share the afternoon discussing them with each other. We will also be discussing proposals from chapter members who would like to submit a paper as the Shizuoka-sponsored, first-time writer for the first-time writers' issue of The Language Teacher due out this December. *Sunday June 17, 13:30-16:30; Shizuoka Kyoiku Kaikan (next to Mr. Donuts, across from Shin-Shizuoka).*

Tokyo—*Japan's Sakoku Defense Against English* by Marshall R. Childs. If English endangers Japanese language and culture, how can Japan defend against it? In Japan the defense against English is subtle: a technique perfected in the centuries since Admiral Perry's rude entrance. Modern sakoku technique involves seeming to embrace a foreign thing while subtly defeating it. The talk focuses on Japan's defenses against English and on the efforts of foreigners to overcome the defenses. *Saturday June 16, 14:00-17:00; Sophia University (JR Yotsuya Stn), Kioi Building, room 108; one-day members 1000 yen.*

Yamagata—*Another Insight into the Practice of Law in the United States* by John Nelms, Yamagata Broadcasting Co. Why are there so many lawyers in the U.S. and what are they all doing there? As a licensed attorney of the State of Colorado, who has handled both criminal and civil cases, the presenter will provide some insights into the practice of law in the United States. *Saturday June 2, 13:30-15:30; Yamagata Kajo Kominkan (t:0236-43-2687); one-day members 1000 yen.*

Yokohama—*Classroom Rubrics: How to Increase Authentic Student-Student Communication in the Classroom* by Dave Hough. This workshop looks at rubrics (also known as metalanguage or simply classroom language) as a place where teachers can increase the amount of time spent on authentic communication in the classroom. They can do this while continuing to use their current textbooks. The presenter will show various video clips which demonstrate how he does this with university science majors whose interest and proficiency are generally low. Handouts will be provided. *Sunday June 10, 13:30-16:00; Asia Center, LIOJ in Odawara; one-day members 1000 yen. Meet at 13:00 at Odawara JR/Odakyuu Station for transportation or at noon there for lunch first.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter) —Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal.yasuda-u.ac.jp/student/jalthiroshima.html>.

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/for>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Hirayanagi Yukio; t/f: 078-794-0401; hirayanagi@aol.com; website <asia.geocities.com/wm_hogue/kobejalt>

Kumamoto—Christopher A. Bradley; t/f: 096-346-

1553; <akiko@aminet.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>
Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-979-6531; cell: 090-2891-6959; <lindak@shinonome.ac.jp>; website <MatsuyamaJALT.50megs.com/>
Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t: 048-789-2240; <aleda@gol.com>; website <www2.gol.com/users/ljc/jan.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

conference calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus June 15th is the deadline for a September conference in Japan or an October conference overseas, especially when the conference is early in the month. The editor regrets her having been unable to produce this calendar for two months.

Upcoming Conferences

June 23, 2001—***ATEM 2001***, the 7th ATEM (Association for Teaching English through Movies) Annual Conference at Sapporo Kyoiku Bunka Kaikan. There will be a keynote speech, four presentations, and six My Shares. Information: <www.atem.org> (in Japanese) or email to Dr. Hiroshi Takahashi at <tak12318@hoku-iryo-u.ac.jp>.

June 24, 2001—***Pragmatics in Language Teaching***, a mini-conference at the Kobe YMCA, Kobe, Japan from 12 to 5 p.m., jointly sponsored by the JALT Kobe Chapter and the JALT Pragmatics SIG. Papers will reflect the range of pragmatics, from complimenting behavior in Japan and speech acts in computer-mediated communication, to pragmatics and the development of fluency, to a Vygotskian approach to the learning of pragmatics. For detailed information, go to <http://asia.geocities.com/wm_hogue/kobejalt> and continue via "Events," or contact Donna Fujimoto by email (donnaf@kobeuc.ac.jp) or t/f: 81-(0)78-797-3876.

June 25-29, 2001—***International Conference on Communication, Problem-Solving and Learning***, hosted by The Centre for Research into Interactive Learning at the University of Strathclyde, Glasgow, Scotland. Multidisciplinary encounters with the conference topic will be offered in symposia, papers, workshops, and poster sessions. Among the four keynote speakers are Herb Clark (Stanford University, USA), Robin Mason (Open University, UK), and Anne-Nelly Perret-Clermont (University of Neuchatel, Switzerland). For more information, see <www.strath.ac.uk/conferences/iccpl/ICCPL.html>. The complete program is available in pdf format. Otherwise, contact The Centre for Research into Interactive Learning, Department of Psychology, University of Strathclyde, 40 George Street, Glasgow, G1 1QE, Scotland, UK; t: 44-(0)141-548-4390; f: 44-(0)141-552-6948; <ICCPL@strath.ac.uk>.

June 27-30, 2001—***The JSAA (Japanese Studies Association of Australia) Biennial Conference 2001***, co-hosted by the University of New South Wales (UNSW) and the University of Sydney, aims to advance knowledge and understanding of Japan, the Japanese people and the Japanese lan-

guage. The final day will be devoted to primary and secondary school concerns. For more information, point your mouse at <www.arts.usyd.edu.au/Arts/departs/asia/jsaa/index.html>. Otherwise contact Louise Walton (I.walton@unsw.edu.au), JSAA Conference; Dept. of Japanese & Korean, The University of NSW, Sydney NSW 2052, Australia; t: 61-(2)9385-3760; f: 61-(2)9385-3731.

July 5-6, 2001—*Prosody in Processing*, an international workshop hosted by the Utrecht Institute of Linguistics OTS at Utrecht University, Utrecht, The Netherlands. Fourteen papers and twenty posters will address the role of prosody in language processing, attempting to resolve issues in the architecture and functioning of the language faculty related to prosody and modularity, prosody and syntax, prosody and interpretation, and prosody in acquisition. For further information, including the complete program listing, go to <www-uilots.let.uu.nl/conferences/pip/>, or contact the PiP Organising Committee (pip@let.uu.nl); UIL-OTS, Trans 10, 3512 JK Utrecht, The Netherlands.

July 22-27, 2001—*The 7th International Cognitive Linguistics Conference (ICLC 2001)*, at the University of California, Santa Barbara, USA. A few of the plenary and featured speakers are Sandra Thompson (University of California, Santa Barbara), Sherman Wilcox (University of New Mexico), Yoshihiko Ikegami (University of Tokyo), Eve Sweetser (University of California, Berkeley), and Leonard Talmy (State University of New York, Buffalo). Information at <http://www.unm.edu/~iclc/>, or contact one of the organizers, among them Ronald Langacker at <rlangacker@ucsd.edu> or Suzanne Kemmer at <kemmer@rice.edu>.

July 24-28, 2001—*8th International Conference on Cross-Cultural Communication: Communication and Cultural (Ex)Change*, at Hong Kong Baptist University, Hong Kong. This gathering will focus on interdisciplinary models of communication across languages and cultures. A wide range of language-related disciplines and concerns is represented. For information see <http://www.louisville.edu/~rnstcl01/iccc.htm>, or contact Shiwen PAN (span@ied.edu.hk); English Department, Hong Kong Institute of Education, Tai Po, Hong Kong SAR, Peoples Republic of China; t: 852-2948-7242; f: 852-2948-7270.

Calls For Papers/Posters

September 7, 2001 (for December 1-2, 2001)—*2nd IALIC (International Association of Languages and Intercultural Communication) Annual International Conference—Living in Translated Worlds: Languages and Intercultural Communication*, at Leeds Metropolitan University, UK. "The globalization of culture means that we all live in 'translated' worlds." This IALIC conference will explore "translation" in its broadest sense as an intercultural concept and as a metaphor for dealing with the behavioral and experiential dimensions of living in worlds which are different from our own and variously represented to our consciousness, then seek to draw out practical applications to the language-learning process. A very full discussion of aims and contexts is available at <www.cf.ac.uk/encap/sections/lac/ialic/conference/background.html>. Proposals for papers, workshops, panels, and posters on the conference theme of an ideological, theoretical, or pedagogical nature are welcome from teachers and researchers in languages, psycho- and socio-linguistics, ethnography of communication, business studies, literature, education, and cultural studies. Please note that proposals must be accompanied by conference registration, available via the conference homepage at <www.cf.ac.uk/encap/sections/lac/ialic/conference>. Contact: Joy Kelly (j.kelly@lmu.ac.uk), Conference Administrator; Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds, LS6 3QS, England; t: 44-113-2837440; f: 44-113-2745966.

Reminders—Conferences

June 23-24, 2001—*The 31st Chubu English Language Education Society Conference*, at Sugiyama Jogakuen University in Nagoya. The first day consists of presentations, more than 80 of them to be given by primary, secondary, and college English teachers from all over Japan, followed by an evening reception. The second day will feature a panel discussion, research project presentations on various topics, and a final symposium on consistency in ELT. For more information, see the website at <www.tcp-ip.or.jp/-ainuzuka/aichi.htm> or contact Motonobu Suzuki; Department of General Education, Toyota National College of Technology, 2-1 Eisei-cho, Toyota 471-8525, Japan.

2001: A Language Odyssey

November 22–25; Kitakyushu, Japan

Job Information Center

edited by paul daniels

To list a position in *The Language Teacher*, please fax or email Paul Daniels, Job Information Center. Please email <tlt_jic@jalt.org> or fax to 0463-59-5365. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.

Aomori-ken—The Faculty of Humanities at Hirosaki University is seeking a candidate for a full-time, tenured faculty position as associate professor or lecturer to begin on April 1, 2002. **Qualifications:** Any nationality, but of native-speaker competence preferred, with MA or above in EFL or related areas of studies. Japanese proficiency is mandatory. **Duties:** Teaching undergraduates English and a lecture course "English as an international language" (examining from a sociolinguistic viewpoint various forms of English used extensively in the contemporary world, and considering potentials and problems of English as a means of international communication); seminar; postgraduate teaching; plus committee duties in line with appointed, tenured position. **Salary & Benefits:** According to the pay scale of the Japanese Ministry of Education and Science. **Deadline:** 29/6/2001. **Application Materials:** CV, with a picture attached, in either Japanese or English with Japanese translation; list of publications/presentations; offprints/copies of three main publications; a short account (500-600 words) in English with Japanese translation of how you will organize your teaching of English; a short account (500-600 words) in English with Japanese translation of your future research plans; a summary in Japanese (in one A4-size page) of your lecture course "English as an international language." All the application materials should be sent as a registered mail to the Dean of the Faculty. The envelope must be marked in red as [教官応募書類 (英語・現代国際英語)]. **Other information:** The finalists will be asked to send all other publications. Interviews will be held, with traveling costs at the applicants' expense. They may also be asked to give a mock English lesson. **Contact:** Hajime Uematsu, Faculty of Humanities, Hirosaki University, 1 Bunkyo-cho, Hirosaki, Aomori 036-8560; t/f: 0172-39-3964; <hajime@cc.hirosaki-u.ac.jp>.

Hamamatsu-shi—Four Seasons Language School and Cultural Center is seeking full-time EFL teachers. **Qualifications:** University degree, RSA CELTA and driver's license required. MA (in TEFL) and experience preferred. **Duties:** Teach business English to Japanese corporate employees and general English to adults and children for 80 hours/month, Mon.-Fri. or Tue-Sat. **Salary & Benefits:** 250,000 yen/month, 4000 yen/hour overtime. Accommodation is partially provided (key money, furnishings, appliances, telephone, 1/3 rent subsidy). Health club membership, company car, paid holidays, travel allowance, paid vacation, health insurance, free Japanese lessons, and 600,000 yen bonus after two years. **Further information:** Positions begin June, July and August, 2001. Two-year renewable contract. Apply with CV/resume, letter of introduction and recent photo. **Contact:** William S. Anton, Director, Four Seasons Language School, 4-32-11 Sanarudai, Hamamatsu 432-8021. Please email <recruiting@fourseasons.co.jp> for more information or visit <www.fourseasons.co.jp>.

Hamamatsu-shi—Four Seasons Language School and Cultural Center is seeking a full-time corporate liaison/EFL teacher to act as an English resource for a Japanese manufacturing company with overseas subsidiaries. **Qualifications:** University degree, Japanese ability (Japanese proficiency test level 2 or above), EFL teaching experience and driver's license required. RSA CELTA or TEFL certification preferred. Some knowledge of economics, international trade and/or manufacturing terminology is also highly beneficial. **Duties:** 40 hours/week. Design and teach EFL courses to company employees, proofread translated English manuals/diagrams/faxes, answer English telephone calls/provide company information, welcoming/touring/entertaining English-speaking visitors, participate in company social events/trainings, produce English translations using Excel and MS Word, and maintain correspondence with overseas customers and subsidiaries. **Salary & Benefits:** 300,000 yen/month. Accommodation is partially provided (key money, furnishings, appliances, telephone, 1/3 rent subsidy). Health club membership, personal company car, paid holidays, travel allowance, paid vacation, and health insurance. **Further information:** Position begins July 16, 2001. Two-year renewable contract. Apply with CV/resume, letter of introduction, and a recent photo. **Contact:** William S. Anton, Director, Four Seasons Language School, 4-32-1 Sanarudai, Hamamatsu 432-8021. Please email <recruiting@fourseasons.co.jp> for more information or visit <www.fourseasons.co.jp>.

Hamamatsu-shi—Four Seasons Language School and Cultural Center is seeking a Head Teacher. **Qualifications:** MA (in TEFL) or RSA DELTA and teacher

training experience required. Japanese ability preferred. **Duties:** Full-time, 40 hours/week, M-F or Tue-Sat. Responsible for interviewing, hiring, training, observing, advising, and scheduling teachers. Also teaching, supervising teachers' meetings, and updating teachers' manual. **Salary and Benefits:** 345,000 yen/month, 4000 yen/hour overtime. Accommodation is partially provided (key money, furnishings, appliances, telephone, 1/3 rent subsidy). Health club membership, company car, paid holidays, travel allowance, paid vacation, health insurance, free Japanese lessons, and 600,000 yen bonus after two years. **Further information:** Position begins June 2001. Two-year renewable contract. Apply with CV/resume, letter of introduction, and recent photo. **Contact:** William S. Anton, Director, Four Seasons Language School, 4-32-1 Sanarudai, Hamamatsu 432-8021. Please email <recruiting@fourseasons.co.jp> for more information or visit <www.fourseasons.co.jp>.

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University announces three full-time positions for associate lecturers in English (EFL/EAP), with one position to begin in April 2001 and two in April 2002. **Qualifications:** MA or higher in TEFL/TESL or applied linguistics, teaching experience in university EAP, experience coordinating other teachers or working in a coordinated program, experience in curriculum design and materials development, a demonstrated ability to function effectively as part of a team, evidence of professional development activities, a commitment to further professional development, native-like competence in English. **Salary & Benefits:** Highly competitive salary and benefits, including subsidized housing and research funding; annual contracts renewable for up to four years. **Other information:** The School of Policy Studies is on the Kobe-Sanda campus, located approximately one hour from the cities of Kobe and Osaka. For more information and application procedures, please see <www.ksc.kwansei.ac.jp>.

Ibaraki-ken—The English Section of the Foreign Language Center, University of Tsukuba, has an ongoing interest in seeking applications for part-time EFL teachers for the present and coming academic year. **Qualifications:** MA or PhD in TEFL/TESL or a related field, teaching experience at university/college level (Japanese or foreign), and a minimum of two publications. **Duties:** Teach two to four 75-minute first-year English classes a week (exact number is dependent on availability and university needs). **Salary & Benefits:** Salary and commuting allowance are based on the university's scale. **Application Materials:** cover letter; CV (university forms will be sent later); list of publications, including page numbers (copies of publications may be requested later); copies of relevant degrees, diplomas, and certificates, if possible. Please specify which term or academic year you will be available to start work (Note: first term is from April-June, second term from September to the end of November, third term is from December to the end of February.) **Deadline:** ongoing. **Contact:** Mr. Hirosada Iwasaki; Foreign Language Center, University of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki 305-8577; t: 0298-53-2430; <iwasakih@sakura.cc.tsukuba.ac.jp>.

Saitama-ken—The Faculty of Information Resources, Surugadai University, is seeking candidates for a full-time EFL faculty member to begin April 2002. **Position:** Professor or Associate Professor. **Duties:** teach English courses and seminars. **Qualifications:** 1) native speaker competency in English, 2) PhD or equivalent, 3) specialization in EFL or a related area, 4) good, working knowledge of Japanese. **Application Materials:** 1) CV with photo, one copy; 2) List of publications (classified into books, papers, etc.; indicate co-authors in case of collaboration; with a brief summary of each publication; mark five principal publications with a circle), three copies; 3) one copy of each of three principal publications; 4) two letters of reference. **Deadline:** May 7, 2001. **Contact:** Bunkajohogakubu Kyomuka, Surugadai University, 698 Azu, Hanno-shi, Saitama-ken 357-8555. (indicate in red: "Application Enclosed" on the envelope when sending by postal mail). t: 0429-72-1311, f: 0429-72-1179. **Inquiry:** Morijiro Shibayama, Professor; t/f: (H) 027-263-8522; email <bk3m-sbym@asahi-net.or.jp> or <shibayam@surugadai.ac.jp>.

Okayama-ken, Hiroshima-ken, Saitama-ken, and Tochigi-ken—AEON Amity Corporation is looking for native English instructors to teach children throughout Japan. Experience preferred, but not necessary. University degree required. Work or working holiday visa preferred. Maximum teaching time is 25 hours with 11 office hours per week. A one-year contract is required with a 65,000-yen completion bonus plus an air ticket home. **Salary and Benefits:** 255,000 yen but can earn up to 302,000 yen after the second complete month of employment. Sponsorship, subsidized/furnished apartment, insurance, bonuses, flexible paid vacation plus national holidays, promotion opportunities, initial and special retreat paid trainings. **Contact:** Fax resume and cover letter to: AEON Amity Corporation, Attn: Derek Takeda. f: 086-234-9593 t: 086-224-1611.

Sapporo—Hokkaido Tokai University School of International Cultural Relations invites applications for a tenure-track faculty position as assistant professor or lecturer in English beginning September 1, 2001. **Qualifications:** MA or a higher degree in the field of applied linguistics, communication theories, or English language

studies. **Salary**: Based on the scale of Tokai University Educational system and age. **Application Materials**: Send the following documents to the address below, indicating in red "Application for Faculty Position" on the envelope: curriculum vitae with a photo attached; a set of copies of official transcripts for university work; list of publications with the contents briefly described; a written statement for future plans while in the position described above (1000 words in English); a brief statement on the role of university education. **Other Information**: Applicants are expected to have a command of Japanese sufficient to manage some administrative duties. Courses taught would include communication (oral and written), theories of language, communication, seminars, graduation theses, English, and other subjects that may be requested by the University. **Deadline**: June 20, 2001. A reply to successful candidates will be made in mid- to late July. All documents should be sent via registered mail to: Associate Professor Takuya Yoshimura; School of International Cultural Relations, Hokkaido Tokai University, 5-1-1-1 Minamisawa, Minami-ku, Sapporo 005-8601, Japan; <yoshimura@di.htokai.ac.jp>; f: 81-11-571-7879.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: Resident in Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications and three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: Classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits**: Comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: Ongoing. Contact: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to—The Foreign Language Teaching and Research Centre, Gakushuin University, is seeking candidates for a full-time, tenured faculty position to commence April 2002. The level of appointment will be based on education and teaching experience. **Qualifications**: MA or higher in EFL or a related field of study, native competence in English, at least 3 years of university-level teaching experience in Japan, ongoing research in a specific area of EFL such as CALL or language testing and evaluation, and a level of spoken Japanese sufficient to allow participation in faculty meetings and committees. **Duties**: Teaching a minimum of 6 classes per week; performing administrative and other duties in accordance with position. **Application Materials**: CV; cover letter; copy of highest degree certificate; two letters of recommendation (at least one of which must be from a Japanese academic and in Japanese); sample copy of recent publication. All application material must be sent in one envelope by registered mail to the following address: Recruitment, Foreign Language Teaching and Research Centre, Gakushuin University, Mejiro 1-5-1, Toshima-ku, Tokyo 171-8588, Japan. **Deadline**: June 30, 2001 **Further information**: Prospective candidates will be contacted in September to arrange interviews. Any inquiries concerning this position should be sent by post to the address above; no email or telephone inquiries will be accepted. Please refer to the Gakushuin home page for further information about the university at <www.gakushuin.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers

First-Time Writers—*The Language Teacher* is calling for submissions from chapters for a special issue to be published in December 2001. The focus of this issue will be on "First-Time Writers," and will be similar in requirements to the chapter-sponsored presentations at the annual JALT conferences. Each chapter will be entitled to sponsor a paper by someone within their membership who has never published an academic paper before. These papers will be given preferential treatment in the review process, and for those that require significant editing, a collaborative reader will be assigned from the Peer Support Group to assist the writer. **Guidelines**: Open to first-time writers only (collaborative pieces by first-time writers will also be accepted); Limited to one per chapter on a first-come, first-served basis while space is available. **Deadlines**: Notice of intention to submit: **August 1, 2001**. Manuscripts: September 15, 2001. Preference will be given to papers with a strong pedagogical grounding. Papers may be in English or Japanese. If your chapter is interested in sponsoring someone, please get in touch with the editors as soon as possible.

Contributors Wanted for a Book Project—"Entrance Exam Practices at Japanese Universities: Teachers' Narratives of Problems and Possibilities." Contributors can be Japanese or other nationals, university, high school, or *juku* teachers and administrators. University and high school student voices are also welcome. Anonymity assured for authors and institutions upon request. Submissions from 500 word cameos to 3000 word narratives. Follow *TLT* editorial guidelines. Deadline: **July 15, 2001**. Contact Tim Murphey, Nanzan University, for more information; <mits@ic.nanzan-u.ac.jp>.

Other Announcements

Transforming Communication Workshop—Dr. Richard Bolstad from New Zealand will be presenting the 4-day workshop "Transforming Communication In Schools" on **July 28-31, 2001** at Nanzan University. For a full research report on his work and details contact Tim Murphey at Nanzan University, 18 Yamazato-cho, Showa-ku, 466-8673 Nagoya; t: 052-832-3110 ext. 532; <mits@ic.nanzan-u.ac.jp>; website <www.transformations.net.nz>.

New Members: A **Teaching for Charity** group was formed at JALT2000 in Shizuoka. The group is dedicated to alleviating global suffering by teaching classes for charity. Principally this involves teaching a class in our community and donating the proceeds to charity. The group is also interested in getting students involved in volunteer projects, both in Japan and abroad. We are currently gathering information to help teachers start such volunteer projects. Group members may also be interested in teaching community classes for free as a goodwill gesture to Japanese. We plan to network on an ongoing basis in order to share information about worthwhile charity organizations and projects, as well as appropriate global issues teaching materials. Check out the website: <www.charityteaching.f2s.com> or join the email discussion at <charityteaching@egroups.com> or contact John at <small@nagasaki-gaigo.ac.jp>.

Staff Recruitment—***The Language Teacher*** needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の２　カ月前の１　５　日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place; fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1　週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、３００字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2　カ月前の２０　日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

Staff List

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-884-3447, f: 093-884-3400 (w); tlt_sub@jalt.org

Associate Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ms@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156 (w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner & Oishi Harumi*
t/f: 086-270-7101; tlt_ms@jalt.org

Book Reviews — *Steve Snyder*, tlt_br@jalt.org

Publishers' Review Copies Liaison — *Amanda O'Brien*
tlt_rr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya 464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t/f: 048-789-2240; tlt_sf@jalt.org

SIG News — *Greg Hadley*
t: 025-239-3417; f: 025-239-3828; tlt_sig@jalt.org

Chapter Reports — *Malcolm Swanson & Nagano Yoshiko*
English: tlt_chre@jalt.org
日本語: nagano97@pop.wa2.so-net.or.jp

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi, Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — Paul Daniels
tlt_jic@jalt.org

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(Japanese abstracts — *Abe Emika*)

Design & Layout — *The Word Works*
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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育(準分野別研究部会)、外国語リテラシー(準分野別研究部会)、ジェンダーと語学教育(準分野別研究部会)。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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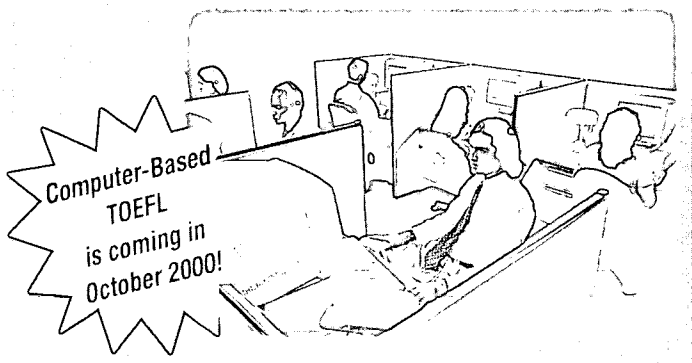

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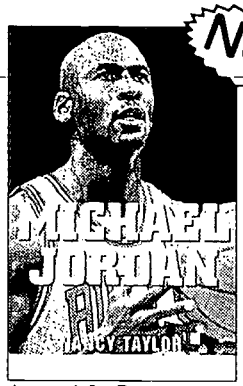

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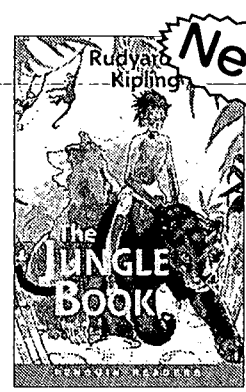

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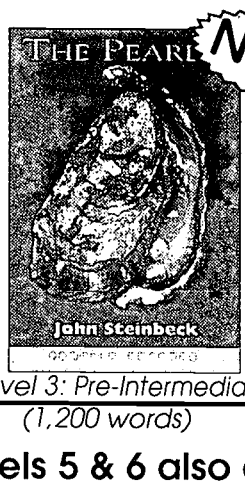

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第二十五巻 第七号 平成十三年六月一日発行 〒110-001 東京都台東区台東一-三七-九 アーバンエッジビル五階（毎月一日発行） デビッド・マクマレー
昭和五十四年四月二十一日 第三種郵便物認可

昭和五十四年四月二十一日　第三種郵便物認可
第二十五巻　第八号　平成十三年七月一日発行（毎月一日発行）

the language teacher

ISSN 0289-7938
¥950

5 **The Need for Change in English Writing Instruction in Japan**
Akiko Takagi

11 **The Role and Influence of Japan's University Entrance Exams: A Reassessment**
Bern Mulvey

18 **Looking Back and Looking Ahead: A Forecast for the Early 21st Century**
Gregory Hadley

23 **Conference Report: The On-Line Teaching Evaluation Regional Workshop**
Richard Blight

7

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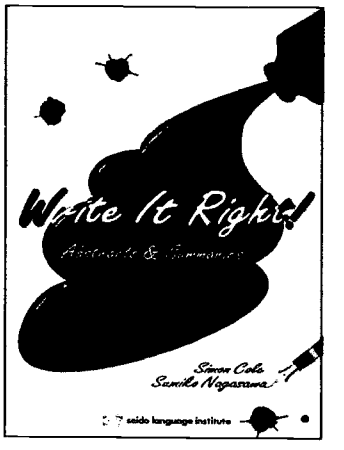

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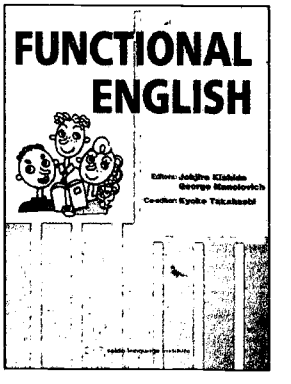

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Every once in a blue moon, I run into someone who cynically calls into question the importance of EFL research. My usual response is to point out that one of the most important functions of research is that it serves as a reality check, helping us to question even our own practices, theories, and notions. Research also helps inspire teachers to rethink their values, approaches, and techniques. The articles for this issue are especially insightful "reality checks" on writing, testing, and on our profession. The first article is by Takagi Akiko, and discusses the need for changing many of the accepted writing practices in Japan. The second article is by Bern Mulvey who does a superb job of addressing the real impact that testing has on senior high school teaching methodology and textbook content. Finally, to help us understand where EFL teaching is headed for this century, Gregory Hadley reviews the past 100 years to make some educated guesses about future changes and the direction that EFL might follow. In short, I believe that these articles will help many of you to again reflect on your own teaching, and to perhaps inspire you to submit your work to *The Language Teacher*, or to other academic journals.

Robert W. Long
TLT Co-Editor
<tlt_sub@jalt.org>

ごくまれに、私は、ＥＦＬ研究の重要性に疑いを抱く人に出会います。それに対して、私は通常、研究の最も重要な役割は、我々自身が行っている教育実践、理論および意向に関して問題提起し、現実性のチェックが行えることであると答えています。さらに、研究は、教師の価値、アプローチおよび技術を再度検討することも促します。今月号の論文では、ライティング、テスト、そして私たちの専門性に関して、特に洞察力のある「現実性のチェック」が行われています。Takagi Akikoによる第1の記事は、日本で受け入れられているライティング指導の多くを変更する必要性について議論しています。Bern Mulveyによる第2の記事は、高等学校における教育方法論と教科書の内容に関する試験に、現実的なインパクトを持たせるための手続きについて述べています。最後に、Gregory Hadleyの記事では、今世紀EFLがどのような方向性を持って進むべきかを考え、将来の変化、ＥＦＬの方向性に関しての予想を形成するために、過去１００年をレビューします。これらの記事によって、多くの読者の方が、自分自身の教授活動をもう一度内省し、そして、自分自身の業績をThe Language Teacherや他の学術的なジャーナルへ投稿しようという意欲を駆り立てられることを信じています。

contents

feature articles

5 The Need for Change in English Writing Instruction
11 The Role and Influence of Japan's University Entrance Exams: A Reassessment
18 Looking Back and Looking Ahead: A Forecast for the Early 21st Century

conference report

23 The On-Line Teaching Evaluation Regional Workshop

a SIG in your life

25 Crossing Cultures: New SIG Tries to Cross Cultures with Care

my share

26 Classroom Tips: A "Photo Roll"
26 Fun with Poetry
27 The Interactive Dictation

departments

29 Book Reviews
31 Recently Received
32 JALT News
34 Special Interest Groups News
34 SIG Contacts
35 Chapter Reports
39 Chapter Meetings
41 Chapter Contacts
42 Conference Calendar
43 Job Information Center
44 Bulletin Board
45 ad index
46 Submissions
47 Staff List

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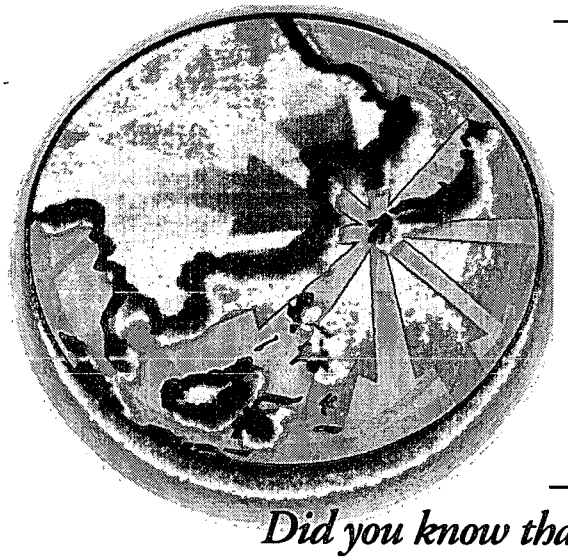

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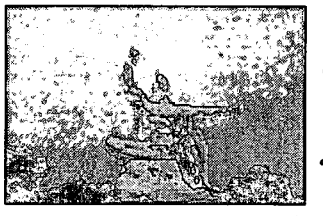

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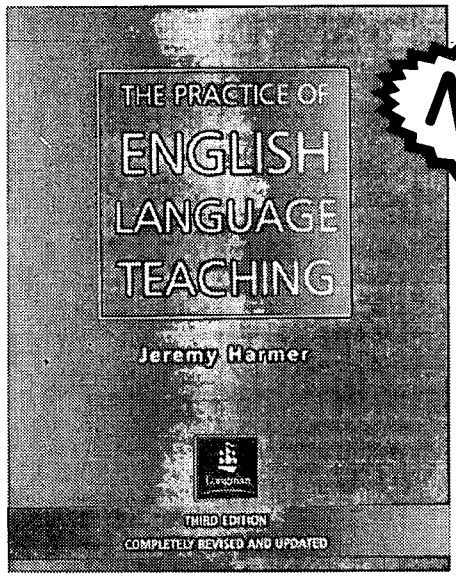

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Akiko Takagi
Institute of Language Teaching, Waseda University

The Need for Change in English Writing Instruction in Japan

本論は、日本人学習者に対してどのような英作文指導が望ましいか述べたものである。アメリカの大学で学習する日本人学生に日本とアメリカでの英作文経験についてアンケート調査を行なった。アンケートの結果によると、日本とアメリカでは英作文指導法にはっきりとした違いがあり、生徒は日本での作文指導に満足しておらず、アメリカの授業の課題のために英文を書くことに苦しんでいる学生がいることが分かった。そのことは読者に正確なメッセージを伝えることができる英作文能力育成のために、日本での英作文授業法を改善する必要性があることを示唆している。調査結果の考察に基づき、日本人に英作文を教える際に日本語と英語の論理構造の違いを教えることとプロセスアプローチを用いて、読者の存在を認識させることが提案されている。

Native speakers of English often have problems understanding academic papers or letters in English written by Japanese students because of the ambiguous nature of the Japanese writing style, which is sometimes transferred to English writing. One of the reasons why Japanese learners have difficulty communicating through writing in English is that translation and grammar rules are still emphasized in English writing classes in Japanese schools (Hirayanagi, 1998). In Japanese high schools, it is common for teachers to concentrate on grammar and not have students write paragraphs in English (Kogo, 1999).

As is well known, preparation for entrance exams is one of the biggest motivating factors for learning English. Although some universities include free composition questions in the English composition part of entrance exams, many translation questions can be still seen. To obtain a high score on the writing segment of the test, Japanese teachers emphasize large amounts of vocabulary, grammatical structures, and well-used expressions and have students practice these types of questions (JACET Kansai Chapter Writing Teaching Group, 1995). In addition, writing skills are not fully taught even after writing classes were introduced into the Japanese high school English curriculum through the 1994 change in teaching guidelines by the Ministry of Education. The 24th Research Group of the Institute for Research in Language Teaching (2001) points out that one of the problems lies with authorized English writing textbooks that have grammar-based syllabi. Since the grammar translation method has been embraced by the school system, most university students lack experience in writing extensively by the time when they enter a university.

This paper examines the results of questionnaires, which were given to twenty-five Japanese students studying at an American university. The intent of the survey was to investigate and compare the writing experiences of these pupils in Japan with their experiences in the U.S. From the results of the questionnaire, I will present three specific suggestions for teaching English writing to Japanese students.

The Survey Subjects

Twenty-five Japanese students who have lived both in Japan and the United States were surveyed about their writing experiences. While the number of stu-

dents involved in this study is too low to make any sweeping generalizations, the results of the present study do provide some educational implications for EFL writing instruction in Japan. The questionnaires were provided in an open-ended format. All 25 students responded. Four of the respondents were studying at the English Learning Institute within the university, 9 were undergraduates and 12 were graduate students. All of the students were volunteers enrolled in an intensive English program or in a regular university course as full-time students. The survey considered the following areas: writing experience in Japan, writing class experience in English speaking-countries, and writing for academic purposes in the American context (See Appendix 1).

Survey Findings

Writing experience in Japan

When asked about their English writing experiences in Japan, 11 students answered that they did have writing activities in some of their English courses—five in high school, five at the university level, and one at the British Council. Only two students who had been taught writing by native English teachers. As for the activities they encountered in their regular English classes, 20 students said that they would translate Japanese sentences into English, 15 students wrote English sentences to practice grammar and vocabulary, and 12 combined short sentences into one paragraph. Only one student had written more than one paragraph in English in high school. In universities, eight students had experience with writing paragraphs. The results were as expected: Japanese teachers in high schools usually do not have students write paragraphs in English because such writing is usually not required for university entrance exams. For teachers and students who are concerned with the entrance exam (and most are), there is little incentive to teach and learn how to write paragraphs in English. However, in the university, the situation changes somewhat, because, with a shift of focus from passing exams to communication, the reason for learning English is different.

Some students complained about the style of writing instruction in Japan. Students perceived that writing classes were useful for understanding grammar and remembering fundamental English constructions. Only two who had had writing classes in Japanese universities answered that the class was useful. They commented that the courses helped them gain the necessary skills to write a paper and to become accustomed to English writing styles.

From the survey, no one referred to the organization and content of what was written in their classes in Japan. It appears from the information gathered, that in general, students who went through the Japanese education system had a lack of experience with English written communication because of the emphasis on prescriptive forms and mechanics. According to the responses, no students had experienced peer evaluation, and 11 out of 25 students had not experienced any stage of process writing. What is interesting is that this problem is not limited to high schools. In universities, some Japanese teachers still use the traditional method of grammar translation to teach English writing.

Writing experience in the U.S.

Many of the students in the survey felt that they did not receive proper English writing instruction in Japan. On the other hand, the responses about writing experiences in the U.S. showed that all of the students who took writing courses in the U.S. had positive opinions about their writing courses. This is in direct contrast to their experiences in Japan. From their experiences, it was elicited that the organization of paragraphs was the most useful information the students learned. Many of them had their first experience of writing more than one paragraph while learning about the organization and transitions used in essays in English. Students did not seem to concern themselves with English grammar because they paid closer attention to the organization, content, and length of paragraphs. As one student mentioned, "The difference of the writing instruction is clearly contrasted between grammar and organization." At the tertiary-level ESL classes in the U.S., both foreign and domestic students are required to write essays, and undergo a process of writing instruction that requires a considerable amount of revising and editing.

Writing for academic purposes in the American context

Many Japanese college students often write their essays by first generating ideas in Japanese, then translating them into English. Translation is a common strategy because students were trained to translate in high school. The survey showed that even after some students had writing experiences in the American context, translation was still used when they write academic papers for their classes. For example, one student said, "I usually generate ideas in Japanese at first, so I always find that there is no cohesion in my paper." Some students who still translate from Japanese to English said that they were frustrated because they were not confident about expressing their own opinions. This dependence on translation both as a prewriting and writing strategy decreased for several respondents after they had studied in the U.S. for some time. That is, students tended to modify the way they looked at the writing procedure. One strategy that most students began to use was to "think about the outline in English and directly write in English."

When I asked about the difference between the organization of an English paragraph and that of a

Japanese paragraph, 9 students did not answer at all, 2 students answered that the organization was the same, and 14 students answered that they were different. Therefore, about half of the students did not realize the difference or could not explain the differences explicitly. Here it is interesting to note that the respondents' metacognitive awareness of discourse differences between Japanese and English still appeared to be limited although their writing strategies had begun to change through studying and writing in a US academic context. Indeed, those who answered the questions understood the basic variances between the two styles and said that in the English paragraph, the topic sentence comes at the beginning (or the thesis statement comes first), whereas, in the Japanese paragraph, the thesis typically comes at the end. From the information gathered in the questionnaire, it appears that most of the students who studied in the U.S. have not received applicable English writing instruction in Japan and still struggle to write for academic purposes. Based on the responses from the questionnaire, I would like to conclude by making a few practical suggestions for writing teachers in Japan.

Suggestions for Teachers—Differences of Writing Style between Japanese and English

Awareness of rhetorical patterns

When we consider writing instruction, it is essential for writing teachers to be aware of the differences between the writing style in Japanese and the writing style in English as accepted in the U.S. and Britain, among other native English-speaking countries. More importantly, it is necessary for teachers to make Japanese students of English aware of the rhetorical differences in their writing classes. For native English-speaking readers, unity is important because readers expect and require landmarks, that is, transition statements that signal a change in the topic throughout the piece. It is the writer's task to provide appropriate transition statements in English so that the reader can piece together the thread of the writer's logic that binds the composition together. In written Japanese, on the other hand, the landmarks may be absent since it tends to be more the reader's responsibility to determine the relationship between any part of an essay and the essay as a whole. Japanese readers are required to build transitions themselves in the course of reading an essay organized along the ki-shoo-ten-ketsu guidelines. Ki-shoo-ten-ketsu is a four-pattern-unit which describes the development of much contemporary Japanese expository writing. Takemata (1976) effectively defines their perspective meanings.

(ki) First, begin one's argument.
(shoo) Next, develop the argument.
(ten) At the point where this development is finished, enlarge on the idea so that there is a connection, but not a directly connected association (to the major theme).
(ketsu) Last, bring all of the ideas together and reach a conclusion (p.97).

When writing in English, Japanese writers may experience problems if they transfer the values, organization, and structure of their first language to the second language. As Leki (1991) states, teachers have a responsibility to teach the expectations of an English-reading audience to L2 writers. For example, native EFL teachers can take advantage of their native language background to explain these cultural differences. As a way of developing students' awareness of written English rhetorical patterns, teachers can have students compare two essays on the same topic written by Japanese students and by English-speaking students.

For this purpose, teachers can download many types of essays covering patterns of logical order such as: giving instructions, cause and effect, comparison and contrast, and persuasive arguments. For example, see Advanced Composition for Non-Native Speakers of English at http://www.ebaack.com/(Advanced_Composition.htm, 2001). With actual examples of essays, teachers may explain that native-speaking English readers generally expect writing to be persuasive and *transparently specific* with many supporting ideas and examples, and also to follow a clear, logical, and linear order of ideas.

A Case for the process approach

The process approach has had a widespread influence on the teaching of writing both in ESL and EFL situations (see, for example: Raimes, 1985, 1991; White and Arndt, 1991). In Japanese public schools, however, the process approach to teaching writing is not widely used because most teachers do not require students to write in paragraph form. Since many students will never learn how to organize an essay in written English without writing in paragraphs, it is essential for Japanese to move their focus from solely looking at the essay as an end product to having them view writing as a lengthy process. In the process approach, students experience five phases: prewriting, drafting, revising, editing, and a final draft. Process approaches allow student writers to think about global rhetorical problems such as audience, topic, and development. Along the way, writers can generate, develop, and organize ideas and then once again devote adequate attention to revising their ideas in the process of revising. (White and Arndt, 1991).

Some students who lack experience in writing long paragraphs in their first language may find writing in a second language extremely difficult, since they are required to perform two tasks at the

same time: writing in paragraph form and writing in a second language. However, for Japanese students familiar with journal writing in their L1, writing a journal in English can be a good starting point for learning to write and generate ideas in English, as many researchers advocate (Boyle & Peregoy, 1993; Urzua, 1987). Still, students may be puzzled when teachers introduce journal-writing to an English class without correcting grammatical mistakes. Their teachers need to explain how journal writing is effective at increasing their writing fluency and must tell them to be patient in waiting to see improvements over a period of months.

In my college writing class, I had students write in their journals every two weeks. I gave the students topics that would be interesting and familiar to them. For example, I assigned the topics "What do you think about your college life in this university?", "Do you think love and marriage are different?", and "What is your dream for the future?" Despite some difficulty in writing a journal in English at first, they gradually became used to writing it and began to express their ideas freely since I did not require grammatical correctness, to avoid restricting fluency. In addition, they exchanged their journals with their classmates and wrote comments to each other in class, which encouraged their interest and excitement in writing journals.

An awareness of the audience

Although I have proposed journal writing as a first step toward writing in English to promote students' fluency, it is important to note that merely expressing their ideas is not sufficient to become literate. To train successful writers, we must examine a further aspect: making writers aware of the audience. By looking back at the results of the questionnaire, I realize that Japanese students are often unaware of the audience in their writing. This is primarily due to the fact that many of them have not experienced peer evaluation in the classroom, not to mention communication with a real audience in the target language outside of the classroom.

Johns (1993) suggests various ways to communicate with audiences outside of the classroom using written English. For example, for specific activities, students can revise theses for international publications, write letters to English pen pals by e-mail, and can write letters to English language newspapers. If the ultimate goal of writing instruction is to create authentic discourse in English, students should be encouraged to express themselves in English as much as possible. Here, I would like to refer to the college writing class previously cited. In that class, I encouraged students to do a lot of peer evaluation at an early stage. Even if the linguistic level of the students was diverse, they enjoyed having their essays read by their classmates, and at the same time were able to learn from each other by reading other classmates' essays. I prepared a simple worksheet for peer evaluation, and each time the students checked each other's essays and made written comments concerning the content.

After they had begun to realize the existence of their audience, I went on to the next stage to make them aware of an audience outside of the classroom. Since the writing class was only one semester, and their computer access was so limited, they were not able to exchange writing with real audiences. However, for the final project, they produced a homepage to introduce their community to an English-speaking audience. In pairs, they collected information on the places where they live including tourist spots, restaurants, and festivals. Then, they selected one theme and produced a homepage in English. This activity helped the students to be aware of a real audience in order to introduce their community to others by using written English.

Conclusion

This article began with a survey of Japanese students who had experienced writing classes both in Japan and America. The survey showed that most of the students were dissatisfied with writing instruction for a second language in Japanese schools and that they had benefited from writing class experiences in an American university. Three practical suggestions were made which can be applied to EFL writing classrooms based on the implications of the questionnaire. These suggestions focused on: (a) teaching an awareness of the differences in rhetorical patterns between Japanese and English; (b) teaching writing as a process which includes prewriting, drafting, revising, editing, and a final draft; and, (c) helping writers to become aware of their audience.

Without being more conscious of the differences in Japanese and English rhetorical patterns, student writers cannot convey their ideas to native speakers of English clearly. In fact, as can be seen from the results of the questionnaire, students had difficulty conveying their ideas in English writing because they had learned only the superficial structure of writing while studying in Japanese schools. Since writing English is one of the basic tools of communication, teachers should teach communication skills that are used in the real world. To realize this purpose, teachers should make their students aware of differences in communication styles as well as to raise the awareness of an audience by using the process approach. To motivate students writing for a real world audience, teachers may begin by encouraging their students to communicate in English via the Internet. By applying these practical suggestions in their classrooms, teachers will see large improvements in both their students' attitudes toward writing and in their writing skills.

Acknowledgement

I would like to thank Ms. Angela Osterberger, Mr. James Pettit, and the Peer Support Group for their advice on an earlier version of this paper.

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Appendix
Revised Student Survey[1]

This is a writing survey to investigate your writing experience in Japan and the U.S. I would appreciate your cooperation with this survey. You can answer either in English or in Japanese.

1. Status: a. ELI b. undergraduate c. graduate
2. How long have you studied English?
3. How long have you been here? (including other English-speaking countries where you stayed)

I. Writing experience in Japan

1. Have you ever taken a writing class in Japan? What kind of class? (e.g., university level, English teachers taught writing in English)
2. If you took a writing class, what was the most useful for you?

Please write an H for high school or a U for university next to each answer you circle in questions 3 and 4 below. e.g., a. translating individual Japanese sentences into English H

3. Which of the following activities did you do regularly in English classes (any English class) in Japan at your high school or university? Circle as many as apply.
   a. translated individual Japanese sentences into English
   b. wrote English sentences to practice grammar and/or vocabulary
   c. combined short sentences into one long sentence
   d. wrote more than one paragraph
   e. other (Please specify)
4. Which of the following activities did you do in English classes (any English classes) you took in Japan at your high school or university? Circle as many as apply.
   a. summarizing
   b. outlining
   c. revising and writing
   d. peer evaluating (e.g., discussion with classmates to improve your rough drafts)
   e. term paper writing
   e. none of the above

II. Writing class experience in an English-speaking country

1. Have you ever taken a writing class in the English-speaking countries? Yes / No
2. What kind of class? Please specify. (e.g., ESL 407 and 408, two semesters)
3. What was the most useful for you? Was there any difference between a writing class and an English class in Japan?

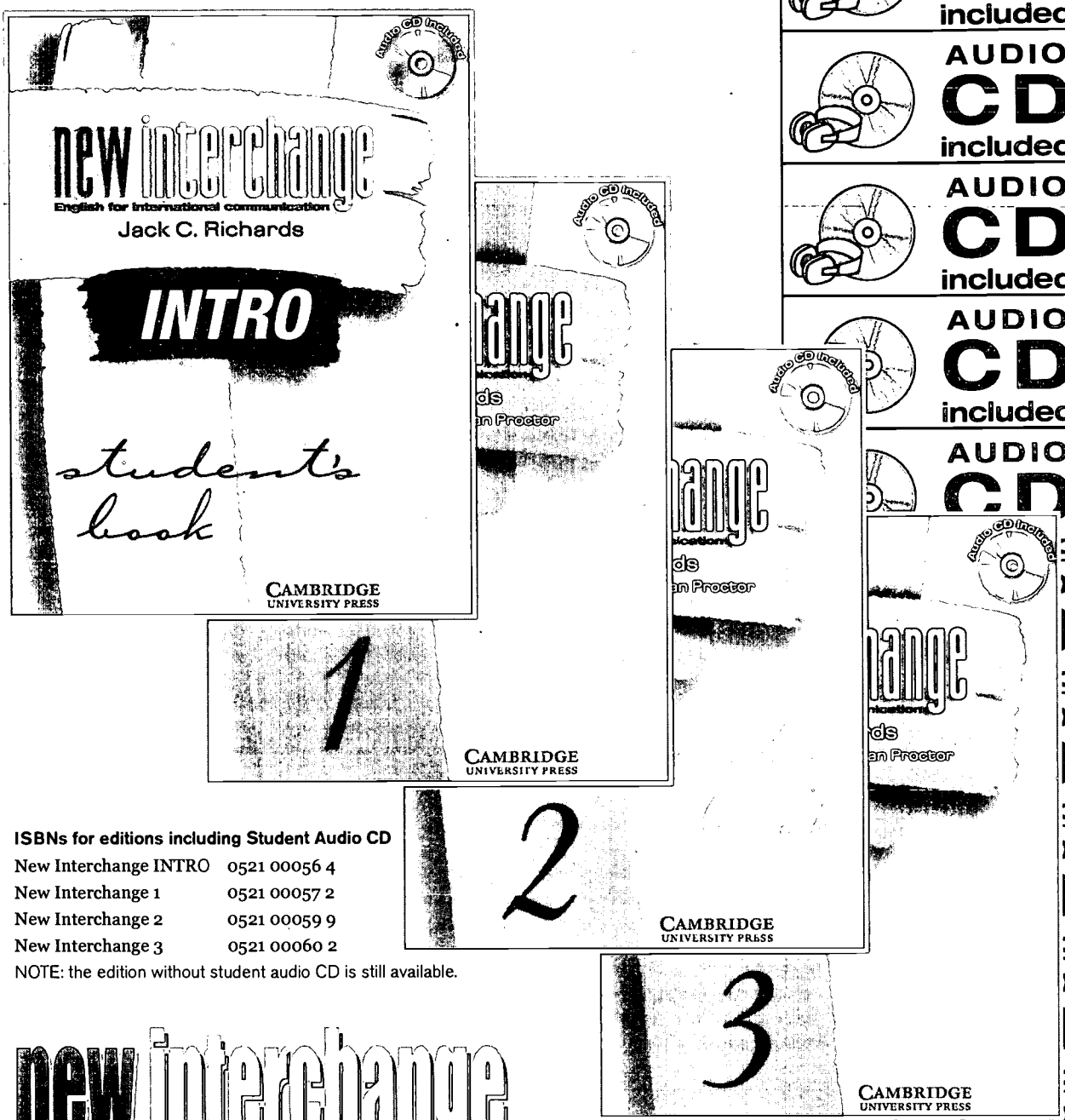
III. Writing at the present time

1. How difficult is it for you to write in English for academic purposes?
2. Do you know the difference between the organization of an English paragraph and that of a Japanese paragraph? If you know, please explain briefly.
3. How do you write your paper in English? (e.g., I generate ideas in Japanese first, then translate them into English, I think about an outline in English and directly write in English).

Notes

[1] This survey was revised for publication. The actual survey that was given to the subjects contained some obscurities that were clarified orally as they were encountered by the subjects.

Akiko Takagi received an M.A in TESOL from the State University of New York at Buffalo in 1999. She taught at various levels, from kindergarten-aged students to adults, at the Gunma Language Center for two years. She is currently a research associate at the Institute of Language Teaching of Waseda University. She also lectures at Takasaki City University of Economics. <akikot@mn.waseda.ac.jp>



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Bern Mulvey
Fukui National University

The Role and Influence of Japan's University Entrance Exams: A Reassessment

This article looks at recent changes to Japan's university admissions process, especially at how demographic trends have combined with Monbukagakusho-instituted[1] reforms to impact the role and influence of the infamous entrance examinations. The term *infamous* is used here advisedly: few subjects in EFL have ignited such controversy over such an extended number of years. This paper focuses on three items at issue: the supposed difficulty of gaining university admission, the primacy of the exam's role in making admissions decisions, and the causal exam-pedagogy relationship that is the ostensible result of this so-called *monopoly* (Brown & Yamashita, 1995b, p. 98; Gates, 1995, p. 102).

As the discussion below will make clear, received arguments with regards to these three issues appear to be based on an incomplete understanding of exam role and content; worse, they fail to take into account the effects of *Monbukagakusho*-inspired reforms (sparked in turn by economic and demographic concerns) which have, over the last fifteen years, completely revamped the admissions process. Hopefully, the research and statistical evidence provided below will inspire a more informed critical review of both the substance of the reforms and the possible impact of the economic and demographic forces which have prompted them.

Background

The university entrance examinations (i.e., the national "Center" exam and the various independently generated and separately administered individual college or faculty exams) have been heavily criticized for both perpetuating archaic pedagogical practices and impeding efforts at curriculum reform (see for example Brown, 1993; Brown and Yamashita 1995a & b; Cutts, 1997; Frost, 1991; Hards, 1998; Leonard, 1998; Sturman, 1989; Tsukada, 1991; and Vanderford, 1997). A key term in this criticism is *washback effect*, used to refer to the supposedly cause-and-effect nature of the entrance examinations influence on senior high school teaching methodology and textbook content. The difficulty of gaining university admission, not to mention the critical (as widely believed) importance of the exams in gaining said admission, have ostensibly created a

本研究は、文部科学省の大学入試改善の方針および少子化による志願者減少が、各大学の入学者選抜方法にどのような影響を与えているかを、最近発表された各種統計をもとに検討するものである。

situation where exam content dictates to a great extent how and what students will be taught up until they graduate from high school (see Brown & Yamashita, 1995b, pp. 97-8; Leonard, 1998, p. 26; Sturman, 1989, p. 76; Vanderford, 1997, p.23); hence, without equivalent changes to the exams themselves, achieving systematic curriculum reform is held to be impossible.

It would be difficult to exaggerate the nature and scope of the ongoing—and almost completely uncritical—acceptance of the above arguments. This November, *The Language Teacher* will publish a special issue devoted to this *problem*, marking the third time since 1993 that a JALT publication has been so dedicated. Numerous non-JALT publications (most recently, *The Daily Yomiuri*—see "Academics," 2001) have done so as well. Indeed, despite the fact that the basic presupposition—i.e., that exam contents accurately mirror high school curriculum contents—upon which they are based has (until recently) never been systematically examined, these received arguments have come to suffuse all discussion about English educational reform in this country, with entrance exam influence a popular scapegoat for a host of perceived curriculum-related flaws.

Current Research and Statistics

In asserting these positions, the above researchers appear to have focused exclusively on the experiences of that subset of students in academic (as opposed to *industrial*, *agricultural*, or *business*) high schools who are both attending college prep classes and struggling to enter Japan's most exclusive universities (to his credit, Cutts, 1997, acknowledges this—see pp. 158-160). It is this student population who worry about *hensachi* (standard deviation) tests and face *examination hell* (Frost, 1991), a reference to the months and years they must spend "working industriously in school, at home, and in *jukus*" in order to pass the various exams and get into the elite university of their choice (Brown & Yamashita, 19995b, p.86).

As studies in this area almost invariably fail to include verifiable citations, the exact size of this student population is difficult to ascertain. Unsubstantiated claims of up to 80% attendance at *jukus*, for instance, exist (see Smith, 1998, p. 93); however, one of the few studies actually to include a survey of student families found that the percentage of students regularly attending jukus was only 33% (*Nihon Kodomo o Mamoru Kai*, 1984, p. 228). Support for this lower figure can be found in the fact that the percentage of students who do take the entrance examinations and apply to enter university only topped the 50% mark in the last decade (*Monbukagakusho*, 1999a, 2000a). As the majority of even this latter group of students do not apply to elite universities (Akira, 1998, pp. 949-1024), and as school expulsion for poor grades (literally impossible at the elementary/junior high level and almost unheard of at the high school level—Mulvey, 2001) is not a prime concern, the financial burden of attending a *juku* would appear for many to be superfluous; at the very least, one must question the applicability of terms such as *exam hell* and *language testing hysteria* to the experiences of the majority of the student population.

Indeed, analysis of current admission trends suggests that, especially for low- and mid-tier universities, successful admission is no longer a difficult prospect requiring *hysterical* (Brown, 1993) expenditures of time and family resources. 25 years ago, the large number of applicants vis-a-vis the limited number of spaces available gave Japan's universities a well-earned reputation for exclusivity; now, nearly 80% of test-takers *pass* the examinations and successfully enter university (*Monbukagakusho*, 1998a, 1999b, 1999c), with the overall matriculation rate into post secondary schools currently higher in Japan than in the supposedly lax United States.

Matriculation Rates:

Country	Male	Female	Combined Average
Japan	48.2	49.6	48.9
United States	42.4	51.7	46.9

Source: *Nihon Kokusei Zue* (Abe, 2000, p. 461)[2]

While it is true that admission rates remain extremely low (10-15%) for Japan's fifteen most exclusive universities (Akira, 1998, pp. 949-1024), the same can be said for the top western schools as well (e.g., Princeton 10.4%, Harvard 10.7%). In fact, many colleges and universities in Japan now admit more than 50% of applicants, with a large number of 2-year colleges—not to mention some 4-year regional universities—accepting close to 100% of those applying (Akira, 1998, pp. 949-1024; Mulvey & Jannuzi, 2000).[3]

Furthermore, though almost unmentioned in articles written in English, there has been a well-documented decrease in average test scores over the last 10 years. Studies sponsored by Asahi Shinbun ("*Daigaku*," 2001), the *Chuuo Kyouiku Shingikai* ("*Misu-machi*," 1999), and *Monbukagakusho* (2000c), for example, all indicate a sharp decline in median academic ability vis-a-vis test-related skill areas among even successful university entrants, with many of the freshman evaluated lacking minimal skills in not only English, but also math, the sciences, and the Japanese language. Indeed, a study conducted by the *Daigaku Shingikai* (2000, pp. 1-4) found that a number of universities have begun accepting students even with extremely low examina-

tion results, a trend which threatens to make success on, and academic preparation for, the exams even less important in the near future (see also "Misu-machi," 1999; "Cram," 1998; "Creative," 2000).

To cite just one specific example of this phenomenon, out of the 365 students who took the entrance examination to enter one section of a prominent university in Fukui Prefecture last year, only two scored over 45% on the English section—i.e., far too small a number of successful applicants to ensure the economic viability of such a large university. The university's response? All final scores for the English section were multiplied by 1.65, thereby increasing the pool of *successful* applicants dramatically. How widespread a practice this is, is unknown; however, as the economic and demographic forces which have created this situation are expected to worsen over the next decade (*Daigaku Shingikai*, 2000, pp. 1-4; *Monbukagakusho*, 1998a, p. 1), it seems safe to argue that a number of other universities are either acting similarly or considering it. Beyond the obvious economic advantage, this kind of mathematical acrobatics has an additional pragmatic advantage as well: all universities must report the average test scores of accepted applicants (to newspapers, guidebooks like that put out by *Gakken*, etc.); a high reported average suggests high selectivity, thereby adding to the prestige of the university.

Received arguments with regards to exam *washback effect* on English language high school teaching methodology and textbook content appear similarly to be counter-indicated by recent scholarship. Brown (1995), Guest (2000), Law (1994), Kimura & Visgatis (1996), and Pai (1996) have demonstrated clearly that entrance examinations no longer emphasize translation or grammar-focused "discrete-item" exercises; on the contrary, they now uniformly feature advanced, adult level reading passages (Brown, p. 96-7; Guest, pp. 25-7; Law p. 96; Kimura & Visgatis, pp. 86-92; Pai, p. 153), along with contextualized, task-based analysis problems requiring examinees to have the ability to summarize and/or explain difficult areas in the reading passages (see Brown, pp. 94-95; Guest, pp. 25-7; Law, p. 96; Kimura & Visgatis, pp. 86-92; Pai, p. 153).

However, this new emphasis has not produced the corresponding curriculum changes that one would expect in the presence of a *washback effect*. Indeed, studies have demonstrated that high school textbook contents do not reflect the present reading/analytical orientation of the entrance examinations (Kimura & Visgatis, 1996; Mulvey 1998, 1999; Pai, 1996); further, it has been shown exhaustively that, for the overwhelming majority of Japanese students, high school English classes do not offer instruction in reading skills sufficient to prepare them for the reading/analytical sections which currently make up the main part of the examinations (see Gorsuch, 1998; Guest, 2000; Jannuzi, 1994; Kitao, K. & Kitao, S. K. 1995; Kitao, K., Yoshida, S., & Yoshida, H., 1986; Kitao, S. K., Kitao, K., Nozawa, K., & Yamamoto, M., 1985; Kitao and Yoshida, 1985; Law, 1994, 1995; Mulvey, 1998, 1999; Nishijima, 1995; Saeki, 1992; Yoshida, H., 1985; Yoshida, S., 1985; and Yoshida & Kitao, 1986). When coupled with the fact that the addition of a writing skills section to many individual university examinations (Kawasaki, 2000; *Monbukagakusho*, 2000b) has similarly failed to translate into a corresponding increase in writing skills instruction even at local academic high schools (Kawasaki, 2000; Mulvey, 1997; Okada, 1995; Yamada, 1993), it would appear that the nature and extent of exam *washback effect* has been exaggerated; at the very least, it seems possible to argue that strong motivational forces and situational requirements outside of mere "test preparation" are in operation, ones that have not been fully studied but which may be significant nonetheless.

Recent Reforms and the Demographic and Economic Forces that Inspired Them

As delineated above, current government statistics and recent research published in Japanese-language publications seem to indicate that traditional conceptions regarding university admission exclusivity, the primary role of exam scores in making admissions decisions, and the causal exam-pedagogy relationship that this so-called *monopoly* supposedly engender may no longer accurately represent the actual situation. This section discusses the demographic, political, and economic forces that appear to have played a role in the creation of this apparent discrepancy.

Chief among these forces is the ongoing and profound impact the declining birthrate has had on Japan's admissions process. In 1990, the number of students entering high schools in Japan officially peaked at 1, 871,333 students (Monbukagakusho, 1999e). By 1999, this number had dropped to 1,436,423 — i.e., a drop of almost 25% in just nine years. Combined with the overcapacity created by the ill-advised college building frenzy of the late-80's bubble years (when the number of 2- and 4-year universities increased by 31%—see, Mulvey & Jannuzi, 2000), this sudden decline has placed severe economic strains on Japan's mid- and low-tier universities.

The fact is, Japan's traditional university feeder programs are rapidly reaching the point where they can no longer graduate a number of students sufficient to maintain the economic vitality of the majority of Japan's universities. In 1999, for example, 756,149 high school students applied for entrance into university, with 602,078 accepted (*Monbukagakusho*,

1999b, 1999c).[4] This works out to a success rate of 80%—an all-time high, and one which is expected to climb even higher over the next few years. Japanese sources (*Daigaku Shingikai*, 2000, p. 2; *Keizai Doyukai*, 1999, p. 216; *Monbukagakusho*, 1998a, p.1), for instance, estimate that the "applicant-to-university space" ratio (*shigansha ni taisuru shuuyouryoku*) will reach exactly 1:1 by the year 2009 sooner if a predicted sharp increase in the percentage of 18-year olds who do take the exams and apply to university does not materialize.

As the number of applicants comes to equal the number of places available, it stands to reason that post-secondary programs will be forced into a continued relaxation of admissions standards in order to maintain enrollment levels sufficient to ensure their economic viability. Indeed, the effects of this trend have already begun to manifest themselves. As described in the proceeding section, universities have already begun to admit students with non-passing scores on the entrance examinations. Furthermore, declining applicant numbers, along with the resultant lowering in academic expectations by universities, have combined to threaten the whole test preparation industry itself, forcing many *jukus* and *yobikos* to the brink of bankruptcy ("Cram," 1998, "Creative," 2000).

Another possible side-effect of this process may be the seeming weakening (if not elimination) of *washback*-type influence on high school methodology and textbook content alluded to above. As most did not conduct comparison studies, it is difficult to ascertain how accurate many *washback effect* proponents were in their initial claims. However, even assuming this influence, it should be clear how current trends toward looser admissions standards might be affecting its nature and extent. As even students with extremely poor exam results can now successfully gain admittance into many universities, the pressing need for high school educators to make curriculum adjustments with every change in exam content would seem to be removed. This in turn would make high school curriculums less open to exam influence, as many students would still *pass* regardless of any preparation deficiency in their high school English classes. In other words, perhaps the lack of exam influence described earlier is the result of the examinations evolving where high school curriculums have not?

Indeed, it cannot be questioned that the admissions process in general, and the role and contents of the exams in particular, have changed drastically over the last 15 years. Since the late 1980's, political pressure (spurred in part by economic pressure brought on by the demographic changes delineated above) has caused *Monbukagakusho* to institute a series of reforms to increase both the quality, and the accessibility, of the exams (*Monbukagakusho*, 1999d, 2000b). As noted earlier, entrance examinations no longer focus solely on translation or grammar exercises; on the contrary, reading skills are emphasized in almost all cases, with listening and writing skills sections now included on a large number of individual university exams as well. Moreover, several recent policy changes have allowed students even from non-traditional backgrounds (e.g., so-called *returnees*, students from non-academic high schools, students over 16 but without high school diplomas, etc.) to take the exams and attempt to enter university (*Monbukagakusho*, 2000d). Finally, there has been a marked increase (to approximately 85%) in the number of universities who accept a percentage of their students under the *suisen nyuugaku* or *entrance by recommendation* system (Akira, 1998, pp. 949-1024; Monbukagakusho, 2000b). As the name suggests, these fortunate students are evaluated separately from their test-taking peers, with admission decisions based mainly on recommendations from high school advisors/coaches, often (but not always) supplemented by test scores, a submitted essay, and or an interview with the applicant.

Furthermore, *Monbukagakusho* has worked hard to make public universities (the majority of private universities having instituted similar reforms voluntarily) less dependent on a single entrance examination result for admissions decisions (*Monbukagakusho*, 1999d, 2000b). The results have been striking. Currently, only 4% of public universities rely on a single examination score as the sole criteria for their admission decisions. The overwhelming majority includes Center exam scores, individual university examinations, essays, and or interviews in the decision-making process.

Percentage Breakdown of Public Universities Including Supplemental Criteria in Admissions Decisions:

Year	Interview	Essay	Physical Education Exam
1980	35.0	33.3	45
1999	93.6	94.2	44.9

Source: *Kyouiku Kaikaku Q & A* (*Monbukagakusho*, 2000b)

Percentage of Public Universities Requiring Students to Take Individual University Exams (Plus Number of Exam Sections Required Where Applicable):

Not Required	1 Exam	2 Exams	3 Exams	4 Exams
36.2	15.1	25.0	19.2	4.5

Source: *Kyouiku Hakusho* (Monbukagakusho, 1999d)

Typically, applicants receive points in each category required by the university in question. The

points are then totaled, and the final combined score is compared to those of other applicants in the same year. At Fukui National University, for instance, the Center exam, the individual university exam (usually three subject-sections), and the required essay are each assigned a value of up to 200 points, with the additional interview worth up to 100 points. Even at the same university, however, certain departments are less stringent than others; would-be engineering and science majors at Fukui University, for instance, have the English section scores waived, while some other departments make the interview/essay optional.

Conclusions and Final Comments

In suggesting the need for a reassessment of entrance exam role and influence, this author wishes to make clear that he is neither overlooking nor discounting the numerous problems documented in both the admissions process in general, and in the entrance examinations in particular. Questions remain about exam reliability and validity (Brown & Yamashita, 1995b), with the lack of emphasis on listening skills (Hards, 1998; Vanderford, 1997) another obvious flaw. There is also the undeniable reality that many exams test for a level of comprehension clearly far beyond the overwhelming majority of test takers, so much so that one must perforce doubt the value of their results. Finally, ethical questions can conceivably be raised with regards to several aspects of the exam process, especially the advisability of having a separate *suisen nyuugaku* system where a percentage of fortunate students can gain admission on the strength of recommendations alone.

The above flaws are both undeniably real and unarguably serious; unfortunately, the same cannot be said for many other commonly held assumptions regarding the admissions process. As delineated above, most scholarship in this area has attempted to present Japanese secondary level education — especially student experiences in EFL education — as monolithic in nature. Documented problems are almost invariably ascribed to negative exam influence, the result in turn of the supposed *monopoly* the examinations have in determining university admission. However, while the possibility of *washback effect*-type influence cannot be discounted entirely, it should be clear from the above discussion that received arguments of this kind may have exaggerated its nature and extent. Worse, the uncritical acceptance of these arguments has resulted in a narrowing of the debate, an oversimplification of the complex economic, political, and demographic obstacles facing educational reformers in this country.

Demographic changes will continue to put more and more economic pressure on universities to compete for a dwindling pool of applicants. What will these changes mean for English teachers? Possible consequences, as predicted by the Japanese government, include faculty layoffs, school closures, hiring freezes, and severe budget reductions (Jannuzi & Mulvey, 2000; Mori, 1999; Mulvey, 2000; "Shushou," 2000).

On the other hand, changes in admission standards will allow a new generation of students to attend university, ones whose needs, levels of ability, and areas of interest may differ dramatically from what long-term English language professionals in Japan are perhaps accustomed to seeing in the classroom. Far from being catastrophic, however, this latter development—if sufficiently anticipated—could become an opportunity for instituting needed reform. Hopefully, the research presented above will encourage a broader discussion of these issues, inviting a deeper examination of the motivational forces and situational requirements in action in Japanese society today.

Thanks go to Dr. Tachi Kiyotaka, Dr. Terao Takeo, and Prof. Joe Tomei for their kind assistance.

Bern Mulvey is an associate professor at Fukui National University.
<mulvey@edu00.f-edu.fukui-u.ac.jp>

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Notes

1. Effective this year, *Monbusho* has changed its name to *Monbukagakusho.*
2. Matriculation rates are based on Japanese criteria for details, see Abe (2000, p. 461).
3. Texts like the one cited here do not require schools to differentiate between applicants who complete the application and take a particular university's entrance exam and inquiring students who only begin the process (i.e., request an application but do not actually sit for the exam), nor is allowance made for individuals who send in applications to several schools. As it is in the best interest of schools (for prestige purposes) to over-report applicant numbers, it is therefore quite possible that the statistics quoted actually *under-report* the real success rate. Indeed, as the number of applicants reported by all listed universities, if totaled together, would be well in excess of the total number of graduating senior high school students (and almost 3 times the total number of those who actually attempted to enter college), it should be clear that a significant amount of overstating may be occurring. The 80% overall success rate for applicants—taken from *Monbukagakusho's* own database—further implies this.
4. These figures do not include the small number of non-traditional applicants—*returnees,* etc.—who also apply each year.

Gregory Hadley
Niigata University of International and Information Studies

Looking Back and Looking Ahead:

A Forecast for the Early 21st Century

比較的歴史の浅い学会であるがゆえに、TEFLの専門家たちは自ずと最新の成果や研究動向に目が向かいがちである。しかし、その反面、多くの英語教師は同領域に関するこれまで蓄積されてきた研究成果に対して十分な検討を加えているとはいえない。本論は、前世紀おけるTEFLの発展の歴史について概観する。そして、そこで蓄積された経験が二つの教育的パラダイムの間をくりかえし揺れ動いてきたこと、そしてそれがあらゆる言語シラバスの基礎を形成していることを明らかにする。これら周期的な変化を分析することによって、筆者は、２１世紀初頭の展望を提示し、さらに、日本における英語教師の行方についても議論を展開する。

After much fanfare and celebration, the ELT community has settled down and quietly started to make its way into the new century. However, for many forward-looking language teachers, the developments of the past century are already starting to fade from our shared memory. Alan Maley (2001, p. 5) remarked recently how language teachers often "...live in a capsule of the present moment, with no time for a backward glance. This collective professional amnesia seems curiously at odds with the current fashion for *reflection*." Maley's comments echo those of Chris Brumfit, who noted over twenty years ago the ELT community's lack of historical perspective:

> We're constantly looking for what's *new* for a whole variety of reasons, but we very rarely look *back*, and there's far too much rediscovering of the wheel (Brumfit et al., 1981, p. 35).

Now seems to be the right moment for language teachers to reflect upon some of the significant developments in TEFL during the past century. This paper studies the cyclical nature of change in second language syllabi, offers a forecast of trends that may arise in the next few years, and discusses ramifications for classroom teachers—especially on the secondary and tertiary level.

Defining Syllabus

Any discussion on syllabus development needs first to establish what is meant by *syllabus*. This has been the subject of considerable interest in the literature, because of the multiplicity of different definitions for the term (cf. Long and Crookes, 1993, Nunan, 1993, Widdowson, 1990). This paper adopts my earlier definition of syllabus (Hadley, 1998), which states that *syllabus* is an endorsement of a specific set of sociolinguistic and philosophical beliefs regarding power, education, and cognition. As such, this definition of syllabus differs significantly from the popular understanding of the term as it is used in Japanese schools and universities (*shirabasu*). A syllabus is not something written on a sheet of paper for students at the beginning of a semester; rather, it is the adherence to values and assumptions that guide a teacher to structure his or her class in a particular way.

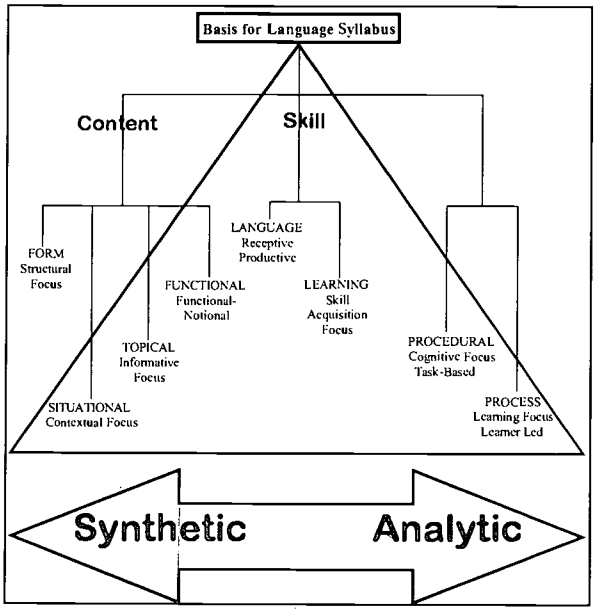
For over thirty years, syllabi have been divided into two paradigms. Wilkins (1976 pp. 2-13) calls these *synthetic* and *analytic* syllabi, which also roughly correspond to White's (1988, pp. 44-47)

Type A and *Type B* syllabi. Synthetic (Type A) syllabi are concerned with structure and *what* should be taught *to* learners, whereas analytic (Type B) syllabi focus on language acquisition and *how* to facilitate language learning. These two viewpoints move in opposite directions, although one should not be seen as inherently better than the other.

As Figure 1 shows, approaches emanating from these syllabus designs are proportional as to how far they apply the analytic or synthetic position.

Figure 1. A framework for understanding second language syllabus design

Synthetic approaches focusing on content range



from the most extreme types, which teach the structure of the language (grammatical, lexical, or discoursal aspects), to approaches that identify and teach language for situations in a specific context (ESP, EAP). Other synthetic approaches further down the cline teach topical issues in the target language (Gender Studies, Environmentalism, Global Issues) or concentrate on the functions of the language as they relate to interpersonal communication (Functional-Notional, English for Tourists).

Skill-based approaches attempt to strike a balance between the synthetic and analytic stances, but typically fall on either one side or the other. Synthetic skill-based approaches focus on listening to and emulating the language produced by model native speakers (Language), while analytic approaches attempt to teach the skills necessary for learners to acquire the language on their own (Learning).

Further down the analytic continuum are approaches that search for ideal procedures and methods that will help each learner acquire the language according to his or her personal learning style (Procedural). The most radical form of an analytical approach is one where a teacher abdicates his or her traditional authority so that learners can develop a language course that addresses their immediate needs and concerns (Process).

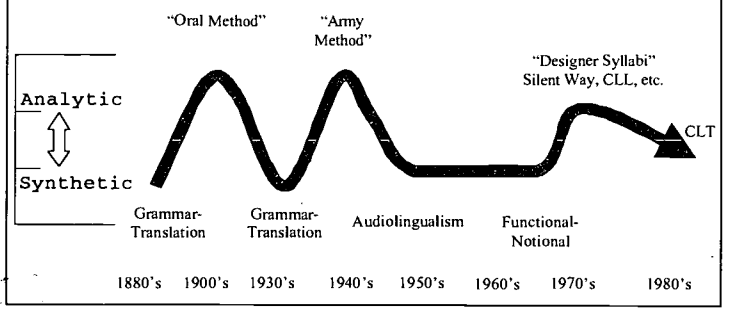
The Long and Winding Road

Over the past 100 years, the ELT community has periodically swayed back and forth between the synthetic and analytic perspective. However, it is not within the scope of this paper to cover the social and political factors contributing to the shift from one approach to another. For this, readers should consult Kelly's *25 Centuries of Language Teaching* (1969) or Howatt's *A History of Language Teaching* (1984). What is provided here is a very general sketch of language teaching since the beginning of the Industrial Age. As Figure 2 demonstrates (in a somewhat exaggerated fashion), the primary way to study languages in schools during the late 1800's was through the *Grammar-Translation Method*. It took as its lead the traditions employed in the study of the classical Western languages of Greek and Latin.

By the turn of the twentieth century, however, mainly through the efforts of classroom practitioners such as Palmer, Berlitz, and Firth, the analytic *Oral Method* made a break from the synthetic underpinnings of *Grammar-Translation*. The *Oral Method* favored techniques that emulated the way children naturally acquired language and emphasized acquisition based on the speaker's personal needs. By the 1930s, however, due in part to the influence of structuralist grammarians in the United States who emphasized reading skills (Coleman, 1929, cited in Stern, 1994), most language teaching had gravitated back towards variations of *Grammar-Translation*.

The need for large numbers of people to effectively communicate in a second language increased during the Second World War. The instruction of the *American Army Specialized Training Program* (ASTP), often called the *Army Method*, adopted some

Figure 2. Trends in TEFL: the first 100 Years



of the ideas found in the *Oral Method*, and employed techniques the designers felt would help learners to become fluent in the target language in a relatively short time. It proved so successful (due in part to the fact that students often needed to acquire the language or risk death) that, after the war, aspects of the *Army Method* were introduced in the *Audio-lingual*-approach, especially use of the tape recorder and the idea of immersion classes. However, repetitive drilling, the selection of discreet items by the teacher and the focus on form placed both *Audiolingualism* and the later *Functional-Notional* method firmly in the realm of synthetic syllabi.

A shift back towards analytical syllabi began in the turbulent 1970s, when myriad *Designer Syllabi* such as Suggestopedia, Community Language Learning, and the Silent Way appeared as attempts to discover psychological techniques to help learners better acquire the target language. Most quickly fell into disrepair or coalesced into what was eventually called *Communicative Language Teaching* (CLT). CLT reached its peak in the mid 1980s, at a time when international travel, the expansion of the Internet, and the development of the global market skyrocketed. However, because of CLT's eclectic nature, both synthetic and analytical approaches can be called *communicative*, and this contributed to the collapse of the movement by 1990 (Shortall, 1996).

The limit of the ELT community's pendulum swing towards analytic syllabi was with its experimentation with *Task-Based Learning* (TBL) and *Process* approaches. These had started as far back as the late 1980s, but were already cresting by the early 1990s. For TBL, the reasons were similar to that of CLT: a difficulty to define *task* and rampant eclecticism. Process approaches were unable to overcome the difficulty many students and teachers had with discarding their traditional roles (Kumaravadivelu, 1993, Griffee, 1995, Hadley 1998).

From the mid-1990s, writers in the ELT academic community again started to advocate synthetic syllabi (see Figure 3). First came lexical approaches, followed by increased interest in the teaching other academic subjects in English (*Content-based Learning*). Attempts to teach the social ethics and political ideologies found in other subjects, such as Japanese internationalization (*kokusaika*) or environmental awareness, also became popular (Otsubo, 1995, Poulshock, 1996).

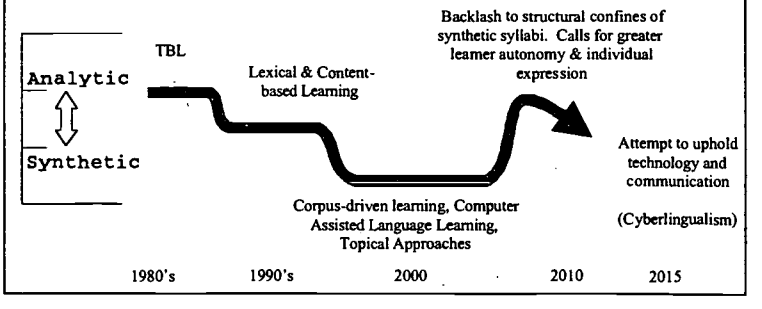
At present, the ELT pendulum has swung back towards the teaching of content and form. This is due to the growing influence of corpus linguistics and the increased use of computerized language software. Whether it is the study of written or spoken discourse, the intent of corpus linguistics is to identify regularly occurring patterns in the language, which teachers can then teach as discreet items to learners. Computer multimedia packages and web pages for language learning are limited by the present nature of software architecture. The ordered structure of most programs favors the sort of techniques and exercises found in *Audiolingualism*, *Grammar-Translation*, and other content-based synthetic syllabi.

Where Do We Go From Here?

Again, there is nothing inherently wrong with the present situation. If motivated, a learner can and should acquire the language under a variety of teaching conditions. This paper so far has simply attempted to point out the recurring shift between synthetic and analytic syllabus designs in TEFL. Based on this overview, I will offer an educated guess as to where we may be going as an academic community over the next few years.

It has been my observation, based upon years of teaching in the teacher-training wing of the Department of Education at a Japanese national university, that Japanese educational institutions undergo language syllabus trends approximately eight to ten years behind their European and American counterparts. This suggests that, for the immediate future, we may begin to see a move away from the experimentation with CLT and Task-Based Learning that some have seen on the Japanese secondary and tertiary level. Taking as their lead the wave of conservatism sweeping Japan, we may see a shift towards topical and situational concerns. As Japan seeks to further its aims for greater economic and political influence in Asia, increasing calls for *Asian English* or *Japanese English* will be heard in an effort to create a uniquely regional variant of the English language. The shift from topical concerns may then continue towards greater structuralist concerns as computers and the Internet make even greater inroads into most Japanese schools. Multimedia programs may help most students gain basic listening and reading skills without direct teacher supervision. *Computer Assisted Language Learning* (CALL) may eventually provide most of the instruction that a majority of Japanese students will need to meet

Figure 3. Current trends and a forecast



the level of functional literacy espoused by influential Japanese educators (Torikai, 2000).

For the European and American TEFL community, within the next five, but possibly no longer than ten years, growing dissatisfaction with the current structuralist trends in TEFL will foster a climate of dissent in professional journals. An increasing number of presentations and papers given at teachers conferences may call into question the aims of corpus-based or CALL-driven approaches. Quite likely, some of the reasons for the growing discontent might stem from claims of the difficulty of applying corpus data to classroom practice, as well as to an overemphasis on form and receptive skills. Other reasons might center on the solitary nature of computer-driven methods, which encourage passivity and a lack of student interpersonal communication skills. Still others might note how individual needs and learning strategies are subjugated under the tyranny of the program, and how the provision of vast amounts of data may not constitute either an interactive or a learning experience.

As an answer to these problems, some might call for a "return to authentic discourse" or for students to "unplug and connect" with speakers of the target language in face-to-face encounters. Humanist and affective concerns may then return to the forefront of language teaching. How long such a return to learner autonomy would last depends partly upon establishment players such as publishers (who could quash the movement by not investing in the creation of adequate teaching materials) and institutions that award teaching credentials to the next generation of professional language teachers.

Eventually, however, with further developments in artificial intelligence, and greater speed of a wireless Internet, seamless video interaction will become a reality. Also, due perhaps to the desire of moderating forces in TEFL to embrace what is helpful from the many voices within its community, eventually the computer is expected to become inextricably linked to the language learning process (a trend that I would call *cyberlingualism*). The current fascination with the computer will probably fade in the years to come, much in the same way the over the cassette recorder in the 1950's and video during the late 1970's subsided as it found a regular place in the language classroom. The computer will simply become a dependable, portable, and indispensable tool for language learning, replacing the print textbook and remaining constantly connected to the global network. Although some form of cyberlingualism may replace some of what the classroom teacher presently does in class, it is unlikely that future technology and trends will replace the age-old interaction between teachers and students, nor will the TEFL community become immune to regular seasons of change.

Ramifications for Language Teachers in Japan

As stated above, these trends will probably be manifested in some degree approximately eight years after they have come (and gone) in Europe and America. As Brumfit and Maley (1981) suggested, many language teachers are caught in the trap of living in the present or the immediate future. Such teachers may find themselves at a disadvantage later if they have not reflected on past and current trends, and if they have not prepared for the coming changes in their profession. The following is a list things career language teachers can do now to stay ahead of the game in the future:

1. *Be Aware*: Language teachers need to pay greater attention to current political and educational developments in Japan, think about the possible ramifications to their careers, and plan on how to deal with potential situations before changes come down the pipe. An example occurred several years ago in Japan, when reports circulated that colleges and universities would shift to searching only for applicants to fill foreign language teaching posts who held an MA in TEFL, three to five major publications, and were fluent in spoken Japanese.

Some chose to ignore those distant rumblings. Others took them seriously. In most cases, it is the second group who are still gainfully employed on the tertiary level. Today an MA in TEFL is fast becoming a requirement for employment even at private language institutes. Similarly, the trend in Japan towards language curricula aimed at furthering Asian regionalization may have repercussions for language teachers speaking American or British English. These teachers may need to seek ways to complement their teaching with a focus on communicating Japanese culture in English and highlighting Asian modes of communication, in addition to seeking other vocational training and credentials.

2. *Get Training and Credentials*: The time is soon coming when most language teachers in Japan will need more than just basic computer literacy skills. Language teachers unable or unequipped to operate multimedia software, create web pages, or design on-line activities might find their future prospects increasingly limited. Those with computer skills and specialist knowledge in addition to their TEFL MA are already a hot commodity in Japan and abroad. A certificate in multimedia design or other specialist credentials, such as some form of Asian Studies, may become as necessary as an MA in TEFL for tomorrow's language teachers.

3. *Hold the Center*: Educational institutions in Japan will be far more willing to keep and nurture language teachers who cooperate with their agenda, but language teachers need to seek balance in their

classroom instruction. I would suggest that classroom instruction that centers on language or learning-based approaches (see Figure 1) may be helpful. Like the bamboo that bends with the prevailing sociopolitical winds in ELT, those who hold this skills-based center will be able to add elements from synthetic or analytic approaches to their teaching and avoid extreme shifts in their teaching regimen.

If, for example, a school wishes to focus on Asian English as opposed to American or British English, teachers can begin collecting written, video, and audio samples of Asian speakers of English, which would serve as role models for learners, and lean more towards a Language-based approach. Should the curriculum designers at another school seek to prepare students to communicate with other Asians to tell others about Japanese culture, an approach teaching skills for communicating with other Asians (Learning) might be effective. Either way, the language teacher is not pulled too far one way or the other along the synthetic or analytic cline, and is able to maintain stability in the sdaily teaching.

Conclusion

Often by looking to the past, we may discover important clues as to where we as an academic community may be headed. Periodic swings between the synthetic and analytic perspective will continue to take place in TEFL, unless a truly unique paradigm shift takes place. Approaches and innovations will continue to come and go; cultural and social developments will affect both how, why, and in what manner people study a foreign language.

Rather than embarking on a frenetic search for the latest teaching technique or the most recent discovery, a key strategy for language teachers, as we look forward to the next century, is to stay aware of the cyclic trends taking place, make preparations by getting training and better qualifications, and by holding one's center in the midst of the ideological storm. Even if some may question the contention of this paper that language teachers may find pedagogic stability by staying in the skills-based approaches of language learning, those teachers will still need to reflect upon their own beliefs as language educators, and stay true to their beliefs about language, education, and cognition. More importantly, however, by reflecting upon past and current developments in TEFL, language teachers will continue to thrive professionally as they seek for fresh and innovative ways to educate their learners.

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Gregory Hadley has taught in Japan, the United States, England, and is currently the coordinator of the Communicative English Program (CEP) at Niigata University of International and Information Studies. His most recent articles appeared in *Action Research,* edited by Julian Edge (TESOL, 2001), and *The Japanese Learner,* edited by Katie Gray, et al. (University of Oxford, 2001).

The On-Line Teaching Evaluation Regional Workshop

Richard Blight, *Ehime University*

The *On-Line Teaching Evaluation Regional Work shop* was appropriately held at the City University of Hong Kong on February 28, 2001. I say *appropriately* because a number of the higher institutions in Hong Kong have maintained a focus on technological development and are currently at the forefront of on-line implementations. The workshop was intended to further an exchange of views and experiences between institutions committed to online student evaluation systems. Some 85 people from throughout the Asia Pacific region attended, including a mix of language teaching and technology professionals from Hong Kong, Australia, China, Malaysia, Singapore, Taiwan, and myself from Japan. The conference was also beamed as a live broadcast via *WebCam* to viewers from far corners of the world, who were invited to provide input into the round table discussions at the end of the day. The theme for this year's meeting was *Issues and Problems of Using the Web for Student Evaluation of Teaching (SET) in Higher Education Institutes.*

Sponsored by the *Centres for Enhanced Learning and Teaching* (CELT) at the *City University of Hong Kong* and the *Hong Kong University of Science and Technology*, it is worthwhile considering the scale of technological innovations currently being implemented. Large-scale centralized on-line systems to collect and process SET data on a campus-wide basis have now been developed as major Information Technology (IT) projects involving sizeable expenditures; one such system costing one million Hong Kong dollars (about sixteen million yen). The general goal of the CELT programs is to promote continuous improvement in teaching (and so to enhance the effectiveness of learning) through adoption of teaching technologies, teacher development, and quality assurance programs. Project teams currently developing on-line evaluation systems were now needing to justify past expenditures in order to renew their budgets. So there was a common purpose to the conference, with many participants hoping to gain insights into some of the complex issues (and potential resolutions) that other institutions were encountering.

The keynote speakers were Professor Olugbemiro Jegede (Director, Centre for Research in Distance and Adult Learning, Open University of Hong Kong), and Dr Mike Theall (Director, Center for Teaching and Learning, University of Illinois at Springfield). Professor Jegede discussed concerns with using student input as valid and reliable sources of evaluation data. He cited research which substantiated the data as being valuable for analysing teaching processes, while also remaining relatively constant over time. Statistics showed a common problem with evaluation questionnaires was that only about a 30% response rate was achieved, which was clearly insufficient to provide meaningful results. Monitoring and enforcement of student submissions was evidently necessary, either as a compulsory homework activity, or during a regular class session. Students should be required to submit questionnaires within a set time frame (with teachers following up late submissions), or the class could be taken to a computer lab for a twenty-minute session during which time the survey would be completed by all students. Jegede argued that the substantial gains to be made in areas of time, cost and efficiency of administration more than accounted for the loss of classroom time. With some institutions currently handling as many as 50,000 paper evaluation forms per year, each of which needed to be prepared, delivered and collected (either by post or teacher), and then entered into a computer system (by optical card reader or data-entry clerk), there exists clear scope for significant administrative gains. But as Jegede observed in his conclusion, the long-term success of any on-line evaluation system depended on *demonstrating* significant savings over the existing paper-based system. People and organizations would be reluctant to adopt new technology unless the perceived benefits far outweighed the costs of implementation.

During the workshop, presenters discussed various aspects of designing and developing on-line SET systems. Major systems currently being implemented were also described. In the round table discussion, student representatives reported that students generally preferred on-line systems since questionnaires could be completed according to individual schedules, but they were concerned about whether responses would remain anonymous, since they were required to log into the system using their student accounts. Indeed the use of student logins is an important part of on-line systems generally, since responses to questions can then be matched against enrolment records, which allows for more substantial analysis of results (e.g. collating and comparing results from groups of students in different departments, or according to year level). Students were agreeable to this type of data-matching, but despite being assured their anonymity was guaranteed, didn't feel secure in being asked to trust a system about which little was revealed or explained.

And while speakers tried to maintain a focus upon the *on-line* aspect of student evaluations, it

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is not possible to discuss SET without reference to some of the fundamental issues underlying evaluation processes generally. Particularly important is the significant likelihood of student evaluations being used by program administrators as a practical tool to measure the comparative teaching effectiveness of foreign language teaching staff. But this approach needs to be mitigated by knowledge of broad limitations of the SET process. There is the complex problem of mapping the degree to which students' scoring of a teacher's skill actually reflects learning gains, which are the intended and primary object of instruction. Students may believe they have learnt a great deal, while this in fact may not be the case (and equally, the contrary situation). There is also a tendency for students to rate teachers in terms of how much they liked the teacher, rather than how much they learnt during the course. According to this common misconception, the entire value of SET is undermined, with data providing no more than a measure of the relative popularity of various teachers. And given the difficulty of measuring learning gains generally, any statistical relationship between a teacher being *popular* and being *effective* would also be difficult to determine. But to summarize, as argued by Dr Theall, the implementation of an on-line system provided substantial gains in areas of administration and in the possible depth of analysis of results, but in no way facilitated the underlying complexities of the evaluation process. Teacher evaluations will always remain a high-stakes business for those directly involved, and one which cannot be determined by the nature of the process undertaken. So it is first necessary to develop a system of evaluation that suited the specific needs of each institution, with questions about whether (and how) to go on-line being raised subsequently and in relation to the needs of the specific systems that had been developed.

Many other issues were discussed. Should teachers be permitted to provide input to the content and form of the questionnaire? How should institutions deal with teachers who routinely received low scores from students? Should such teachers have their employment terminated? And what about teachers employed on a tenured basis? How many institutions could afford to support staff with professional development programs, which could be set up to give under-performing teachers an opportunity to improve their skills? And the fundamental questions which recurred: how can the accuracy of results be assured, and to what extent should institutions determine the course of professional careers on the basis of SET data? To guard against over-relying upon SET data, teachers wishing to extend employment contracts at some institutions are required to submit a portfolio of their work, *one component of which* is a set of student evaluations.

In closing, I can't help but notice a few passing ironies. In the higher education sector in Japan, where EFL instruction is mostly delivered by contracted native speakers and tenured non-native speakers, student evaluations could similarly be used as a measure of job performance for determining extensions on native speaker contracts. But bearing in mind that the primary goal of SET is to improve the quality of the learning program (as experienced by the thousands of students attending each institution), couldn't more substantial learner gains be achieved by applying student evaluations to the non-native teachers, the majority of whom do not hold (postgraduate) qualifications in teaching a foreign language? And finally, I hope the conference organizers won't mind if I don't return the survey on the *On-Line Teaching Evaluation Regional Workshop*. The purpose of which, of course, is to provide for an improved meeting next year ...

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edited by joyce cunningham & miyao mariko

This month, Scott Bronner reports on the goals and activities of the Crossing Cultures forming SIG. The coeditors of this column invite you to submit an 800-word report about your chapter or SIG in Japanese, English, or a combination of both.

Crossing Cultures: New SIG Tries to Cross Cultures with Care

JALT2000 witnessed the beginnings of our new forming SIG called Crossing Cultures. Its timely objective is to enhance intercultural education, so important now with everyday interactions more and more likely to involve crossing cultures or at least subcultures, especially with the proliferation of the Internet. As the world "becomes smaller," it becomes more critical to develop awareness of the differences others may have in basic assumptions regarding areas like the division of individual and collective responsibility, the place of work and recreation, the importance of face and harmony, the nature of fate, and the role of status in relationships. Often educators and students equate cultural differences to their more transparent aspects like differences in food, clothing, language, and customs. However, below the more obvious variations in surface behaviors are deeper aspects of culture, e.g., concepts of time and ethics which more often result in difficult adjustments. This was witnessed in the recent ship and aircraft collisions in which the nature and timing of apologies differed across cultures.

Thus, the Crossing Cultures (XC) forming SIG is intent on working together with like-minded organizations within and outside JALT toward developing awareness, knowledge, and competence in intercultural communication (IC). This involves promoting research in IC, helping to disseminate the findings and current developments in IC, as well as advocating the inclusion of IC competency in language education and teacher training programs. In teaching a recent course on Intercultural Identity, one student told me that what he was learning, if truly learned worldwide, could dissolve many egregious cross-cultural conflicts and even wars. Even if not everyone shares this idealism, certainly there are many business situations in which it would be highly profitable to have at least a little knowledge about how different underlying cultural values can affect behavior. Cross-cultural skills are no longer just needed by the few adventurous souls in today's fluid society. Consequently, overt teaching of the variety of ways cultures look at behaviors "makes sense." (Double meaning fully intended).

As a teacher, I am learning so much in this area that I wish I had known before coming to Japan. Many of the sample cross-cultural incidences in the texts I am using reveal how good intentions can be thwarted by cross-cultural factors. In trying to work together and help others within another culture, just the opposite may occur due to lack of awareness of expectations and underlying values. For example, if I were working as a manager within a high power-distance, status-oriented society, I might still feel that promoting people based on their talents rather than status is basic to human justice. However, the people I promoted might have had no desire to secure a position outside the realm of their status since within that culture they would not have the contacts or tools to be able to carry out the assignments expected of that position. This was a new idea to me that such a basic value relating to justice and fairness might have undesired consequences not just to those in a high status position but to someone I idealistically promoted to a high-status position from a lower one.

Naturally, crossing cultures is not just about differences but areas where we can relate to each other and build common ground. In addition, the whole concept of culture is undergoing transformation since trans-cultural individuals and multicultural societies are becoming more and more commonplace. Thus, the more monolithic ideas of culture need to be modified, displacing cultural stereotypes so as to not only be more sensitive to individual differences within cultures but also to the increasingly multicultural nature of many areas of the world. The more deeply I delve into the cross-cultural field, the more I realize I have yet much to learn, so the thoughts above may lack sensitivity, but we are all both individuals as well as part of a group in progress, open to appropriate change.

If interested in more details about this new forming SIG, Crossing Cultures, join our free email group at <groups.yahoo.com/group/jaltccsig> or see our new site in progress at <www.voyager.co.nz/~chris100/JALTCCSig/index.htm>.

Those considering membership can also email Stephen Ryan at <RX1S-RYAN@asahi-net.or.jp> or t/f: 0726-24-2793 for a free copy of our first newsletter which includes details about our group, a short resource list, information on several intercultural conferences in Japan and abroad, and a teaching materials' review section. Work is also in progress for a possible summer conference in cooperation with other SIGs, and there will definitely be XC SIG presentations at JALT/PAC3 in Kyushu. General contacts for the XC SIG include: Robert Long <long@dhs.kyutech.ac.jp>, t/f: 093-884-3447 or Warwick Francis <warwick@japan.email.ne.jp>, t: 045-960-3323; f: 045-961-2542.

reported by Scott Bronner

My Share

edited by scott gardner & oishi harumi

From Scott Gardner, My Share Editor: As of August, I'll be stepping down from My Share. It's been a great year (plus alpha) at the controls of the most popular column in *The Language Teacher*. Don't forget, though, that it is readers like you who make the column worth reading. Please keep the great ideas coming for the new English editors, Erin Burke and Brian Cullen. And Japanese editor Oishi Harumi continues to welcome Japanese language submissions. Thank you, and keep sharing your wealth of ideas.

Classroom Tips: A "Photo Roll"

Harry T. Norris, *AS University*
Jacqueline Norris-Holt,
Aichi Shukutoku High School

"What is your opinion?... Ah...you over there... Yes, you... Yes, YOU!... Don't look behind you! I mean you! Look at my eyes! Look at my finger! I'm pointing at you!! Stop looking around at other people. Answer the question!!"

Some of us teach a lot of students. Most of them know our names, but we might find it very difficult to remember theirs. For those of you who have this problem, here is a quick tip. Using a digital camera and a computer, it takes about ten minutes to make up a "Photo Roll," which will save you time in the long run.

It doesn't take much classroom experience to realize that a student-directed question is more likely to receive a response than a class-directed question. In the Japanese classroom, where eye contact can sometimes be a difficult way of directing a question, it becomes essential to know the students' names.

These instructions are written in step-by-step fashion for Mac users. For those of you with DOS machines the theory is the same.

1. Have the students make up "nameplates" on B5 paper using a thick black marker. Tell them to make big letters.

2. Set up five seats close together and have the students sit in "Roll Order" in groups of six or seven, on the five seats. (You only need their faces and names, so sit them in very close together and get the nameplates up just under their chins.)

3. You should try to get the whole class into five or six photos (assuming 35-40 students). This will allow you to put all the faces on one page. More than this and you will need to go onto a second page.

4. Load the images into the computer. They will be saved as JPEG files.

5. Open the very popular "Graphic Converter" (downloadable from the internet).

6. Open the first of the picture files.

7. With the "+" cursor, put one long box around all the faces and names of the students. Don't leave any space above their heads or below the names.

8. Go to *Edit* and *Trim Selection*. This will erase the parts of the photo outside the selected box.

9. Go to *File* and *Save As*. Choose where the file is to be saved *(Desktop* is good), and type the name of the file (e.g. "1").

10. Follow the procedure for all of the pictures. You will end up with a list of picture files: 1, 2, 3, 4.

11a. Using Microsoft Word, go to *Insert*, then *Picture*, and then *From File*. Locate the saved area (*Desktop*) and select the "1" file, then click *Insert*. Repeat this for "2," "3," etc.

11b. If you're using Apple Works, open a word processor file. Go to *File* and click on *Insert*. It will then ask you to find the file. Go to the *Desktop* then go to *File Format* and choose *All available*. The files should be there ready for you to choose. Click *Insert*, and repeat this for each of the pictures.

12. You will very soon have your "Photo Roll." Save the file and throw the original photos in the trash (to save disk space).

13. In your class folder you can now have your roll on one side and your picture roll on the other! A key point for printing is to have a good quality printer and paper to match. Six hundred dpi or better will give you good results.

For those of you who don't have a digital camera, but do have a standard 35mm camera, stand seven students behind the seats and sit six on the seats. Three standard size photos will fit nicely onto an A4 sheet of paper. The faces may be smaller but the photo quality will be better. You will then have a nice neat page of reference. A photo roll! "What is your opinion?... Ah...Yukiko!"

Fun with Poetry

Richard Gabbrielli,
Yasuda Women's University, Hiroshima

This activity has been adapted from Hadfield (1990) and works really well in both writing and conversation classes. The idea is to engage students in language play through the medium of poetry. While many students may groan at the idea of writing poetry, this activity is straightforward, structured, learner centered, and encourages students to tap into their creative spirit to confidently create poems of their own. It can also be easily adapted to match the levels of your students.

Procedure

1. Students get into groups of three or four.

2. Ask the students to brainstorm the noun forms of vocabulary related to feelings and emotions. A good way to do this would be to give each group one sheet of paper, which they pass round in a circle, each member in turn adding one vocabulary item to the list.

3. After a given period of time (say ten or fifteen minutes), ask the students to choose a group representative who will stand up and read the group's list to the whole class. This allows all the students to share their vocabulary and to add more words to their lists.

4. Invite students to call out any of their words and choose one, which you, the teacher, write on the board. Then draw a circle around it. Now ask the students the following question: "When you think of the word (love), what color does it make you think of?"

Write your answer to the right of the main word and ask your students to do the same on a sheet of paper. Remind them not to look at their partners' answers throughout this activity.

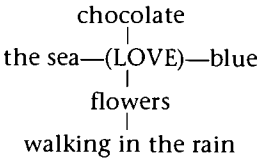
5. Now, using the same procedure, get the students to answer the next question: "What does (love) sound like?" This time, everyone writes the answer to the left of the main word.

6. Continue with: "What does (love) taste like?" Everyone now writes their answer directly above the main word.

7. The next question is: "What does (love) smell like?" This time, everyone writes their answer directly below the main word.

8. The last question reads: "Think about the word (love). Close your eyes for a moment. What are you thinking about?" Everyone now writes their answer below the word in Number 7 above. Try to encourage a phrase that shows some kind of action in progress like: "walking in the rain."

At this stage, check that everyone's page looks something like this:



9. Ask the students (in their groups) to comment on what they have written.

10. On the board, present the following stem structures to the students:

[Love] is ...

It sounds (like) ...

It tastes (of/like) ...

It smells (of/like) ...

It feels (like) ...

Complete the stems with your own answers and then read your completed poem to your students. Mine would read:

Love is blue

It sounds like the sea

It tastes like chocolate

It smells like flowers

It feels like walking in the rain

11. Ask the students to do the same and then to read their poems to their group members. If you like, you could get all the students mingling and sharing their poems with the whole class.

12. In their groups again, ask the students to choose other words they have brainstormed (individually or by group consent) and have them repeat the steps in their own time.

This activity has always gone down a treat. The students have fun and seem to appreciate that there is more to poetry than meets the eye. Try it and see how it goes!

Reference

Hadfield, J. (1990). *Writing games.* Edinburgh: Nelson.

Quick Guide

Key Words: Poetry, Vocabulary Development, Writing, Speaking
Learner Japanese Level: Intermediate and up
Learner Maturity Level: High School to Adult
Preparation Time: None
Activity Time: 30 minutes to an hour

The Interactive Dictation

P. Charles Brown, *Ibaraki University*

The *dictation* as a teaching technique has always been associated with a "traditional approach" to language teaching and has lost its luster as a viable technique by teachers professing to use a more "contemporary approach" to language teaching (Wajnryb, 1993). I posit that very few language teachers today would admit that the *dictation* is an acceptable technique used in communicative language teaching. However, with a little imagination and manipulation of the basic steps involved in doing a traditional dictation, one could render this much maligned activity into a communicative, col-

laborative, and self-directed activity in keeping with the fundamental principles expressed in the literature on Communicative Language Teaching/Learning (Brown, 1994).

Underlying principles of dictation in the contemporary approach

There are a number of principles involved in doing interactive dictation that not only respect the fundamental precepts of the communicative approach (Littlewood, 1981) but also integrate the principles underlying cooperative/collaborative learning (Kessler, 1992), interactive learning (Shoemaker & Shoemaker, 1991), and self-directed learning (Oxford, 1990) in ESL/EFL. The most important of these is that the dictation is student centered/controlled in that the learners decide how the message is going to be interpreted. Secondly, the emphasis is on the message/meaning first rather than the form. Thirdly, the task is realistic and meaningful as the students must negotiate before arriving at a consensus, thus utilizing language as a means of communication in a natural way. Finally, students learn to function collaboratively in accepting and sharing each other's suggestions in order to accomplish the task in a non-threatening way.

Steps involved in interactive dictation

There are a number of steps and variations involved in this kind of activity depending on the level of difficulty one wants to focus on. However, there are steps that should never be skimmed over and these are mentioned below.

Step 1: In the warm-up, the teacher should introduce the topic and then get the students to express their prior knowledge of the subject by using a brainstorming, questioning, or discussion technique. Writing this information on the chalkboard allows the students to notice the wealth of information they have collectively. This prepares the students for the information they will hear, which in some cases may be similar to or an extension of what they already know. Leave the information on the chalkboard until Step 3.

Step 2: Pairs or groups of three are formed and the teacher reads the text one sentence at a time at natural speed. The students listen, then negotiate what is to be written. At this time, one sheet of paper is enough between the partners as they take turns writing down the message.

Step 3: When the dictation is finished, the teacher asks a student from each group to read what they have written for a particular sentence, and the other groups vote on whether the essence of the message is the same. The information is written on the chalkboard by the teacher or by the student(s). Continue until all the sentences have been accepted. Leave the information on the chalkboard until Step 5.

Step 4: At this stage, the students are asked to do peer editing of their own written work for accuracy.

Step 5: The students are given a modified version of the text read by the teacher. The modified version consists of two or three simple sentences that once combined will generate word-for-word each sentence or idea that was read by the teacher.

Step 6: The students are asked to compare their original written version with the sentence-combination version for spelling and sentence structure.

Variations: In Step 2, teachers can read the sentences in random order. If this is done, then in Step 3, after the sentences have been written on the chalkboard, the students are asked to order the sentences to produce a well-ordered or sequenced text. Of course, it follows that in Step 5 the information will also be presented in random order.

There are variations and modifications that can be applied to this kind of activity to either decrease and/or increase the level of difficulty of the tasks involved. It should be noted however, that the interactive dictation integrates the four major language skills—listening, speaking, reading, and writing—while dealing with grammar in context.

The sample is a modified version of the text given to the students (Step 5). The teacher need only read the combined version (i.e. a + b +..., etc.) in Step 2.

If you want to deal with grammar using this text for context, you may want to draw the students' attention to the passive versus active voice construction or you may draw their attention to the time reference markers such as *on, in, at, then, after,* etc.

Closing remarks

This activity integrates the four skills of listening, speaking, reading, writing, and grammar. It also promotes communication, collaboration, interaction, and self-directedness on the part of the students. A further important feature 0is that the students are responsible for and can monitor their own learning. Last but not least, it is a teaching tool, not a testing tool, which means no marking/grading is necessary on the part of the teacher.

Quick Guide

Key Words: Four Skills, Dictation, Negotiating Meaning, Collaborative Learning
Learner English Level: Low Intermediate and up
Learner Maturity Level: Senior High School to University
Preparation Time: Minimal time outside of collecting dictation texts
Activity Time: About two 90-minute class sessions

References

Brown, H.D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.

Kessler, C. (Ed.). (1992). *Cooperative language learning: A teacher's resource book*. Englewood Cliffs, NJ: Prentice Hall

Sample material:

Modified version	Read version
The Birth of the Olympic Games	
1. a. The first Olympic games were probably held in 776 B.C.	The first Olympic Games were probably held by the Greeks in 776 B.C.
b. They were held by the Greeks.	
2. a. The games were dedicated to Zeus.	The games were dedicated to Zeus by the athletes.
b. They were dedicated by the athletes.	
3. a. Zeus was worshipped at Olympia.	Zeus, the most powerful Greek god, was worshipped at Olympia where the first games were held by the Greek leaders.
b. He was the most powerful Greek god.	
c. The first games were held there.	
d. The games were held by the Greek leaders.	
Note: Use *where* before 3c; omit *there* in 3c.	
4. a. After the games, the winners were welcomed as heroes.	After the games, the winners were welcomed by their cities as heroes.
b. They were welcomed by their cities.	

Regents.
Littlewood, W. (1981). *Communicative language teaching.* Cambridge, UK: Cambridge University Press.
Oxford, R. (1990). *Language learning strategies: What every teacher should know.* Boston, MA: Heinle and Heinle.
Shoemaker, C.L. & Shoemaker, F.F. (1991). *Interactive techniques for the ESL classroom.* Boston, MA: Heinle and Heinle.
Wajnryb, R. (1993). *Grammar dictation.* Oxford, UK: Oxford University Press.

Departments

Book Reviews

edited by stephen snyder and oda masaki

Idioms Organiser. Jon Wright. Hove, England: Language Teaching Publications, 1999. pp. 296. ¥4100. ISBN: 1-899-396-06-3.

So, what is an idiom, anyway? In this exercise and resource text intended for intermediate to advanced college-aged or older learners, Jon Wright defines the term as an expression which is "...fixed and is recognized by native speakers. You cannot make up your own!" and also as a two-sided item of language which may be variously "literal" or "metaphorical" in nature, function, and form. (p. 7) Idioms are terms or phrases which may be understood by their surface appearance and usage, or have a contextual metameaning based on historical usage, literary allusion, or local dialect. The sources could be written or oral, and have an annoying tendency to frustrate learners tripped up by collocations and nuances. On the other hand, a cursory look at any T-shirt will reveal that idioms are imbedded in popular culture and are quite simply fun.

Wright attacks the problem of how to retain idioms within a learner's active bank of vocabulary by organizing his book around some 1800 terms and phrases, divided into several broad sections: types of metaphor, individual metaphors, topics, and key words. There are 110 units of 2 pages each, 4 review sections, a 35-page glossary of expressions, and a 17-page answer key. His first tack is to help the learner to distinguish between the literal and the metaphorical. For example, in the first section on areas of metaphor, we tried out the very first 2-page unit on the ever popular idiom *Time is money* with a lower intermediate level second-year college academic writing skills class as a warm-up activity for pairs or groups. Given the absence of a teacher's guide, we opted for what seemed to work in the context of the class—in other classes and contexts, perhaps the text could be used as individual work, home study, or as the basis for tests. In any case, with this unit, the first part on literal meanings asked us to survey 16 sentences. Half are literal (e.g. *I've been trying to save at least ten pounds (sterling) a week all year.)* and half are figurative or metaphorical (e.g. *Let's get a taxi. It'll save at least 20 minutes.*) We had to match and pair off the sentences in a fashion, but the putative warm-up proved challenging enough to need its own warm-

ups, involving anecdotal examples, rough board drawings, and photo files. We noticed the real and present risk that the exercises could have devolved into translation-by-dictionary, slicing and displaying the idioms as discrete chunks with no context—which, of course, is a common criticism of the way idioms are often taught.

More straightforward was a simple fill-in-the-blanks exercise in the same unit, followed by a final review which did demand more context; for example, stressing the uses of *save* we are asked *Why not ring the helpline? It'll (save) you hours.* This line puzzled some students who were thrown by Britishisms such as the use of *ring* as a verb, or the use of pounds as a unit of currency in the earlier example, but these were not major problems. Two students noted the "saving" function of the helpline itself.

The second portion of the book on individual metaphors was a great success with unit 34 on Heart Idioms. As might be obvious by now, we selected some sample exercises based on their relative ease of familiarity. In this case, Wright explained the history of the heart as a central location, as well as the "seat of the emotions." In particular, the students enjoyed the section on idiomatic expressions such as *close to my heart* and *got a heart of gold.* We also had a lot of fun with the final text teaser of a question *Do you know someone—a friend or a neighbour—who has a heart of gold?* which cropped up unsolicited into weekly journals. We also tried out unit 47 from the section on Topics, which looks at advice and idioms, as an effective supplement to a modal auxiliary and advice column exercise. In addition, we could compare idiomatic proverbs such as *Don't count your chickens...* with their approximate Japanese equivalents drawn from a *kotowaza* homepage on the Internet on this very subject. Finally, there is a thoughtful coda: four pages for learners to recount their own idioms of note and use. Break a leg!

Reviewed by Tim Allan
Kwassui Women's College, Nagasaki

Cambridge International Dictionary of English. CD-ROM Edition (for Windows 95/98/NT). Cambridge: Cambridge University Press, 2000. pp. 1792. ¥3800. ISBN: 0-521-77575-2.

Since November/December, 2000 a CD-ROM version of the *Cambridge International Dictionary of English* (*CIDE*) has been on sale in Japan. The *CIDE* is a monolingual dictionary designed specifically for learners, first published in 1995. The wordlists, definitions and example sentences in the CD-ROM are the same as in the printed version; however, there are a number of additional features made possible by the electronic storage of the dictionary data.

As with all digital dictionaries of this type, searching for information has become much easier and faster. Advanced searches can be made using filters, and wildcards (e.g. ? = any one letter; * = any number of letters including zero) can be substituted where spelling is uncertain. The phonetic script found in the printed *CIDE* has been complemented by sounded British and American pronunciations of every root word contained in the dictionary. In a feature which allows users to surf the dictionary, words and phrases contained within each entry can be directly accessed by clicking on them. Moreover, users can access words relating to the entry, again by clicking on a button in the content window. Integration with a word-processor is possible, allowing limited copying to a word-processor document and, if desired, a direct linkage with the dictionary can be made through a permanently displayed panel in the word-processor window.

In addition to the traditional look-up functions, students can use the dictionary as a learning aid. Users with a microphone can record and compare their pronunciation to that of the dictionary. Furthermore, the CD-ROM contains a limited number of interactive exercises to test learners' knowledge of grammatical items and the illustrations in the dictionary. There are also useful study sections on topics such as letter writing and punctuation.

Some of the information found in the printed version of the *CIDE* does not make it on to the CD-ROM. There are fewer illustrations on the CD-ROM and some of the illustrations have changed. For example, the printed version under "A" contains illustration plates for *accommodation, arm,* and *axe* not contained on the CD-ROM, whereas the CD-ROM alone contains *animals* and *athletics.* There are over 100 Language Portraits (notes on lexical areas, such as, *calendar, commas,* and *conditionals*) in the printed version, but only 45 equivalents on the CD-ROM.

The CD-ROM has a number of other shortcomings. More could be made of the interactive exercises, in particular there could be activities which help learners with dictionary skills and perhaps a few word games to stimulate users' interest—the *Oxford Advanced Learners Dictionary* on CD-ROM (2000) is much better in this respect. As with the printed *CIDE* there is little to indicate a word's frequency, which would be particularly useful for students studying for examinations. And Japanese users would benefit from a Japanese list of false friends. Finally, only a Windows version is available, which is unfortunate given the popularity of Macintoshes in Japan.

That said, the CD-ROM compares well with similar electronic dictionaries from other publishers. The need for such dictionaries is, however, being eroded by the dictionary information increasingly available on the web (see <www.onelook.com>)—

words can even be looked up on the *CIDE* itself at <http://dictionary.cambridge.org>. I would therefore recommend the CD-ROM edition of the *CIDE* to advanced students who are looking for a language resource when using a computer, especially to those unable or unwilling to go online.

Reviewed by Brian C. Perry
Otaru University of Commerce

Culture Riddles: Solving Dilemmas in Intercultural Communication. Joseph Shaules & Haruko Katsura. Tokyo: Nan'un-do Publishing Co. Ltd., 1998. pp. 54. ¥1400. ISBN: 4-523-17324-9.

Parts of this book grew on me as I explored it but not enough that I would recommend using it as a course text or even a teacher's reference. The feature that disturbs me the most is that the answers to the cultural riddles are in a multiple choice format that may lead students to feel there is one best answer. Despite partial disclaimers in the text introduction, the actual exercises clearly point to one answer as being the best and often do not have answers that are serious competitors. If the teacher does not present alternative behaviors or possibilities, the riddles themselves could lead to stereotypes.

Each chapter has the same format, an introductory cartoon that starts students' thoughts going followed by a background section with useless trivia questions like *Which state does Tabasco brand pepper sauce come from?* Then come relatively interesting short, one-page stories with nontrivial cultural clashes involving situations from homestays to school to business. Next comes a multiple choice comprehension section to make sure students understand the story before presenting the riddle that follows. This riddle is in the form of a question followed by four one-paragraph answers to consider. It is followed by an exercise in which students write which answer is most likely, any other possible answers, the least possible, and reasons why. Next comes "more information," which has four more paragraphs, one of which connects to each of the previous paragraphs in the riddle section. By making the connection, students are then "ready to choose the best answer to the riddle." Finally there is an expansion section, the best part of the book. It asks students to consider how they would feel in the main character's shoes and what they would do. There is also a related project, such as making an outline of how to prepare for a homestay.

Admirably, the chapters present some uncomfortable, cross-cultural situations, but there is little discussion of alternative "good" answers (as opposed to why some answers were not the best) and no cautions about stereotyping from the presented examples. The first chapter presents a case in point. The story tells of a Japanese man, Shinji, who is overly helpful to two tourists. They feel uncomfortable and suspicious. Possible reasons (answers) include that: a) they believe they will be tricked and attacked; b) they are uncertain of his motives; c) they think Asians are sneaky; and d) he made an offensive English mistake. The further information section is always longer for the "best answer" (in this case, *b*) and explains away the other answers. This is an interesting format, but I felt that Japanese learners coming away from this exercise might be wary of helping foreign tourists at all. As a tourist I actually would have been delighted with the man's help. The candies he sends to their hotel later with his phone number if they need help make him more suspicious. This particular example at least has a close runner up (*d*) but most chapters don't, and none have more than one best answer. There are only seven chapters and most do not even have any real competition for best answer.

Though *Culture Riddles* could easily be made into an excellent book, I cannot recommend it in its current form. The interesting expansion section and riddles which attempt to go below surface cultural differences are offset by the impression that there is one best answer and the possible stereotypes that may result from the puzzles themselves.

Reviewed by Scott Bronner
Waseda University - Center for International Education

Recently Received

compiled by amanda obrien

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of July. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children

Primary Activity Box: Games and activities for younger learners. Nixon, C., & Tomlinson, M. Cambridge: Cambridge University Press, 2001.

Dictionaries

Cambridge Learner's Dictionary (includes CD-ROM). Cambridge: Cambridge University Press, 2001.

Reading

Discovering Fiction: A Reader of American Short Stories 1. Kay, J. & Gelshenen, R. Cambridge: Cambridge University Press, 2001.

Discovering Fiction: A Reader of American Short Stories 2. Kay, J. & Gelshenen, R. Cambridge: Cambridge University Press, 2001.

Supplementary Materials

Clear Speech: From the Start. Gilbert, J.B. Cambridge: Cambridge University Press, 2001.

Grammar in Use: Intermediate (2nd ed.), (student book, audio CD). Murphy, R., & Smalzer, W.R. Cambridge: Cambridge University Press, 2000.

Imaginative Projects: A resource book of project work for young students. Wicks, M. Cambridge: Cambridge University Press, 2000.

Test Your English Vocabulary In Use: Pre-Intermediate & Intermediate. Redman, S. & Gairns, R. Cambridge: Cambridge University Press, 2000.

Writing

Writing from Within. Kelly, C., & Gargagliano, A. Cambridge: Cambridge University Press, 2001.

For Teachers

Contact the JALT Journal editor directly to request the following:

Approaches and Methods in Language Teaching (2nd ed.). Richards, J.C., & Rodgers, T.S. Cambridge: Cambridge University Press, 2001.

Curriculum Development in Language Teaching (Cambridge Language Education Series). Richards, J.C. (Ed.). Cambridge: Cambridge University Press, 2001.

The Cambridge Guide to Teaching English to Speakers of Other Languages. Carter, R., & Nunan, D. (Eds.). Cambridge: Cambridge University Press, 2001.

***The Practice of English Language Teaching.** Jeremy Harmer. Essex: Pearson Education Limited, 2001.

JALT News

edited by amy e. hawley

I have just finished a wonderful, productive weekend meeting with all the other JALT National Board of Directors members at the JALT CUE Conference in Shimizu, Shizuoka on May 12-13. I also had the chance to see and talk with other JALT members from all over Japan about what has been happening with them. The weekend was definitely a positive chance to discuss where JALT is headed. This positiveness can be found in this month's contributions. First, Bill Pellowe introduces us to the JALT Events On-Line Calendar that can be accessed by *keitai* or computer. Thanks so much to Mr. Pellowe for making this information available to us all at the simple press of a few buttons. The other contribution to the column is an invitation to the learner autonomy retreat this October from Hugh Nicoll. Learner Development looks to provide a great forum for all of those teachers wishing to talk more in depth about learner autonomy. Thanks to both Mr. Pellowe and Mr. Nicoll. I look forward to hearing from other JALT members for future columns.

私は、静岡県清水市で5月12-13日に開催されたJALT CUE Conferenceで、すべてのJALT全国理事と素晴らしく、かつ生産的なウィークエンド・ミーティングをつい先ほど終えてきたばかりです。また、日本全国から訪れたＪＡＬＴ会員とも、各地で今何が起こっているかについて話す機会を得ました。

このウィークエンド・ミーティングはJALTがどこへ向かおうとしているかを議論する非常に良い機会でした。これは今月のニュースでも見ることができます。最初に、Bill Pelloweが携帯、またはコンピュータからアクセス可能なJALT Events On-Line Calendarについて紹介しています。いくつかのボタンを押すという単純な操作で様々な情報にアクセスすることを可能にしたPellowe氏には感謝を捧げたいと思います。Hugh Nicollからは、この10月に開催される自律的学習者への招待が届いています。学習者ディベロップメントは、自律的学習者についてより深く議論したいと考えている全ての教師に対して、フォーラムを開催いたします。Pellowe氏とNicoll氏の両氏には感謝いたします。これからのこのコラムで、他のJALT会員からの声も聞けることを期待しております。

New JALT Events On-Line Calendar

<jalt.org/calendar>

March 27th was the debut of the new JALT On-Line Events Calendar. This new calendar has several features that make it easy for you to find the information you're looking for. There's a *keitai* version, too! When you first visit the calendar, you'll see the details for JALT events in the next two weeks. Links at the bottom of the page let you view the next two weeks, or, alternatively, the whole month. At the top of the calendar page, you'll see three handy pull-down menus that give you quick access to the three ways the calendar organizes different "views" of event information:

1. You can view all events by month (from January 2001 into the future).
2. You can limit the view to only events in a particular region of Japan; these regions are Chubu / Hokuriku, Chugoku, Hokkaido, Kansai, Kanto, Kyushu, Shikoku and Tohoku.
3. You can see what's upcoming in specific JALT chapters or SIGs.

In each of these pull-down menus, the items you can choose (such as the name of the month, region or chapter/SIG) are followed by a number in brackets. This number shows you how many upcoming events are included on that page.

The calendar features up-to-the-minute accuracy so you'll never have to scroll through past events to see what's upcoming. If the event happens to be scheduled for the day you're looking at the page, it is labeled "Today." If today's event is in progress, the label reads "In progress"; if it has already finished, it is labeled "Already finished" and you'll only see the location and time. The *keitai* phone

version doesn't have all of these features, but the basic searches are the same.

The calendar's event information is stored in a database. Each chapter has a password for the calendar's "administration" section so that they can add or edit their own chapter's events and other relevant information. However, most of the events are taken directly from *The Language Teacher*'s "Chapter Meetings" section. When *TLT* Chapter Meetings Editor Tom Merner finishes compiling the events list for *TLT*, he sends a copy to Bill Pellowe, the calendar's programmer, who then puts the information into the calendar's database. Chapters are encouraged to update their event information through the "administration" section if there are any changes or additional details to add.

SIGs are not listed in the database automatically. If a SIG has an event scheduled, their information is added to the database. SIG representatives are asked to contact Bill Pellowe <billp@gol.com> to have their event details added to the calendar. Once the details are added, that SIG will have the same access privileges as a chapter.

Visit the calendar today (<jalt.org/calendar> for both keitai phones and computers) to see firsthand what it can do for you!

Bill Pellowe, Fukuoka Chapter President

3月27日新しいJALT On-Line Events Calendarがデビューしました。この新しいカレンダーは皆さんが探している情報を見つけやすいようにいくつかの特徴があります。

最初にカレンダーに訪れた場合、あなたは次の2週間にJALTでどのようなイベントがあるかの詳細を見ることができるでしょう。ページの下にあるリンクから次の2週間、または一ヶ月を見ることができます。カレンダー・ページの一番上には3つのプルダウンメニューがあり、そこから3つの異なったイベント・ビューへアクセスすることができます。

1. 月ごとの全てのイベント(2001年1月から)
2. 中部/北陸、北海道、関西、関東、九州、四国、東北それぞれの地域別のイベント
3. JALTの支部、SIG別のイベント

それぞれのプルダウンメニューでは、選ぶことができる(その月、地域あるいは支部/SIGの名前のように)項目がカッコ内に示されています。この数は、イベントがどれぐらいあるかを示しています。

このカレンダーは分単位の精度を特徴とします。どんなイベントがあるかを知るために過去のイベントからスクロールする必要はありません。イベントが偶然、あなたがページを見ているその日に予定されている場合、それは「Today」とラベル付けされます。「Today」のイベントが開催中である場合、「In progress」とラベル付けされます。イベントが既に終了した場合、「Already finished」とラベル付けされますまた、あなたは場所および時間を見るだけでいいのです。

携帯電話バージョンはこれら全ての特徴は網羅していませんが、基本的な検索方法は同様です。

カレンダーの情報はデータ・ベースに保存されます。それらに自分の支部のイベントおよび他の適切な情報を追加、編集できるように、それぞれの支部は、カレンダーの「管理」セクション用のパスワードを持っています。しかしながら、ほとんどのイベントは、Language TeacherのChapter Meetingsから得ることもできます。TLT Chapter Meetingsコラムエディターのエディター Tom MernerがTLTのためのイベントリストの編集が終わった時点で、Bill Pelloweのもとへコピーを送ります。それぞれの支部は、必要な変更あるいは追加がある場合に、「管理」セクションによってそれらの出来事情報を更新することになります。

SIGはデータベースには自動的にリストされません。もし、SIGでイベントの予定がある場合には、代表者がBill Pellowe (billp@gol.com) に連絡をとり、データベースへのリスト化を依頼してください。一度詳細な情報が追加された場合には、SIGも支部と同様のアクセス件を持つことができます。

ぜひ、カレンダーを訪問してみてください。そして、あなたが何に参加できるかを考えてみてください。

Bill Pellowe (福岡支部長)

Learner Autonomy Retreat in October
Sponsored by the Learner Development SIG

Interested in creating environments supportive of learner autonomy? Already working with your learners and colleagues to build such environments, but need feedback and support on project goals and outcomes? Want to share in developing collaborative research and writing approaches to learner autonomy? Come join us in Kansai the weekend of October 13-14!

We are planning the retreat as an opportunity to bring together SIG members and others who would like time and space to muse with colleagues about autonomy in language learning and teaching. Our primary goal is to create a forum where people can participate without having prepared a paper: a place to share ideas and reflections. We also welcome those who might want to give more formal presentations or lead a workshop. Our long-range goal is to set in motion a process of supportive and collaborative writing that could lead to the publication of an anthology of case studies and reflection papers on learner autonomy in Japan and the Asian cultural context.

We see the retreat as a place to share ideas, and to explore the kinds of support for further research and writing that would help build the community of teachers exploring learner autonomy. We also wish to help welcome newcomers to the field and to work together at the retreat to provide the support (collaborative research and writing, peer response, development groups) that could help turn their explorations into papers for publication. We are purposefully leaving the list of potential themes and the format for the retreat open, with the aim of making the retreat, and the publication process it initiates, a developmental one in itself.

Please send an email to Hugh Nicoll <hnicoll@-miyazaki-mu.ac.jp> if you're interested in participating in the October retreat. And stay tuned for announcements of further news in the LD-SIG

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newsletter, *Learning Learning*, or on our SIG web site: <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/>.

Hugh Nicoll, National SIG Representative

皆さんは、学習者自律を支援する環境を築くことに興味を持っていますか。既に、学習者や同僚と共に、そのような環境を構築するために努力をされているかもしれませんが、プロジェクトの目標や成果に関してはフィードバックとサポートが不可欠です。協調的なリサーチを計画し、学習者自律のアプローチについて書く機会を持ちたいと考えていますか。そのような方は、是非10月13-14日の週末に関西にいらっしゃってください。

私たちは、言語学習および言語教授における自律について同僚やSIGメンバーと共に考える機会を作ろうと計画しています。私たちの目的は、事前に論文を準備することなく参加でき、アイデアや内省を共有できるフォーラムを作り出そうというものです。またフォーマルな形式のプレゼンテーションやワークショップを行いたいという方も歓迎いたします。将来的な目標として、日本やアジア文化における学習者自律についての論集を発行することにも考えています。

興味がある、という方は、ぜひ、Hugh Nicoll〈hnicoll@miyazaki-mu.ac.jp〉までe-mailにてご連絡ください。今後のニュースは学習者ディベロップメントSIGのニューズレター"Learning Learning"、またはSIGのウェッブサイト〈www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/〉をご覧下さい。

(日本語記事に関しては英文の抄訳です。詳細に関しては英文をご参照下さい)

Special Interest Groups News

edited by coleman south

CALL—***Conference Review***. Computer Assisted Language Learning is becoming ever more part of our everyday teaching life as schools and universities build better and bigger computer facilities, and invite us to use them. While no expense is spared in terms of technology, some are beginning to wonder how and where pedagogy fits in. This was the underlying theme of the JALT CALL SIG's sixth annual conference "The changing face of CALL: Emerging Technologies—Emerging Pedagogies," held at Kanto Gakuen University, Gunma, May 26-27.

To ensure that the conference theme was fully explored in teaching contexts other than CALL, four other SIGs (FLL, CUE, JSHS, and GILE) participated with "bridging sessions," which extended the range of discussion far beyond that in our previous events. In addition, six featured speakers examined the past and future of CALL. Our main speaker, Dede Teeler, came out specially from Italy as an IATEFL liaison, building bridges between our two organisations.

For those wishing to acquire practical skills, two complete days of hands-on workshops were provided, including a well attended session on how the new JALT online calendar was put together, and developments in artificial intelligence. In total, there were 92 sessions over the two days.

Perhaps the most vital function of an event like this is to put people together off-line, since CALL people by nature tend to know one another by email address only. Although the conference has grown in scale, it retains the intimacy and friendliness of earlier, smaller events, and one highlight was the return of the (now legendary) "Networking Reception" on Saturday night.

This year, the SIG managed many innovations. For the first time we had a colour poster (mailshot in *TLT*), a colour handbook, conference bags and T-shirts, and a cyber-cafe. Registration was managed mostly in advance using self-developed online systems, and the site chairs (Larry Cisar & Dann Gossman) looked after technical problems apparently effortlessly. The result, we hope, was that everyone was able to focus on the presentations themselves, which was our aim.

We hope that everyone who attended found it useful and inspiring, and those who missed it will join us next year. Planning has already begun, and we would like to hear from anyone interested in helping. And so on to the post-conference publication...

Reported by Paul Lewis, Conference Co-Chair, on behalf of the conference committee

GALE—There will be a joint international conference, September 29-30, sponsored by JALT Hokkaido, GALE (Gender Awareness in Language Education) and EASH (East Asian Studies Hokkaido) for an international, interdisciplinary conference to be held at the Hokkaido International School on 29th and 30th September, 2001. There will be over 40 speakers from nine different countries. The main themes of the conference will be gender awareness in language education, educational issues in Japan, gender issues in Japan, minorities, and the Japanese family. This event will be a wonderful opportunity for some interdisciplinary networking. GALE co-coordinator Jane Joritz-Nakagawa comments, "This conference has a fantastic line-up of language and gender experts from around the world. It will be a great opportunity to link up with a lot of talented people. Make sure you don't miss it." For details, please contact the Conference Committee: <eashgale2001@hotmail.com>.

Testing and Evaluation—The SIG webpage has been updated and is online at <www.jalt.org/test/>.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website

<www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>
College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>
Computer-Assisted Language Learning—Richard Gitsaki-Taylor; t: 052-872- 5815(w); t/f: 052-704-1017(h); <taylorx@sc.starcat.ne.jp>
Foreign Language Literacy—David Dycus
Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/>; Jane Nakagawa; <janenakagawa@yahoo.com>
Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>
Help with Employment and Labor Policies—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>
Japanese as a Second Language—Shin Nitoguri; <nitoguri@isec.u-gakugei.ac.jp>
Junior and Senior High School—Robert "Bob" Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>
Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicholl/>
Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>
Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>
Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>
Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>
Testing and Evaluation—Tim Newfields t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <newfield@dream.ocn.ne.jp>; website: <www.geocities.com/~newfields/>
Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); 0722-65-7005(f); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Forming SIGs
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>
Crossing Cultures—Robert Long; t/f: 093-884-3447; <long@dhs.kyutech.ac.jp>; Warwick Francis; t: 045-960-3323; f: 045-961-2542; <warwick@japan.email.ne.jp>
Pragmatics—Yamashita Sayoko; t/f: 03-5283-5858(w); 03-5-5283-5861(f) <yama@tmd.ac.jp>

Chapter Reports

edited by richard blight

Fukui: April—***Reasons to Rap in Class*** by Prisca Molotsi. Molotsi showed how rap music could be used as a useful tool in various aspects of English teaching. The presentation began with a discussion on what rap was and its origins in the African oral tradition and how the use of rhythm enabled huge chunks of history to be memorized. The presenter defined rap as organised thoughts in a rhythmic pattern and pointed to how the brain stores memories as sound. The use of rap in classes successfully exploits this. It was shown how rap could aid phrasing, reinforcement, and inflection. Exercises included getting the audience to identify stress patterns and then clap, or tap, them out. Sentences were written on the board so the audience could clap them out. This showed how students could be made aware of the different stress patterns in similar sentences. Throughout the presentation a diverse number of poems and songs were referred to including Hilaire Belloc's *Miranda*, Cannonball Adderley's *Work Song*, Coleridge's *Kubla Khan*, and even Diana Ross and the Supremes' *Come See About Me*. Other exercises using rhyme were demonstrated as a way of expanding students' vocabularies and aiding memory retention. Competition between groups using cheerleading styles would sustain students' interest and the exercises could be used as a starting point for a project that would culminate in students composing and performing their own raps.

Reported by Neil Griffiths

Gifu: April—***Effective Use of Songs in and out of the Classroom*** by Brian Cullen. Members and guests were treated to an afternoon of charming folk song and a discussion of how it can be used in the Japanese EFL classroom. Cullen drew upon research he had done several years back regarding the various uses of song as an aid to foreign language acquisition and cultural enrichment. In particular, attention was paid to the way language learning motivation can be enhanced by the following aspects of musical structure: (1) physical (the structure of the music itself); (2) social (the situational setting of the music); (3) physiological (the effects of music on bodily activity); and, (4) cognitive (the cultural aspects that infuse the music with meaning). These four criteria were repeated for lyrics and song, quoted as being "like a story, but with better rhythm." One purpose of using song in the EFL classroom is to encourage students to negotiate meaning. This can be accomplished by using a variety of tasks, such as teacher-directed (vocabulary and/or grammar patterns taught through cloze or dictation exercises) or stu-

dent-directed activities, such as recording their own reactions to a song or event. At the end of the presentation, we learned a very simple, but fun Irish folk song. We repeated it several times and were asked to memorize it, which came very easily due to the enhanced emotional affects of the rhythm and melody. I know I'll never forget the melody and lyrics to *Molly Malone* after the rendition we sang!

Reported by Sheila Ryan-Hara

Hamamatsu: February—*English Through Drama* by Larry Cisar. The presenter began with a rationale for using drama in the classroom, pointing out that it not only provides students with a good model of the language and an insightful look into the socio-cultural environment of its use, but it also promotes gut-level communication. Furthermore, even small-scale dramatic productions such as short skits give students a real reason to use English in a memorable way. The presenter then outlined some rules for classroom management: students must come on time, every time, and must be prepared to enjoy the class, throughout which they may use only English. Furthermore, they must follow the instructions of the teacher or director and must be willing to demonstrate whatever he or she asks. The participants spent the rest of the session in pairs or groups experimenting with drama techniques and then commenting on them afterwards. The presentation proved to be lively and enjoyable for everyone involved.

Reported by Paul Lyddon

Hiroshima: February—(two presentations) *Empowering Students via Ethnographic Study Abroad* by Linda K. Kadota. Kadota presented a cross-cultural program developed in conjunction with Pitzer College, Claremont, California. The program begins with ten pre-departure orientation sessions that include, in addition to regular English lessons, making applications for passports, insurance and other travel documents in English, as well as selecting a research project topic and preparing interview and observation questions for this. The climax of these sessions is a one-week trip to Claremont where the participants meet with student research guides from Pitzer who assist them with their observations and conduct daily discussions. While doing their research, the participants also gather visual materials that will assist them upon their return to Japan when each group of researchers must deliver an oral presentation of their findings to their fellow students and faculty. Kadota says that through the program non-academic students are challenged to re-imagine themselves as scholars and thinkers. Not only do they learn to stretch their vocabulary and question-forming skills, but they also demonstrate more confidence, a desire to extend their English learning, and a feeling of being empowered by their accomplishments.

Using Stories in Kindergarten Class to Review Target Vocabulary by Ron Hulkenberg. Hulkenberg's presentation extended beyond stories for kindergarten classes, although he did show a few books that he has found helpful in reviewing the chosen vocabulary. While demonstrating a variety of other classroom techniques for recycling target words and phrases, Hulkenberg explored suggestions and ways to expand on these techniques.

Reported by Roidina Salisbury

Ibaraki: April—*Extensive Reading for Improving Students' Reading Ability* by Mary Lee Field. Is it possible to transfer reading ability in L1 to L2? Mary Lee Field says yes, and she tells us how we can teach our students to read for fun and fluency in L2 by having them read extensively, books of their own choice, of their own levels, just as in L1. She began her presentation by reminding us how we learn to read in L1—we know the sounds before we read, we read according to our intellectual levels, and we usually read for content, not for learning the language. From experiments with her students, she concludes that extensive reading in L2 can also help students read faster, more fluently, grasping the main ideas, and learning vocabulary in the context just as in L1, if the level is appropriate, content familiar, and if no interruption is needed for translation, consulting dictionaries etc. By reading faster, and understanding better, students will come to like reading, and then read more, and read faster, thus completing the cycle of growth. On the other hand, if the language level is too high, too much new vocabulary and difficult syntax hinder fluent reading and lead to frustration and low motivation for further reading. The difficulties of extensive reading are (for teachers): believing in its benefits when no immediate results can be seen, giving up control over students (no tests, assignments) and trusting them; and (for students): learning new habits of reading without dictionaries or translation, and becoming autonomous, having to choose their own books. However, when these difficulties are overcome, students will have more confidence, motivation, and fluency in reading. The presenter touched upon activities for leading students into reading, and various series of graded readers, but she also stressed the importance of students' self improvement, for, as she quoted: "Reading cannot be taught but caught."

Kyoto: April—*The Psychology of Difficult Students* by Curtis Kelly. Theoretical approaches from the fields of educational psychology, developmental

psychology, and adult education were outlined to help explain why university and college students are often uncooperative or hostile in class. The speaker also shared his experiences and ways of dealing with problem students. The importance of satisfying various students' needs, as outlined by Abraham Maslow (physical, safety, social, and self actualization) in motivating students, was first discussed. The need for autonomy has been shown to increase in the late teens. This can be explained in evolutionary terms as being beneficial to the species, but modern society, with its extended education system, represses this autonomy by telling students what to study, how to study, and when. It is therefore natural that many teenagers rebel against the education system. The importance that students place on their part-time jobs can also be explained by this need for autonomy. The presenter discussed the case of three women who were uncooperative or alienated from his classes. They shared some things in common: they hated college and saw it as no different from high school; they had no specific ideas about their future; and they had a member of their family (usually the father) who was very strict. Their hostility in class was partly a rebellion against their fathers, but also largely a protection of their "self," and grew out of resentment at being told what to do so many hours a day. Carl Rogers' theory was also outlined: that humans are organic and, like plants, seeking to grow all the time. Three principles which can be applied to EFL/ESL are: (1) *empathetic listening*, which means not listening to the words themselves but to the source of the words and the echoes; (2) *absolute positive regard*, which means loving and respecting all students regardless of who they are and what they are like; (3) *authenticity*, which means being honest and open to the students. You should maintain your *absolute positive regard*, but let students know if you disagree or disapprove of their behaviour. As teachers, we need to show ourselves as vulnerable, and to show that we make mistakes too. This process can reduce feelings of hostility in the classroom. The factor of fear was also addressed: what may appear to be belligerence or apathy may in fact be a response driven by fear of having to speak a foreign language in front of many others who may be more skillful or knowledgeable. The speaker also pointed out that teachers sometimes react aggressively towards students who misbehave out of personal fear of having their authority challenged. The presentation led me to ask myself why I react in certain ways to difficult students. Is it out of fear or wounded pride? As teachers, we need to remember at all times the needs, fears, and dignity of our students.

Reported by Amanda Gillis-Furutaka

Nagasaki: February—***Elementary School English Education in 2002*** by Helene Jarmol Uchida. Our guest began by explaining the history of the Little America Schools organization, including materials produced or sold, and talked about the LATEM workshops offered at various locations throughout Japan. She then discussed her experiences over more than 20 years with young Japanese learners in relation to the government's stated goals and methods for primary level English education beginning in 2002. Ms. Uchida remained skeptical of the initiative, saying it would be invaluable, but that it would undoubtedly be marked by mistakes during its first five years. Her remarks were complemented by her husband, Uchida Sohei of the Fukuoka prefectural assembly, who has also served in the past as a panel member on educational issues. Turning to her own school's philosophy and methods, Ms. Uchida expressed support for student-centred activities born out of mutual respect and responsibility. She explained that she wants 75% of the "English noise" to be coming from students, and that teachers should try to learn from students, praising them at the same time, and thus boosting their confidence. Some specific methods, activities and materials she demonstrated included alphabet-learning games and songs, daily posters, pair-work warm-ups, self-introduction cards, puzzles, bingo, rainbow chips, action-verb flash cards, and more from her *Challenge* text series, as well as examples drawn from a video taken of her young charges last May at the Kyushu-Okinawa summit. Discussion and questions centred on issues involving first and second language policies in the classroom, rules for behaviour, and methods for team-teaching.

Reported by Tim Allan

Nagoya: February—***Movies and Neuro-Linguistic Programming in the English Classroom*** by Adachi Momoko. Those students who find textbook dialogues and exercises rather dull are often motivated to study English through movies. Adachi demonstrated this with examples of student feedback. Many students reported that phrases heard in movies stayed in their minds more easily and many felt that their listening ability was improving as a result. Some also reported that hearing English used in movies helped them to appreciate the communicative value of the language when, previously, they had only thought of it as an exam subject. Some were especially motivated to study English when they heard it spoken by their favorite actors: "I feel like I am learning from Michael J. Fox - I like that feeling!" Adachi then used video clips to demonstrate some of the activities she uses with her students such as songs to help them appreciate the rhythm of the language, or conversa-

tions in which a particular language point is exemplified. She showed, for example, a clip from *Anastasia* in which there were several examples of emphatic stress: "You should wear it" – "I AM wearing it." Sometimes role-plays can be created after watching a scene. An example of this was a scene from *Back to the Future* where Marty's girlfriend tries to console him after his band has failed an audition. Students watching this scene can go on to make similar role-plays about breaking up with partners, losing soccer games, and failing exams. Sometimes, after watching a scene, students act it out and then watch it again. This was seen as a great aid to comprehension and a way of getting students to focus not only on *what* was said but *how* it was said. After her movie presentation, Adachi went on to give a short presentation on Neuro-Linguistic Programming in the classroom. She noted the importance of using positive language to students and the importance of establishing rapport with students. If, for example, students don't want to do a particular activity, teachers should not get angry but rather talk to students and try to understand their feelings. She also said that, as different students have different learning styles, it was important to create a multi-sensory classroom, taking account of whether students are inclined towards visual, auditory or kinesthetic stimuli and to ultimately cater for all three forms.

Reported by Bob Jones

Okayama: January—***What am I doing here?*** by Paul Hullah. Hullah described the results of a questionnaire study concerning the perceived role of foreign English teachers at Japanese colleges and universities. The study showed a gap between expected and actual roles, leading to low levels of job satisfaction in tertiary educators. Despite the restricted scope of the study, the presentation was useful for anyone involved in English education in Japan. For one, it was an excellent window on the process of writing up valid questionnaires. Hullah described the lengthy time required to pilot various questions. Also, an interesting point was made about the benefit of having two types of questionnaire for the same study (one exploring positive phrasing and the other negative phrasing, with averages then taken for the responses). Next, a lack of clear job specifications seems to be endemic to English education whatever the level, and this criticism was extended into personal observations of a pilot program for the new elementary school curriculum. The problem, all agreed, could be attributed to the top-down decision making system of Japanese education, with decisions flowing in one direction from Mombusho. The presentation served as a valuable reminder that we all need to seek self-fulfillment through a number of different channels: work, daily life, family responsibilities, and various outside interests.

Reported by C. J. Creighton

Omiya: January—**(two presentations)** ***Card Games to Get Students to Talk*** by Aleda Krause. The presenter began by pointing out two keys to using games to make language drills fun and communicative. First is to structure them such that they require use of the target language to proceed. Second is to make them simple enough that students understand the rules without excessive explanation. The presenter introduced personal adaptations of two card games most students already know—*Memory* (or *Concentration*) and *Uno* (or *Crazy Eights*). The participants tried out several versions of each game to discover for themselves how they began using the target language almost unconsciously as they became wrapped up in the activity. Finally, Krause gave some labor-saving tips on how to go about creating one's own card games. These included optically scanning cards from one of a provided list of sources and printing them out on perforated business card stock.

Make Your Own Web-Based CALL Program by Larry Cisar and Dann Gossman. The presenters introduced a program they have been jointly developing at their university. They showed how they have drawn from textbooks to create motivating web-based activities, including scrambled words, matching exercises, aural and written cloze exercises, and crossword puzzles, which they have done using only freeware, shareware, or relatively inexpensive commercial software. They also described their own successes and failures in setting up their program so as to serve as a guide to any participants who might consider doing the same. Finally, the participants collaborated to make an activity of their own, a quiz entitled *People and Methods*. This quiz has been uploaded to their university server in several formats to demonstrate the capabilities of various kinds of software; it is available at <www.us.kanto-gakuen.ac.jp/dgossman/myowbcp.htm>

Reported by Paul Lyddon

Sapporo: February—***Theories of Creative Writing*** by Tim Blankley. Blankley discussed some basic theories of creative writing and demonstrated how learners could create their own stories more easily if provided with a framework based on theory and not just linguistic elements. In essay writing, we are always telling students to come up with an argument and then defend it. But creative writing serves a different purpose and also requires a different teaching methodology. After presenting some basic history and culture of language and

texts, Blankley reminded us that creative writing is categorized within the narrative genre, and that, as creative-writing teachers, we must be fully aware of the processes involved. To make his point, he asked us to read a short passage and then to discuss any mental images that occurred, as well as other feelings or messages that came from the text. He then showed how readers identify with the characters they read about and how they make critical and moral judgments about the text. Blankley demonstrated how students could combine the many elements found in creative writing texts to form a cohesive piece of writing of their own. Good writing in the narrative genre requires an understanding of narrative frameworks. Teachers should introduce the following six stages: *Introduction* (what the story is about); *Orientation* (when and where the action takes place); *Complicating action* (something goes wrong or there is a problem); *Resolution* (how did the events sort themselves out—or the outcome); *Evaluation* (the point of the story); *Coda* (the bridge between the events in the story and the present situation). In the latter half of the presentation, participants performed tasks designed to work through the narrative framework. One group created a fictional character based on functional speech act categories. Another group created a story based solely on a random vocabulary list. Blankley ended his presentation by saying students would need time to understand the narrative framework but added that repeated exposure to the creative writing process more often than not produced good results.

Reported by Alan Bossaer

Shizuoka: April—*Self-Assessment as a Classroom Tool* by Alan McKenzie. The speaker began by discussing two usages of self-assessment, as an alternative to traditional assessment and as an addition to traditional testing. He explained that criticisms of self-assessment as too general and inaccurate can be overcome if the goals and method are clear. He discussed the importance of affective factors in language learning and suggested that increasing awareness through self-assessment helps students to become better, more autonomous language learners. He also noted that self-assessment is a valuable tool for teachers that increases teacher awareness of students' perceptions about what they do in class. He advised teachers to focus on the positive aspects of student ability, to have clear goals when using self-assessment, and to use it regularly as a developmental process. He provided examples of self-assessment checklists and forms. Finally, members were asked to think about how they could incorporate self-assessment into their courses and how it would benefit both teachers and students.

Reported by Rachel Jones

Tokyo: March—*Getting Ready for Speech* by Charles LeBeau. LeBeau outlined new methods of teaching public speaking skills as presented in his soon-to-be-published textbook, *Getting Ready For Speech*. The needs of low-level students were specifically addressed. LeBeau pointed out common public speaking problems stemming, in part, from the conspicuous lack of an English speech model in the traditional Japanese curriculum. The focus and scope of effective public speech lessons were discussed. LeBeau advocates a "Don't tell them, show them" approach to instilling solid public speaking abilities. He argued that non-verbal aspects play a large role in audience perceptions of public speaking competence. Speech structure and specificity in coaching students were emphasized as a key to attaining greater rhetorical power. Cultural issues and expectations were addressed along with the necessity for teachers to provide balanced critical feedback that will simultaneously support students and ameliorate their performance.

Reported by Stephen C. Ross

Chapter Meetings

edited by tom merner

Akita—Global Links: English for International Business by Keith Adams, Tohoku Gakuin University, co-author of *Workplace English: Office/Travel File*. Adams will introduce *Global Links*, a new three-level business English course for executives from Longman. Activities and techniques from Level One, written for managers at the false beginner/elementary levels, will be discussed in the first part of the presentation. This will be followed by a talk focusing on the many processes involved in writing and publishing a textbook. *Saturday July 28, 14:00-16:00; GH-300, MSU-A (Minnesota State University Akita); one-day members 1,000 yen, students 500 yen.*

Fukuoka—*Broadening Horizons: Exploring Gender Issues in the Classroom* by Kathleen Brown. This presentation will cover both the theoretical and practical aspects of gender issues in the classroom. Our main focus will be on teaching materials and ideas useful for introducing gender-related topics. Through the discussion of different paradigms, participants will also be challenged to think through their own conceptualizations of gender and how we bring these to the classroom. *Saturday July 14, 19:00-21:00; Aso Foreign Language & Travel College, Building 5 (1-14-17 Hakataekiminami, Hakata-ku Fukuoka-shi, 10 minutes from Hakata Station; map on website); one-day members 1,000 yen.*

Hiroshima—***Star Taxi*** by Drama Works (Theo Steckler, Ian Frankly, and Marc Sheffner). By popular demand, the easy and fun-to-use *Star Taxi* is back. It is a complete course for all ages, which can also be used as a supplement, and does not require any drama experience or props and does not end in a full-blown dramatic production. The scenes to be covered this year are different from the last year's presentation. *Sunday July 15, 15:00-17:00; Crystal Plaza, 6F; one-day members 500 yen.*

Iwate—***Start Them Out and Keep Them Going*** by Aleda Krause. Krause, an English language textbook author for children with more than 26 years of EFL teaching experience, will be introducing lots of new, fun, exciting and age-appropriate activities, from her newest kindergarten course book, *SuperTots*, and from her popular primary course book, *SuperKids*. Come and join the fun! We will accept questions in Japanese, and bilingual handouts will also be available. *Sunday July 15, 10:30-12:30; Iwate International Plaza in Morioka.*

Kagoshima—***Teaching Middle and High School Students*** by Alastair Lamond. Lamond will conduct a workshop in which he will discuss how to teach middle and high school students. Further information will be mailed later on. *Saturday July 14, 14:00-16:00; Yoka Center (7th floor of Daiei in front of Nishi Station); one-day members 800 yen.*

Kanazawa—***Annual JALT Kanazawa Summer Picnic.*** Potluck party. Everyone should bring a dish or drinks. RSVP by July 6. Please inform Bill Holden (see boilerplate for contact) what you'll bring, and we can tell you how many people to prepare for. *Sunday July 8 (rain date the 15th), 13:00-late afternoon; Jidoukaikan (on the Saigawa below Teramachi); free for members and guests.*

Matsuyama—***New Directions in ELT in the 21st Century*** by Roger Davies, Ehime University. "Reform" is a word often quoted in international circles. But what changes should be made to the English Teaching Industry in Japan? Davies discusses his vision for centralizing English instruction at national universities, including education programs dedicated to learners' needs, and integrated community learning programs. *Sunday July 8, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1,000 yen; local members 4,000 yen per year.*

Nagasaki—***Team Teaching or Mission Impossible?*** by Karen Masatsugu, Kwassui Women's College. What is the day-to-day reality of team teaching for the Japanese teacher and for the native speaker assistant? How does it affect the students? What cross-cultural issues need to be addressed? These are some of the areas we hope to cover in a roundtable discussion of team teaching, led by our presenter. Please come along to share your experience and insights. Following the meeting, we will have a small party at Dejima Wharf boardwalk. If you would like to join, please contact Chris Clancy by June 23 at t/f: 0959-42-3803(h); t: 0959-54-1155(w). *Saturday July 7, 14:00-16:00; Nagasaki Shimin Kaikan; one-day members 1,000 yen.*

Nagoya—***Mini-conference on Lifelong Learning: From K3 and Beyond.*** Part 1: *Creative Curriculum for Children in Public Schools* by Yamaoka Tamiko. The presenter will discuss curriculum development and related English activities applicable to public elementary instruction. It will be based on creative actions now underway in the Nagoya public schools for grades 3 through 6 using the NHK Eigorian method.

Part 2: A panel will discuss ways to kick-start learning and interest in English from grades 3 through 6. Discussion will also address ways to continue the gains and interest for a lifetime. Members will include Yuri Kuno (NHK), Tom Merner, Teaching Children (TC) SIG, Michelle Nagashima (TC SIG), and others, with Elin Melchior (multiple SIGs) as moderator. Sponsors include the Nagoya Chapter, TC SIG and others. Refer to <http://jaltnagoya.homestead.com/mc.html> for details. *Sunday July 8, 13:30-16:30; Nagoya International Center, 3F, Rm 2; one-day members 1,000 yen.*

Nara—This month's meeting will see presentations by two chapter members that should be of great interest to all. Larry Walker will present ideas about the introduction of phonetics and activities about using pronunciation which you can photocopy and use the next day. Gary Clendennen will present the results of a seven-year longitudinal study of TOEIC scores by members of a major Japanese company in Osaka, and discuss the meaning and implications. *Saturday July 14, 14:00-17:00; Tezukayama University, Gakuenmae Campus, Kintetsu Gakuenmae Station; free to all.*

Okayama—***Introducing Public Elementary School English and the Monbusho Handbook*** by Tom Merner, Japan College of Foreign Languages. English instruction is about to become an option for the new "Period for Integrated Studies" in the Japanese public schools. Monbusho has published the *Handbook for Elementary School English Teaching Activities*, to provide support to teachers. Merner, a member of the authoring committee, will introduce the handbook, share views about the direction public elementary school English seems to be heading, and introduce results of a survey about the situation in schools which have already implemented English. *Sunday July 1, 13:30-16:30; Okayama University. Department of Education. Lecture theater 5101; one-day members 1,000 yen, students 500 yen.*

Omiya—***A Task-Based Approach to Using Video in Content Courses*** by Evelyn J. Naoumi, Meiji University. In content courses English becomes a tool rather than an aim. Students need to process a lot of information in English, but their limited lan-

guage skills hamper them. Videos help because students can see the context as well as listen. But for language production, a task-based approach is particularly effective. This presentation describes the task approach and then invites participants to take part in a task from a content course entitled "Modern Britain." *Sunday July 8, 14:00-17:00; Omiya Jack 6F (near Omiya JR Station, west exit); one-day members 1,000 yen.*

Yamagata—***In and Around London As I Know It*** by Paula Stapely, Geos Language System. Stapely will give a presentation on the above mentioned topic focusing on London in every possible term even referring to the Bucker Prize winner Ishiguro Kazuo. *Sunday July 8, 13:30-15:30; Yamagata Kajo-Kominkan (t: 0236-43-2687); one-day members 1,000 yen.*

Yokohama—***Karaoke Day: Using Songs in the English-Language Classroom*** by Tom Anderson. It can be said that "Music has charms to soothe the savage English teacher." In this presentation we will examine techniques by which a teacher can tap into a popular resource—popular songs—and successfully incorporate them into an EFL curriculum. Participants will view a video showing actual use of songs with a real class. Audience participation will be warmly welcomed. *Sunday July 8, 14:00-16:30; Gino Bunka Kaikan, 6F; one-day members 1,000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal.yasuda-u.ac.jp/student/jalthiroshima.html>.

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/for>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Hirayanagi Yukio; t/f: 078-794-0401; hirayanagi@aol.com; website <asia.geocities.com/wm_hogue/kobejalt>

Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <akiko@aminet.or.jp>; website <kyushu.com/jalt/kumamoto.html>

Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>

Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-979-6531; cell: 090-2891-6959; <lindak@shinonome.ac.jp>; website <MatsuyamaJALT.50megs.com/>

Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>

Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <kyushu.com/jalt/nagasaki.html>

Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>

Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>

Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>

Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>

Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>

Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t: 048-789-2240; <aleda@gol.com>; website

<www2.gol.com/users/ljc/jan.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus August 15th is the deadline for a November conference in Japan or a December conference overseas, especially when the conference is early in the month. The editor regrets to say that she will again be away for the summer and resident in a non-wired part of this universe—there really are such places still—so that most likely there will be no Conference Calendar in September nor perhaps in October.

Upcoming Conferences

August 28-31, 2001—***Language Study in Europe at the Turn of the Millennium: Toward the Integration of Cognitive, Historical and Cultural Approaches to Language***, an international conference constituting the 34th meeting of the SLE (Societas Linguistica Europaea), to be held in Leuven, Belgium. Among the session themes are immersion and the issue of linguistic accuracy, early phases in the acquisition of lexicon and morphology by children, empirical methods in the new millennium, corpora and their syntactic annotations, and others. Further information on sessions and other matters is available starting from the conference homepage at <wwwling.arts.kuleuven.ac.be/sle2001/>, by email at <SLE2001@arts.kuleuven.ac.be>, or by writing Bert Cornillie, SLE Meeting 2001; Departement Linguïstiek, Blijde-Inkomststraat 21, B-3000 Leuven, Belgium; f: 32-16-324767; t: 32-16-324765.

August 30-September 1, 2001—***Storytelling in the Americas***, the next conference in the storytelling series at Brock University, St. Catharines, Ontario, Canada. This year's keynote speaker is Mario Valdes of the University of Toronto, while regular sessions include papers assorted by theme, among them autobiography; power, language and place; social and cultural identity; the power of storytelling and the written word; critical ethnography; memory; post-modern narratives; intertextuality; and many more. Complete information, including a detailed programme, is available at: <brocku.ca/storytelling/callforpapers.htm>. Irene Blayer; Dept. of French, Italian and Spanish, Brock University, St. Catharines, Ontario, Canada L2S 3A1.

September 20-23, 2001—***Form-Meaning Connections in Second Language Acquisition***, hosted by the University of Illinois at Chicago and held at the Holiday Inn Chicago-Mart Plaza [August 1st is the LAST DAY to get special rate]. This conference will take up six content areas—the connections, the context, the input, the process, the next step, and language instruction—with one invited speaker plus 20-minute papers addressing questions posed for each area. Some of the invited speakers are Susan Gass of Michigan State University, Nick Ellis of the University of Bangor (U.K.), and Catherine Doughty of the University of Hawaii. The conference website at <uic.edu/depts/sfip/formmeaning/> is very extensive, or one can email requests or questions to <formconf@uic.edu>.

Calls For Papers/Posters

(In Order of Deadlines)

September 7, 2001 (for December 1-2, 2001)—***2nd IALIC (International Association of Languages and Intercultural Communication) Annual International Conference—Living in Translated Worlds: Languages and Intercultural Communication***, at Leeds Metropolitan University, UK. "The globalization of culture means that we all live in 'translated' worlds." This IALIC conference will explore "translation" in its broadest sense as an intercultural concept and as a metaphor for dealing with the behavioral and experiential dimensions of living in worlds which are different from our own and variously represented to our consciousness, then seek to draw out practical applications to the language-learning process. A very full discussion of

aims and contexts is available at <www.cf.ac.uk/encap/sections/lac/ialic/conference/background.html>. Proposals for papers, workshops, panels, and posters on the conference theme of an ideological, theoretical, or pedagogical nature are welcome from teachers and researchers in languages, psycho- and socio-linguistics, ethnography of communication, business studies, literature, education, and cultural studies. Please note that proposals must be accompanied by conference registration, available via the conference homepage at <www.cf.ac.uk/encap/sections/lac/ialic/conference>. Contact: Joy Kelly (j.kelly@lmu.ac.uk), Conference Administrator; Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds, LS6 3QS, England; t: 44-113-2837440; f: 44-113-2745966.

Reminders—Upcoming Conferences

July 5-6, 2001—***Prosody in Processing***, an international workshop hosted by the Utrecht Institute of Linguistics OTS at Utrecht University, Utrecht. Further information, including the complete program listing, at <www-uilots.let.uu.nl/conferences/pip/>, or contact the PiP Organising Committee <pip@let.uu.nl>; UIL-OTS, Trans 10, 3512 JK Utrecht, the Netherlands.

July 22-27, 2001—***The 7th International Cognitive Linguistics Conference (ICLC 2001)***, at the University of California, Santa Barbara, USA, with Sandra Thompson, Sherman Wilcox, Yoshihiko Ikegami, Eve Sweetser, and Leonard Talmy. Check the ICLC website at <unm.edu/~iclc/> for details, or contact Ronald Langacker at <rlangacker@ucsd.edu> or Suzanne Kemmer at <kemmer@rice.edu>.

July 24-28, 2001—***8th International Conference on Cross-Cultural Communication: Communication and Cultural (Ex)Change***, at Hong Kong Baptist University, Hong Kong. See <louisville.edu/~rnstcl01/iccc.htm>, or contact Shiwen Pan <span@ied.edu.hk>; English Department, Hong Kong Institute of Education, Tai Po, Hong Kong SAR, People's Republic of China; t: 852-2948-7242; f: 852-2948-7270.

Job Information Center

edited by paul daniels

To list a position in *The Language Teacher*, please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.

Hamamatsu-shi—Four Seasons Language School and Cultural Center is seeking full-time EFL teachers. **Qualifications:** University degree, RSA CELTA, and driver's license required. MA (in TEFL) and experience preferred. **Duties:** teach business English to Japanese corporate employees and general English to adults and children for 80 hours/month, Mon-Fri or Tue-Sat. **Salary & Benefits:** 250,000 yen/month, 4000 yen/hour overtime. Accommodation is partially provided (key money, furnishings, appliances, telephone, 1/3 rent subsidy). Health club membership, company car, paid holidays, travel allowance, paid vacation, health insurance, free Japanese lessons, and 600,000 yen bonus after two years. **Further information:** Positions begin June, July, and August 2001. Two-year renewable contract. Apply with CV/resume, letter of introduction and recent photo. **Contact:** William S. Anton, Director; Four Seasons Language School, 4-32-11 Sanarudai, Hamamatsu 432-8021. Please email <recruiting@fourseasons.co.jp> for more information or visit <www.fourseasons.co.jp>.

Ibaraki-ken—The English Section of the Foreign Language Center, University of Tsukuba, has an ongoing interest in seeking applications for part-time EFL teachers for the present and coming academic year. **Qualifications:** MA or PhD in TEFL/TESL or a related field, teaching experience at university/college level (Japanese or foreign), and a minimum of two publications. **Duties:** teach two to four 75-minute first-year English classes a week (exact number is dependent on availability and university needs). **Salary & Benefits:** Salary and commuting allowance are based on the university's scale. **Application Materials:** cover letter; CV (university forms will be sent later); list of publications, including page numbers (copies of publications may be requested later); copies of relevant degrees, diplomas, and certificates, if possible. Please specify which term or academic year you will be available to start work (Note: first term is from April-June, second term from September to the end of November, third term is from December to the end of February.) **Deadline:** ongoing. **Contact:** Mr. Hirosada Iwasaki; Foreign Language Center, University of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki 305-8577; t: 0298-53-2430; <iwasakih@sakura.cc.tsukuba.ac.jp>.

Okayama-ken, Hiroshima-ken, Saitama-ken, and Tochigi-ken—AEON Amity Corporation is looking for native English instructors to teach children throughout Japan. Experience preferred, but not necessary. University degree required. Work or

working holiday visa preferred. Maximum teaching time is 25 hours with 11 office hours per week. A one-year contract is required with a 65,000-yen completion bonus plus an air ticket home. **Salary and Benefits**: 255,000 yen but can earn up to 302,000 yen after the second complete month of employment. Sponsorship, subsidized/furnished apartment, insurance, bonuses, flexible paid vacation plus national holidays, promotion opportunities, initial and special retreat paid trainings. **Contact**: Fax resume and cover letter to: AEON Amity Corporation, Attn: Derek Takeda. F: 086-234-9593; t: 086-224-1611.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident in Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications, and three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: Classroom activities include teaching small group discussion, journal writing, and book reports, and collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. Contact: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> or view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers

First-Time Writers—*The Language Teacher* is calling for submissions from chapters for a special issue to be published in December 2001. The focus of this issue will be on "First-Time Writers" and will be similar in requirements to the chapter-sponsored presentations at the annual JALT conferences. Each chapter will be entitled to sponsor a paper by someone within their membership who has never published an academic paper before. These papers will be given preferential treatment in the review process, and for those that require significant editing, a collaborative reader will be assigned from the Peer Support Group to assist the writer. Guidelines: Open to first-time writers only (collaborative pieces by first-time writers will also be accepted); limited to one per chapter on a first-come, first-served basis while space is available. Deadlines: Notice of intention to submit: **August 1, 2001**. Manuscripts: September 15, 2001. Preference will be given to papers with a strong pedagogical grounding. Papers may be in English or Japanese. If your chapter is interested in sponsoring someone, please get in touch with the editors as soon as possible.

Contributors Wanted for a Book Project—"Entrance Exam Practices at Japanese Universities: Teachers' Narratives of Problems and Possibilities." Contributors can be Japanese or other nationals,

university, high school, or *juku* teachers and administrators. University and high school student voices are also welcome. Anonymity assured for authors and institutions upon request. Submissions from 500-word cameos to 3000-word narratives. Follow *TLT* editorial guidelines. Deadline: **July 15, 2001**. Contact Tim Murphey, Nanzan University for more information. <mits@ic.nanzan-u.ac.jp>.

Other Announcements

MA TESOL Project—The Australia-Japan Foundation has launched an ambitious MA TESOL project in Japan. The new degree course, specifically designed for English language teachers in Japanese Junior and Senior High Schools, has been under development for more than two years. The course is the first offshore course available that focuses on the classroom needs of teachers in the Japanese secondary school environment. With a modular system that lets teachers choose subjects to meet their specific needs, the course also includes personal English language improvement components and comes with extensive glossaries and readings in Japanese as well. The program was put together with the University of Technology Sydney, Curtin University and Insearch Language Centre. With qualified tutors and advisers in Japan and full Internet service envisaged for the program, the course also takes into account the busy schedules of teachers while providing a high quality of education at a very low cost. For more information contact: Terry White, Australia-Japan Foundation; t: 03-5232-4174; f: 03-5232-4064.

29th Workshop for Asian-Pacific Teachers of English—This workshop provides an opportunity for Asian-Pacific teachers of English to learn about recent developments and issues in foreign language education. It also encourages teachers of English to grow and move in new directions as foreign language education continues to develop. Speakers: Dr. Craig Chaudron, Professor of ESL, University of Hawaii; Dr. Graham Crookes, Professor of ESL, University of Hawaii; Dr. Roderick Jacobs, Professor of ESL, University of Hawaii; Dr. Richard Schmidt, Professor of ESL. The workshop will be help at the University of Hawaii in Honolulu from July 31 to August 10, 2001. Information: <www.capealoha.org>.

Transforming Communication Workshop—Dr. Richard Bolstad from New Zealand will be presenting the 4-day workshop "Transforming Communication In Schools" on **July 28-31, 2001** at Nanzan University. For a full research report on his work and details contact Tim Murphey at Nanzan University, 18 Yamazato-cho, Showa-ku, 466-8673 Nagoya; t: 052-832-3110 ext. 532; <mits@ic.nanzan-u.ac.jp>, <www.transformations.net.nz>.

New Members: A Teaching for Charity group was formed at JALT2000 in Shizuoka. The group is dedicated to alleviating global suffering by teaching classes for charity. Principally this involves teaching a class in our community and donating the proceeds to charity. The group is also interested in getting students involved in volunteer projects, both in Japan and abroad. We are currently gathering information to help teachers start such volunteer projects. Group members may also be interested in teaching community classes for free as a goodwill gesture to Japanese. We plan to network on an ongoing basis in order to share information about worthwhile charity organizations and projects, as well as appropriate global issues teaching materials. Check out the website: <www.charityteaching.f2s.com> or join the email discussion at <charityteaching@egroups.com> or contact John at <small@nagasaki-gaigo.ac.jp>.

Staff Recruitment—***The Language Teacher*** needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Cambridge University Press 10
Pearson 4
Seido ..... IFC
TOEIC 2

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (boldfaced or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2　カ月前の1　5　日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1　週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、３００字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2　カ月前の２０日にBulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-884-3447, f: 093-884-3400 (w); tlt_sub@jalt.org

Associate Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ms@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
(w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Erin Burke, Brian Cullen, & Oishi Harumi*
t/f: 086-270-7101; tlt_ms@jalt.org

Book Reviews — *Steve Snyder*, tlt_br@jalt.org

Publishers' Review Copies Liaison — *Amanda O'Brien*
tlt_rr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya 464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t/f: 048-789-2240; tlt_sf@jalt.org

SIG News — *Coleman South*
t: 018-886-5100; f:018-886-5019; tlt_sig@jalt.org

Chapter Reports — *Richard Blight*
English: tlt_chre@jalt.org

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi, Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — Paul Daniels
tlt_jic@jalt.org

OCCASIONAL COLUMN EDITORS

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Net Nuggets — *Larry Davies*; tlt_net@jalt.org

Working Papers — *John McLaughlin* <jmcl@gol.com>

PRODUCTION

Proofreaders — *Douglas Doyle, Tim Gutierrez, Kinugawa Takao, Aleda Krause, Beverley Elsom Lafaye, Amanda O'Brien, Ono Masaki, Coleman South, Tsukahara Maki, Jerry Talandis*

和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

Printing — *Koshinsha Co., Ltd.*, Osaka

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TLT Online: www.jalt.org/tlt

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

For information on advertising in *TLT*, please contact the JALT Central Office:
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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). Applied Linguistics (forming), Crossing Cultures (forming), Pragmatics (forming). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

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JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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Of course, you'll want a preview, just to tickle your senses. Head back to the website and explore the schedule and all the other information available there. The Kitakyushu people are very excited about welcoming you to PAC3 at JALT2001, and they're hard at work now to make sure that you'll return home loaded with pleasant memories and renewed professional vigour! See you there...

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第二十五巻 第八号 平成十三年七月一日発行 昭和五十四年四月二十一日 第三種郵便物認可

昭和五十四年四月二十一日 第三種郵便物認可
第二十五巻 第九号 平成十三年八月一日発行（毎月一日発行）

the language teacher

ISSN 0289-7938
¥950

4 **Interview with Dr. Kasper**
Jim Goddard

7 **Requests by Young Japanese: A Longitudinal Study**
Simon Code & Aaron Anderson

12 **Task-Based Methodology and Sociocultural Theory**
Bobby Nunn

21 **Which Varieties of English Do You Teach at Your Jr./Sr. High School?**
James Goddard

Special Issue:
Sociolinguistics

8

August, 2001
Volume 25, Number 8
全国語学教育学会
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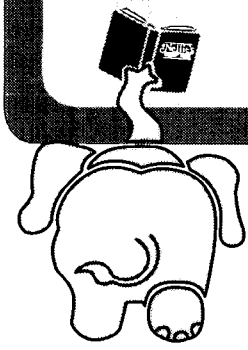

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I've always thought that the most interesting aspects of any field of study is where one field borders upon another; a blending of ideas and approaches that benefit and enrich both disciplines. EFL has borrowed from and blended with a number of fascinating areas of study, such as cognitive psychology and L1 development in children. However, language is predominantly about interactions between people and therefore the sociolinguistic side of language use has always held a particular fascination for me. Recently, it might be said that EFL has relied too heavily on cognitive influences and underrated the *human factor*, or the importance of social dynamics that shape the learning, use and development of languages.

In this issue, it was my intent to explore several of the active areas of interest and research here in Japan. This *TLT* issue is centered on a much-appreciated interview with Dr. **Gabrielle Kasper**, who gives a brief overview of issues she sees as particularly relevant to our environment of teaching, learning and use. **Aaron Anderson** and **Simon Code** contributed an interesting longitudinal study of pragmatic development in Japanese students. **Bobby Nunn** authored a piece exploring Socio-cultural Theory and tasks. My own contribution examines the choice of English Varieties used in the classroom.

A few of the articles we hoped for didn't come to fruition, and this issue is admittedly a bit thin in regards to feature articles. However, being a guest editor has been a challenging and rewarding experience. I would like to express my gratitude and thanks to all the authors and staff that assisted in the compilation of this issue.

James Goddard

私は常々、全てのフィールドの研究において最も興味深い諸相とは、他の領域との境界にあるフィールド、ではないかと考えています。両方の専門分野に役立ち、そして豊かにさせるために、それぞれの領域のアイデアやアプローチを融合させるからです。ＥＦＬはこれまでにも、認知心理学、子どもの第一言語習得など、魅力ある領域からのアイデアを用いたり、融合させたりしてきました。しかしながら、人々の行うインターラクションは広く行われており、そのため、言語使用に関わる社会言語学については限定された興味しか私は抱いていませんでした。近年、ＥＦＬは認知にあまりに影響を受けた反面、学習、運用、言語獲得を形作る人間的な要因、または社会的ダイナミクスの重要性を低く評価しすぎたと言えるでしょう。

今月号では、日本で興味深く研究されている領域を探求しています。まず、Dr.Gabrielle Kasperのインタビューを特集しています。彼女は、教育、学習、使用環境に特に関連をもつ問題について概観しています。Aaron AndersonとSimon Codeは日本人学習者における語用論的発達の縦断的調査を報告しています。Bobby Nunnは社会文化的理論と課題について議論を展開しています。そして、私自身は、教師における英語のバラエティー選択について調査を行っています。

私たちが掲載を望んだいくつかの記事は、掲載することができず、この号は明らかに薄い物となってしまいました。しかしながら、ゲスト編集者として仕事ができたことは非常にチャレンジングでかつ価値ある経験となりました。全ての執筆者と私の仕事を手助けしてくれたスタッフに心から感謝を述べたいと思います。

James Goddard

contents

feature articles

4 Interview with Dr. Kasper
7 Requests by Young Japanese: A Longitudinal Study
12 Task-Based Methodology and Sociocultural Theory
21 Which Varieties of English Do You Teach at Your Jr./Sr. High School?

a chapter in your life

25 The Chapter Election Process and Volunteerism

my share

26 Alternative Assessment for Graded Readers
28 Using Authentic Video for Current English Usage and Popular Culture Studies
29 Musical Groups: Cloze That Song

departments

30 Book Reviews
32 Recently Received
32 JALT News
34 Special Interest Groups News
34 SIG Contacts
37 Chapter Meetings
38 Chapter Contacts
39 Job Information Center
40 Web Corner
40 Advertiser Index
40 Bulletin Board
40 Calls for Papers
42 Submissions
43 Staff List

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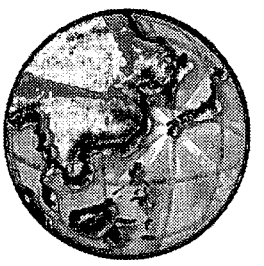

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November 22–25 Kitakyushu

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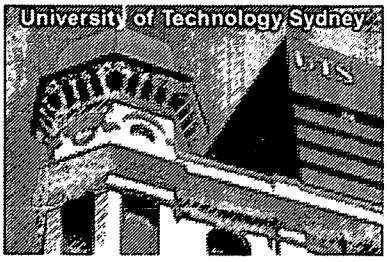

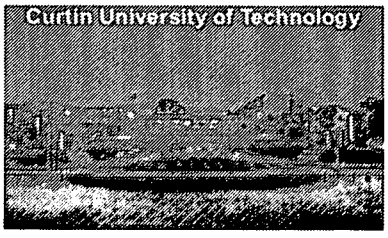

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...STOP PRESS...
The "One Can't Drink Party"

A recent decision by our JALT National Officers means there will be NO alcohol at any JALT conference function. Citing problems at events at JALT2000, the group narrowly voted to keep future conferences dry!

Although surprised by this decision, the Kitakyushu site-team tells us that attendees are assured of lots of great food and entertainment–just what you need before you hit the town later!

Pre-conference supplement addenda

Please note the following changes in the supplement that came with your June TLT:

1. Saturday Afternoon Plenary (page S7) by Burns/Candlin starts at 2:00pm (not 5:00pm)
2. FS Workshops (pages S10 & 11) the afternoon session times are 1:30 - 4:30pm
3. Map (page S20) - the building titles are misleading. Registration will be in the Annex, and most sessions will take place in the International Conference Centre. A more accurate version will be published in the *PAC3 at JALT2001 Attendees Guide* in the November TLT
4. Registration - will be held in the **ANNEX** building every day... follow the signs from the station...

<www.jalt.org/jalt2001>

Interview with Dr. Kasper

Jim Goddard

July 17, 2000

Jim G: For those who are not familiar with the field, how would you define the scope of sociolinguistics?

Dr. Kasper: Well, not so differently from what sociolinguists would usually answer. Sociolinguistics in its most general sense has to do with the relationship between language and society. So we would like to see how societal issues constrain language. By language here we can talk both about language as a system and language use. Language as a system would be things such as how are distinctions that are socially important in society encoded in the language. For example, in Japanese, clearly social distinctions in terms of status are extremely important and the *inside/outside* distinction is important. These distinctions are encoded in the Japanese language, in morphology of the language, and the speakers make choices accordingly. Even though all languages make such distinctions, not all languages have this same intricate system of grammatical encoding in the language system. Japanese is one of these languages, but of course not the only one. There are also Thai and Korea and many other languages that have similar encoding of social distinctions in their language system. All languages make distinctions according to language use and social practice. In any language, speakers would distinguish their social relationships, the situation in which they are talking, what they are talking about, and so forth. They make such distinctions clear through particular selections they make from the linguistic system, in language use. This is one of the very important things sociolinguistics looks at.

Sociolinguistics is also interested in language change. So far I mentioned that societal factors constrain language and language use, but the impact also works the other way around. In other words, the way that language is used also has an impact on social relationships, on social situations, and on social institutions, for example. It's not a one-way street. That would not be the correct way of looking at it. The really important point that I want to make here is that more recently, sociolinguists have been interested in the effect that language use itself has on society: on social institutions for example, social relationships and their maintenance and transformation, which are in many instances established via language. It's a dialectical relationship, really, between language and society.

G: Are there any issues in the field of sociolinguistics that you see as particularly "hot" right now?

K: That's really, extremely difficult to say because the field is so huge. Maybe I should just say a little bit about how huge the field is. Many sociolinguists, in analogy to a distinction in sociology, like to distinguish between micro and macro sociolinguistics.

And even though one cannot really make a clear-cut distinction in all cases, it still makes sense to look at the relationship between language and society in either in a much more macro or global perspective and issues that will typically be seen as macro sociolinguistic issues would be the distribution of languages or language varieties in multilingual societies.

For example, take the entire issue of societal multilingualism. Most countries these days in the world are multilingual rather than monolingual, so the issue of who speaks what language in what situations, how different languages are related to issues of power, and what the status of different languages are in a multilingual society are important macro sociolinguistic issues.

In connection to this, one issue that has become very important and will probably gain importance in the future is the issue of language planning. In any multilingual society, and by multi-lingual, I'm not just talking about different languages (however languages are defined, and that's not totally to be taken for granted), but also different varieties of a single language: For what purposes are these varieties used, in what situations, and what is the status of these varieties? All these issues are issues of language planning. One social domain where we are affected as language teaching professionals, affected from a language planning perspective, is in education. In Japan, for example, it is the ministry of education that decides what kinds of languages, how much of them and when they are taught in the public school system.

Typical micro sociolinguistic issues are such issues that look at the way language is used in specific social contexts. There is a whole range of different problems that have gained attention in recent years. For example, how do children acquire not only languages, but in the acquisition of a language also acquire cultural practices and cultural values? This is an issue that is known as language socialization. This issue has become very important

recently, not only in respect to children as they acquire their first language, but also with respect to adults—learners of foreign and second languages. Here, research interests focus on learners through interaction with expert speakers, whether inside or outside the classroom, and acquire not just the target language, but also knowledge of how things are done in the target culture or context.

There are all kinds of different, very interesting approaches that look at different social situations and the way in which language is used in interaction. That has become extremely important and is an issue has been addressed from a variety of different and generally compatible theoretical perspectives such as conversational analysis, interactional sociolinguistics, and ethnographic micrographic analysis. Different research issues, whose common dominator is a very fine grained analysis of what is going on in interaction, very often not only at the verbal level, but at the non-verbal level as well.

G: You mentioned language planning and how that is an issue in Japan, especially with the involvement of Monbusho. What other sociolinguistic issues do you see as particularly relevant in the context of the EFL environment in Japan?

K: Well, there are, of course, many issues. It's more a question of where to start. Perhaps I could focus on a few issues that I'm particularly interested in myself. One of the issues has to do with what would be a desirable "norm" or goal for English foreign language teaching in Japan. There has been a lot of discussion recently, and I know that my colleague Sandra McKay, who came to TUJ to give a seminar, also addressed the issue: how reasonable is it to posit a native speaker norm for English as a foreign language in Japan, or for that matter, in any foreign language situation? This is a very, very complex issue, but the first problem from a sociolinguistic perspective is so obvious: "What norm? Who's norm anyway? Who's English?" Well, of course not mine, because I'm not a native speaker, right? You are (a native speaker). Well what privileges you the right to choose which English (we teach)? Why not the next person's so-called native speaker variety of English? How about Indian English, which is also a native speaker variety? How about Scottish, that has a really nice sound. In a language which is as extremely diverse as English, there are so many varieties to choose from. This variation is true for any language, even Japanese. However, the issue of variety is especially important since so many people speak the language; there are native speakers, non-native speakers, and people who use English as a wider means of communication as an additional language. English as a language is used by so many speakers for so many purposes, that identifying a particular group of so-called native speakers as a "target" or "norm" is extremely questionable. It is questionable because the language is increasingly used by non-native speakers of the language as a lingua franca, or as a means of wider communication. In other words, it is highly likely that when Japanese people speak with Chinese or Thai people for example, they will use English as a means of communication. Clearly, it doesn't matter at all whether or not the English they learned was modelled on any way on a native speaker's English, because that's not what's necessary, or even useful for the use of English as an international language.

This is the first thing we have to recognize: English must be taught as an international language. A lot of research effort should be invested in finding out what this means for reasonable goals in teaching. The very first thing that comes to my mind, comprehensibility aside (and of course anybody using any kind of language should be comprehensible or it's defeating the purpose), is the whole issue of accent which I see as a non-issue. Everybody has an accent, right? I have an accent; you have an accent; everybody has an accent. Who says that native speaker accents are better in any way than non-native speaker accents because very clearly, when it comes to comprehensibility, native speaker accents which are non-standard accents for example, but perfectly native speaker, can be quite incomprehensible, so that's not useful. In other words, we should perhaps be a lot more lenient when it comes to the whole issue of accent and go for comprehensibility rather than trying to eliminate everybody's accent, because that's clearly futile anyway.

There is of course also quite a different research strand which supports such a position, and that is second language acquisition, because we know from second language acquisition that for adults or adolescents it's extremely difficult, if not impossible, to learn to speak a foreign or second language with any kind of native accent. They can make themselves perfectly comprehensible, but not speak with a native accent. There are all kinds of arguments coming from different research directions to say let's forget about the native speaker norm for pronunciation first of all, and settle for something that's comprehensible. Let's not worry about whether someone speaks with an American or British accent when once someone opens their mouth, it is clear that they are a non-native speaker anyway, so what's the point?

Language obviously doesn't just consist of pronunciation, but many other layers also. It is important here to have more research in order to determine what would be useful selections from what is available in the English language at the syntactic, at the lexical and at the pragmatic or sociolinguistic levels to include in the curriculum for Japanese learners of English. Ultimately, there's only one way to make such decisions in a rational way, and that's by a needs analysis. We need to

know what are the situations and communicative purposes that students will learn a language for. There is no other way. In other words, there is no language internal set of criteria to determine the things that learners need to learn how to do. It all comes out of: "What are the communicative situations that learners have to or want to function in, and what do they want to learn?"

G: Do you have any other thoughts about how EFL teaching in Japan might (or should) change in the 21st century?

K: Well, there's the issue we have discussed already, which I know my colleague Sandra McKay discussed as well (at a recent visit to Japan); English as an international language, which is really, really important. In addition to that there still seems to be this contradiction between what is mandated by Monbusho (teaching for communication) and what actually happens at many schools. To me, it's quite interesting to see that in Korea, for example, the communicative shift did happen. They were much more successful than the Japanese educational establishment to change from a grammar-translation oriented way of conducting the EFL classes, to a communicative orientation. If this whole call for the new curriculum, which is a communicative oriented, is not just cosmetic, but there is content to it, then there are a number of requirements. The very first requirement is that the teachers have to be qualified to teach communicatively, which again requires two things. The first thing is that the teachers are communicatively competent, because one can't really teach in a more student-centered, communicative way if one doesn't have very good command of the language. I'm saying a very good speaker; it doesn't have to be a native speaker. Someone who doesn't need to be dependent on the book, just going through the book, because one can't teach communicatively like that. In addition to the teacher's own good L2 competence, they need to be trained English teachers. It's not enough to have studied English literature, for example. I love English literature and was an English literature major myself, but the study of literature does not qualify anybody to teach language. By the way, the study of linguistics doesn't qualify one to teach languages either. One has to know something about how second languages are learned and how people communicate in them, etc. in order to teach in a responsible way. By responsible I mean, in a way that really responds to the students needs in different kinds of situations. That responsibility is the teacher's responsibility, but they can only live up to this responsibility if they have adequate training. So that to me is one of the crucial elements in the change and improvement of language teaching in Japan.

G: What about the team teaching situation here in Japan?

K: Well, in Korea, they don't have that much team teaching, they apparently train the teachers. What I feel is particularly problematic is that there is this team situation where there is a division of labor where the Japanese teacher is responsible for the grammar, more metalinguistic aspects of language, and the native speaker for the speaking. This just reinforces the whole ideological stance that if you want to be a good speaker of the language, you have to be a native speaker of it. That's just terrible; just train the teachers.

G: In your article in TLT *this month (June, 2000), I see that you were talking a bit about the challenges associated with introducing pragmatic awareness into the L2 classroom. Do you see any problems addressing sociolinguistic issues (such as language pragmatics) in the EFL environment here in Japan as opposed to an ESL environment?*

K: Because of the technology, teaching communicatively in the sense that both sociolinguistics and pragmatics are brought into the classrooms is so much better these days. It was really difficult before electronic media and especially video were widely available, but I would think that these days there are many ways of compensating for the fact that students cannot just walk out of the classroom and be immersed in the target language. Observing and participating in the "real world," that's of course not really possible for EFL students. However, there are lots of ways to bring in relevant input into the teaching environment, for example by having students observe videotaped interactions that you want them to understand, and later participate in actively. They can not only read and hear, but see how language is used for different pragmatic purposes, or observe how sociolinguistic distinctions are made.

For example, English has the reputation of not being very polite. However, students can watch video and look at how people interact; the nonverbal cues, the gestures, and the way that people look at each other. I think they will see that people are polite (in English), are in fact polite, but they are polite in a different way then people are polite in Japan, which has to do with both cultural and linguistic differences.

G: Then the challenge would be enabling students to experience pragmatics use realistically, and one way is through the use of technology?

K: Exactly. There are so many exciting possibilities with the use of the Internet and email. Students can interact with students and classrooms from all over the world in a very real way. Email and projects from anywhere in the world: that's the real thing, not fake interaction. There are so many resources out there, including online journals that instruct how to use this technology in the classroom.

G: Thank you for your time.

Simon Code
&
Aaron Anderson
Ritsumeikan Uji High School

Requests by Young Japanese: A Longitudinal Study

本縦断的研究では、日本人高校生の要求の表現における語用論的能力の発達について報告する。１０カ月間のホームステイに出発する前と帰国後に、「クラスメイトにＣＤを貸してくれるよう依頼する」といったホームステイ中にありそうな状況を十場面提示した談話完成テスト（ＤＣＴ）を実施した。このＤＣＴ結果の予備的比較により得られたデータは、ホームステイ後において直接的要求の有意的な減少を示した。学習者の母国語・第二言語両方における語用論的体系についての意識を高めることを目的とする語用論的意識啓発活動が推奨される。

A number of studies have examined the realization of requests by Japanese learners of English. Tanaka & Kawade (1982) used card matching and questionnaires to examine their perception of the relative politeness of various English request strategies. Schmidt (1983) used notebook data to study the requests made by one adult learner. Tanaka (1988) videotaped role-plays of Japanese ESL students interacting with native speaker friends. Takahashi & DuFon (1989) also used role-plays, but supplemented them with interviews. Fukushima (1990) used a discourse completion test/task (DCT). Iyanaga, Matusmura, & Sakikawa (2000) also used a DCT plus a perception questionnaire to measure participant perception of the level of imposition involved in the request situations on the DCT. Of these, Takahashi & DuFon (1989) and Iyanaga et al. (2000) were cross sectional studies, comparing subjects at different proficiency levels.

Most of the others were single moment studies examining Japanese learners' sensitivity to situational factors, often with native speaker (NS) baseline data. However, with the exception of Schmidt's case study of the progress of a single learner, none of these was a longitudinal study tracing students' pragmatic development over time. Not surprisingly therefore, researchers say that more longitudinal studies are "sorely needed in order to tease out stable developmental patterns and variation" (Kasper & Schmidt 1996, p.153) (See also Rose 2000). In particular, Churchill (2001 p.9) notes, "research on the pragmatic competence of younger or less generally proficient learners has been neglected."

The present study, in contrast to earlier ones, is a longitudinal one examining the pragmatic development of 35 young Japanese. Prior to leaving for a ten-month homestay, and again upon their return, students completed a DCT that presented ten situations students would be likely to encounter, or already had encountered. Data that was extracted in a preliminary comparison of DCTs completed pre and post-homestay found a significant drop in direct requests. Request making clearly moved from a direct style to conventionally indirect in all ten situations on the DCT.

This essay reports on the pragmatic development of Japanese high school students in request realization. It begins with an overview of the participants, followed by an explanation of the data collection and coding method. The results section addresses

Figure 1. The DCT outlined

Nature of request	Addressee	Request perspective
1. Unlock the classroom door	Teacher	Hearer dominant
2. Lend a CD	Classmate	Equal
3. Repeat an answer	Teacher	Hearer dominant
4. Buy a coke	Classmate	Equal
5. Let use the phone	Homestay mother	Hearer dominant
6. Return borrowed game	Classmate	Equal
7. Give a lift to the station	Homestay father	Hearer
8. Lend an eraser	Classmate	Equal

the degree of directness found in the requests in terms of downgrader, upgrader, and supportive move usage. It concludes with a brief discussion encouraging more pragmatic awareness in teaching low level students.

The Participants

The participants in this study were 35 2nd year students (11 females and 24 males) at a private high school in Osaka. The students were enrolled on a school sponsored program specializing in English, with more English classes than general students, including conversation classes taught by native speakers. In their second year, the students spent ten months in either New Zealand or Canada, staying with native speaker families, and attending schools where tuition was in English.

After living abroad for ten months the students could reasonably be expected to demonstrate a higher level of pragmatic competence. "Because pragmatic knowledge by definition is highly sensitive to social and cultural features of context, one would expect input that is richer in qualitative and quantitative terms to result in better learning outcomes. A second language environment is more likely to provide learners with the diverse frequent input they need for pragmatic development than a foreign language learning context, especially if the instruction is pre-communicative or non-communicative." (Kasper and Schmidt 1996 p. 160). Examination of the data shows this to have been the case.

The DCT

Students completed a Discourse Completion Task consisting of ten situations written in the students L1. Students were asked to write the English request that they would make in the situations described. Students received instructions to write, "I wouldn't ask," in situations where they would choose not to make a request.

Their L1 was used for two reasons. Firstly, to avoid the possibility of skewing the results by an incorrect interpretation of the situation. Secondly, it would be much quicker for the students to complete a DCT written in Japanese. Care was taken to create scenarios where the students could actually envisage themselves making requests in English. Situations were chosen either that students had already experienced or were likely to experience in their ten months of foreign study.

Of the ten situations, five assumed the hearer to be socially dominant; three of these with teachers and two with homestay parents. The five other situations assumed equal status; all involved interactions with English speaking classmates. No situations were included where the speaker was socially dominant.

The situations involved varying levels of imposition, from returning an electronic game belonging to the speaker, to buying a drink from a machine. The list below gives details of the nature of the request, the addressee, and request perspective (the dominance relation). For the complete DCT see the English translation in Appendix 1.

Students completed the DCT approximately three months prior to departure and then again approximately one month after returning to Japan. After completing the questionnaire the second time, students were asked to write what they would have said in each of the situations if the addressee were fluent in Japanese and they were speaking Japanese. In other words, they completed the DCT post homestay in both English and Japanese for the purpose of later analyses.

The students completed the same questionnaire both times, so there is a possibility of a testing effect. However, no feedback was given after the first administration, and a fourteen-month gap between tests suggests that any effect would likely be small.

Coding of the Data

DCT responses were coded using the categories in the CCSARP coding manual (Blum-Kulka, House, & Kasper 1989). Following Rose & Ono (1995), the nine categories of request were grouped into three major categories:

direct requests (e.g., Teacher, please open the classroom door.)

conventionally indirect requests (e.g., Can you open the classroom door?)

hints (e.g., I left my wallet in the classroom, sir.).

Details were also recorded of opt outs, blank, completely inappropriate responses, use of downgraders, upgraders, and supportive moves.(Coding Adapted from Blum Kulka et al. 1989.)

Downgraders

Lexical — optional additions to soften the force of the request by modifying it though lexical and phrasal choices. Eg., Adding, *"please"*, or down-toning it: "could you *possibly* give me . . ."

Syntactic — mitigating the force of the request by changing the syntax. Eg., Using a past form like *"could"* instead of *"can."* Or the negative "you *couldn't* lend me . . ."

Upgraders

Elements whose function it is to increase the impact of the request. Eg., "You had better give me my game back, *right now.*"

Supportive moves

Sentences or clauses external to the main request that either mitigate or aggravate it. Getting a pre-commitment, promising a reward, threatening, "Give me my game or *I'll tell the teacher*" or a reason, "Could you open the classroom door? *I left my wallet there.*"

Results

This is only a preliminary report of the results and therefore some caution is in order. The data have not yet been subjected to statistical analysis, and the Japanese baseline data is still in the process of being coded. However, the study did provide some interesting findings that appear fairly robust.

Requests (direct, conventionally indirect, or hint)

The major difference between students before and after the homestay was the dramatic reduction in the use of direct requests, and a corresponding increase in the number of conventionally indirect requests. There was only one example in the whole data set of a student making a more direct request after the homestay than before. The total number of direct requests fell from 181 to 33.

Prior to the homestay, only situations 2, 5, and 7 produced a percentage of conventionally indirect requests of 50% or over. In contrast, the post-homestay results show that over 50% of the requests for *every* question were conventionally indirect. *All* of the students used conventionally indirect requests in questions 2, 5, and 8.

The use of hints both before and after the homestay was negligible. This was true despite the fact that some of the situations would likely produce hints from native speakers. For example, the hint, "Sir, I've left my wallet in the English classroom," would seem a likely response to situation 1.

Downgraders and Upgraders

The data on the use of downgraders show that the students used slightly fewer post-homestay. Prior to the homestay, the students had a tendency to use downgraders such as the politeness marker "please", somewhat indiscriminately. This may reflect a strategy of playing it safe and attaching a politeness marker on everything.

Interestingly, those situations where a request was made to a teacher (questions 1, 3 and 9) went against the general trend and showed an increase in the number of downgraders used. The only other situation that showed an increase was situation 4.

Other changes in the use of downgraders included more students post-homestay using *two* or more downgraders per request. There were 42 examples of students using more than one downgrader in the second year, compared to only 16 in the first year. Furthermore, there was greater variety of downgraders the second time the test was administered. Most of the downgraders used by the students prior to homestay were the politeness marker "please". In their second year students used more syntactic downgraders such as past tense forms.

A preliminary examination of the Japanese data revealed that students widely used the negative as a syntactic downgrader (E.g., ". . . dekima*sen* ka?") An interesting finding of the study was that there was not a single example of transfer, of students attempting to downgrade with the negative in their *English* requests. There was only one situation that elicited upgrader usage. In situation 6, requesting the return of an electronic game to a classmate a few students, mainly male, used upgraders. E.g., "Give me my gameboy, now!"

Supportive moves

Only in situation 4, buying a cola, did the number of supportive moves actually decrease. The overwhelming majority of supportive moves used by students were grounders, moves in which a reason is provided for the request (e.g., In the request, "Can you open the class room door, I left my wallet inside." *"I left my wallet inside"* is a grounder). However, a few imposition minimizers, promises of reward and attempts to get a pre-commitment were made by students post-homestay.

Problems

There were problems with situation 4 on the DCT. 22% of the students decided to opt out and not to make a request in situation 4 (buying a cola). Although the number of opt outs fell dramatically in the second year, this indicates that responses to this item may be problematic. A possible problem with this situation is that it is ambiguous because it is not clear who is expected to pay for the drink. It may be the case that a much lower level of opting out would result if it was explicitly stated that the classmate was given the money and not expected to pay. However, the response to this question does indicate that where

they are given specific instructions to opt out, students will use this option, even on a DCT.

Discussion

This study provides fairly strong evidence of a developmental trend from direct requests accompanied by politeness markers to conventionally indirect requests using modal auxiliaries. It confirms the findings of previous studies like Ellis (1992), that have shown that learners follow a developmental pattern from direct to conventionally indirect request strategies. It is also consistent with the findings of Tanaka (1988) and Tanaka and Kawade (1982) that Japanese learners request strategies were more direct than those of native speakers.

Two explanations are commonly given for the directness of Japanese learners' requests. Firstly, learners are believed to lack the linguistic resources to produce the more complex indirect requests. As their linguistic resources expand, their requests become correspondingly more indirect. While this may be a plausible explanation of why elementary level students don't use complex requests such as, "Would you be so kind as to open the door for me? My hands are full," it does not seem to be a convincing explanation of why learners at lower levels seem to prefer, "Open the door please." to, "Can you open the door please?" In the DCT completed prior to the homestay, most students did in fact produce both direct and conventionally indirect requests. Only six out of 35 students showed no variation whatsoever. Interestingly enough, in situation 5 (asking permission to use the phone) over 50% of requests were conventionally indirect, confirming the finding of Churchill (1999) that Japanese learners are more likely to use conventionally indirect forms for permissive requests.

A second explanation often given for Japanese learners' directness is that it reflects their exaggerated view of the "egalitarian" and "direct" nature of social intercourse in Western societies. Although there may be an element of truth in this explanation, a preliminary examination of our Japanese language data indicates that direct requests mirror similarly direct strategies in Japanese. The most likely explanation is that they reflect transfer from the learners' native language.

Social dominance appeared to have little effect on the directness of requests in this study. Instead, the degree and nature of the imposition appeared to have a much greater influence. For example, one of the highest number of direct requests involved those made to teachers. In situation 1 when asking the teacher to unlock the classroom because a wallet/purse had been left there, 23 of the 35 students responded with a direct request. This compares to only 3 out of the 35 students post-homestay.

This study found very little evidence of hinting but this could be due to the type of questions used. After all, the DCT in this study was designed to avoid situations where subjects would not make requests. Rose and Ono (1995) in a study comparing results obtained from a DCT and a Multiple Choice Questionnaire found that the DCT had a tendency to produce fewer hints. It may well be that DCTs have a tendency to produce fewer hints than would actually occur in face to face language use.

Native English speaker baseline data is needed for confirmation, but it is feasible that Japanese learners use direct requests in many circumstances that English speakers would use conventionally indirect requests. The question that really should be answered is not whether Japanese are more direct that "Westerners," but in what circumstances Japanese are direct and what forms their indirectness takes.

Conclusion

The present study adds to the weight of evidence that lower level Japanese learners tend to use more direct requests and that as their pragmatic competence develops, these are gradually replaced by more conventionally indirect forms. It appears that L1 transfer plays a major role in this process. An analysis of the Japanese data may well provide insights into how this takes place.

Although this study did not obtain native English speaker baseline data, it is apparent that the participants both before and after the homestay are using direct requests in situations where native speakers would find them inappropriate. Kasper (1997) has argued that if pragmatic competence cannot be taught, at least learning opportunities can be arranged in such a way as to promote pragmatic development. An implication for teachers, therefore, is that lower level learners can benefit from widespread exposure to conventionally indirect requests. Because they make frequent use of translation strategies, it makes sense to stress translating phrases with their real functional equivalents, rather than similar grammatical forms. For example, *doa o akete kureru*, in Japanese is more accurately translated as, "Can you open the door, please?" than the direct request, "Open the door please." Pragmatic consciousness raising activities that aim to increase learner awareness of the pragmatic systems of both L1 and L2 are recommended.

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Simon Code is a graduate of the London School of Economics, where he earned an economics degree specializing in government and history. He has been teaching English in Japan for over ten years. Since he began teaching, he has gained an RSA Certificate, and an M.Ed. in TESOL from Temple University. His interests include CALL and vocabulary teaching. He is currently employed by Ritsumeikan Uji High School.

Aaron Anderson began his teaching career while studying TESL as an undergraduate at the University of Hawaii at Manoa. After earning a BA, he moved to Japan where he has been teaching for 8 years. Currently Aaron is employed by Ritsumeikan Uji High School and is studying for an M.Ed. in TESOL at Temple University. Interests include CALL, and SCUBA diving whenever he can find the time and money to escape back to the sunny islands.

Appendix 1:
English translation of DCT originally in Japanese

Directions: Read the explanation of the ten situations below. Write what you would say to the other person, in English, in the quotation marks. If you wouldn't ask the other person in this kind of situation, please write, "I wouldn't ask."

1.You left your wallet/purse in the English conversation classroom. When you go to get it, the classroom is locked. The English conversation teacher has the key and they do not speak Japanese. If you ask the teacher to open the door for you, what would you say?

2. You are on a homestay in Canada or New Zealand. A Canadian/New Zealand classmate has a CD of the rock group Oasis. You too like Oasis, and you want them to lend it to you. If you asked your classmate to lend it to you, what would you say?

3. In an English conversation class, you are checking the answers to an exercise, but you didn't hear the answer the teacher gave for the last question. The person next to you didn't hear either. If you asked the teacher to repeat it, what would you say?

4. At school on your homestay, a Canadian/New Zealand classmate is going to the vending machine to buy a cola. You want one too. If you asked the classmate to buy one for you what would you say?

5. You are on a homestay in Canada/New Zealand. You have to call your family in Japan urgently. If you asked your homestay mother to let you call Japan, what would you say?

6. Yesterday, while at school on your homestay, you lent your tamagochi to one of your Canadian/New Zealand classmates. You want them to give it back. If you asked them to return it, what would you say?

7. Your homestay father is going to the town in his car. You have arranged to meet one of your friends in town. If you asked him to give you a lift, what would you say?

8. At your homestay school in class, you lost your eraser. Your Canadian/New Zealand classmate has an eraser. If you asked them to lend it to you, what would you say?

9. You have to write a letter to the family you will be staying with in Canada/New Zealand. Your English conversation teacher is a foreigner and doesn't speak Japanese. If you asked your teacher to look at your letter, what would you say?

10. During your homestay you caught a cold and missed Math class and don't know what the homework is. If you asked a classmate to tell you what the homework was, what would you say?

Bobby Nunn

Task-Based Methodology and Sociocultural Theory

本論文では、タスク中心学習とL e v Semenovitch Vygotskyの実践を期限とするコミュニカティブ・アプローχから発展し、第二言語 習得とsociocultural theoryに発展した教授法を結びつけることを試みる。ここで は、3つのタスク中心教授法を検証し、sociocultural の枠組みにおける5つの主要な概念を紹介する。また、タスクとsociocultural theoryとの相互両立性を論議する。

Current teaching and research have increasingly focused on cognitive psychological processes through communicative language teaching and task-based language learning and teaching (TBLT). At the same time, sociocultural theory (SCT), with its discourse oriented nature, has been creeping into the literature. Looking at the recent work of the lead players in SLA (e.g., Ellis 1999, Swain 2000) one can't help but notice the increasingly emerging sociocultural slant. These views are largely underpinned by qualitative and discursive oriented Vygotskian theory. Over the past decade or so, a number of TBLT methodologies have been developed. Section I defines tasks, gives three methodological overviews, and discusses research and problems in TBLT. The central focus of SCT is learners using language in tasks. Section II attempts to link TBLT and SCT through their commonalties with regard to context, language and tasks for analysis, and focus on meaning. Section III discusses the rationale for SCT and introduces five components: mediation, activity theory, private speech, regulation, and the zone of proximal development. It is argued that these components are useful for language and discourse in general and are highly compatible with TBLT to analyze teachers and learners under tasks in classroom activity. Finally Section IV discusses some research from the SCT perspective on teacher-student/classroom discourse, learner-learner discourse, and findings with respect to tasks. The overriding purpose is to provide a number of positions from which language teachers, curriculum designers, and researchers can use the information here to launch from and to introduce a new and additional means from which to analyze and explain what participants under tasks do.

Section I
What is a task?

Of the varying definitions of task that exist, Kumaravadivelu (1993) finds Candlin's the most definitive:

> One of a set of differentiated, sequencable, problem-posing activities involving learners' cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu. (p. 71)

Three Task Methodologies

A variety of task methodologies exists. Here, I review three, Loschky and Bley-Vroman (1993), Crookes and Long's Focus on Form (FonF) (1993), and Breen & Candlin's Process Syllabus (1980), in an order in which they align along Nunan's (1989) continuum for understanding TBLT methodologies and their underlying theories to SLA. This moves from classroom structured tasks which predict and predetermine what the learner will do in the classroom to real-world (rehearsal) oriented tasks which have a tendency towards unpredictable emergent structures that evolve in the classroom.

Structure Oriented Tasks. Loschky and Bley-Vroman (1993, cited in Williams & Doughty, 1998; Skeehan, 1998) propose that three characteristic levels of task design can be used to constrain learners production of specific linguistic structures to varying degrees:

1. Task Naturalness: A grammatical construction may arise, but the task can be performed without it (e.g., describing the steps in an experiment, past tense is likely to evolve).
2. Task Utility: The structure is not necessary, but the task is easier with structure (e.g., in judging any kind of contest for awards, adjectives are almost necessary, thus bordering on essentialness).
3. Task Essentialness: The task cannot be performed without the structure. Other increasingly explicit devices may be needed to attract learner attention.

Loschky and Bley-Vroman optimistically argue that tasks should be designed to meet the third criterion without compromising meaning. This has a highly pedagogic rationale. They note that essential tasks are difficult to conceive of, but may be more easily incorporated into comprehension tasks. Production tasks may rarely go beyond fostering task naturalness or task utility. In the most extreme case, the task designer predetermines the meaning that learners will negotiate. Although, many of the techniques for enhancing the input (e.g. visual highlighting, underlining, and auditory-intonational focus) still remain relatively implicit.

Focus on Form. Long's (1985, Crookes & Long, 1993) version of TBLT is the strongest in terms of referencing tasks to the real world. With such a high emphasis on meaning learners may lose sight of grammatical forms. Long introduced FonF (focus on form) in order to resolve this issue. There are two versions of FonF, proactive and reactive (Williams & Doughty, 1998). Proactive FonF emphasizes tasks that are designed in advance to ensure that opportunities for learners to use forms that they have trouble will arise while communicating a message. Whereas reactive FonF posits that the teacher has tasks already prepared to bring the learners' attention to problematic forms when pervasive errors arise. Long's version emphasizes reactive FonF. He proposes the following five-stage procedure in developing a task-based language program:

1. A requisite needs analysis to identify real-world target tasks for task selection.
2. Selection and classification of target tasks into types.
3. Pedagogical tasks are derived from the bank of generalized task-types and sequenced forming the syllabus.
4. Task complexity/difficulty is determined for grading and sequencing through the number of steps, solutions, participants, and distinguishing features of tasks (see Robinson, 2001).
5. Task-based criterion referenced tests are used to evaluate achievement.

Meaning in relation to the real world plays a much more significant role in this methodology. Though, it places negotiation at the level of generalized classroom tasks, class work is interrupted only briefly when needs for FonF arise. Kumaravadivelu (1993) views this as a pedagogic rationale because tasks are still not directly related to communicative performance in the outside world. Skeehan (1998) claims that, in practice, derivation and classification of tasks is difficult to do. If content taken to an extreme is the central theme in its rationale, then another criticism is that it could serve as training in limited language use and competence, rather than education.

Process Syllabus. The resources and materials needed for course design in Breen and Candlin's (1980, cited in Crookes & Long, 1993) version of TBLT consists of:

1. Making general decisions about classroom language learning (who needs to learn

	Communicative Classroom Tasks	
Task Type	**Pedagogic** Structure Oriented	**Real World** Authentic Tasks
Rationale	**Psycholinguistic** preparation for unpredictable communicative activity	**Rehearsal** preparation for actual situations in which language will be used
Reference	**SLA** Theory/Research	**Needs Analysis**

Adapted form D. Nunan, (1989). Designing tasks for the communicative classroom. p. 40.

what, how they prefer to learn it, when, with whom and so on).
2. Alternative procedures for making those decisions (the basis for an eventual 'working contract' between teacher and learners).
3. Alternative activities, such as teacher-led instruction, group work, and laboratory use.
4. Alternative tasks, i.e. a bank-of-pedagogic tasks students may select from to realize the 'activities'.

Here, individual learning preferences and processes become the focus of instruction. Kumaravadivelu (1993) calls this a psycho-social rationale having tasks that take into consideration cognitive, expressive and social parameters negotiated among the participants of the mini-society of the classroom. This most closely follows a Vygotskian framework by determining what was learned and the syllabus *retrospectively*, rather than *a priori*. This type of syllabus design incorporates negotiation not only of that which takes place inside task activity, but also what, with whom, how, in what participant structure, and what task is to be learned. Negotiation of meaning is placed above the level of classroom tasks and activities. The main criticism is that it may require learners who already have a high degree of proficiency in the language in order to co-manage their own learning.

These frameworks provide starting points from which to choose and develop activities for classroom instruction. Structure oriented tasks might be developed for a linguistically based syllabus or for brief FonF activities necessary in a primarily meaning-focused/authentic curriculum. Long's FonF leans more in the direction of ESP courses where tasks can be derived more directly from the real-world tasks that learners will eventually have to do. The process syllabus would probably work with either an ESP or an English for general purposes course. However, it may require some higher level degree of linguistic control, self-control, and participation on the part of the learners for more explicit co-management of classroom activities and their own learning trajectories.

Task-Based Research

A brief review of research in TBLT illustrates some of the categorical distinctions that have been made and their implications for language instruction, the language produced, and opportunities for negotiation of meaning.

1. One-way vs. two-way tasks. Long (1981, cited in Nunan, 1991) found that two-way tasks (in which all students in a group discussion had unique information to contribute) *stimulated significantly more modified interactions* than one-way tasks (that is, in which one member of the group possessed all the relevant information). Gass and Varonis (1985, cited in Gass, 1997) *found no significant differences* in the output produced by the two task types.
2. Convergent vs. divergent. Duff (1986 cited in Gass, 1997) found that *convergent problem-solving tasks prompted significant interactional and discoursal differences with more and shorter turns than divergent debating tasks* (cited in Nunan, 1989). They produce different types of language.
3. Shared vs. single source of information. Pica, Holliday, Lewis, Berducci, and Newman (1991, cited in Gass, 1997) found that *negotiation is greater when a single individual holds all the information* needed for a resolution of a task as opposed to being shared.
4. Teacher presence. Pica, Young, and Doughty (1987, cited in Gass, 1997) found many *more examples of interactional exchange when the teacher was not present* than elicited when present.
5. Effects of negotiation. Aston (1986 cited in Gass, 1997) shows that tasks that *promote negotiation often result in language that is frustrating to produce and as a result error-laden.*

These hypotheses and research have made a useful beginning in creating a framework for the design and study of tasks. This list of characteristics and contrasting sets, by no means exhaustive, describes some of the types of potential negotiation in tasks. They are also useful for task design thinking processes. However, the mixed and conflicting results of the research make it difficult to draw conclusions in linking negotiation of meaning to language acquisition. It's still difficult to determine whether these distinctions will lead to greater opportunities for negotiation of meaning. Another criticism also is that overall TBLT research has tended to focus on the end result of language as a product, rather than a process. In this sense TBLT is still highly focused on the behavioral aspects of tasks as control devices for learners in the classroom.

Problems with TBLT yet to be solved

Remaining problems for TBLT concern where tasks begin and end, the number of task-types, the number of levels, and what is transferred from one generalized task to the next. Once tasks are generalized how much can we expect to transfer from one type to another? How are task difficulty and task complexity to be measured? Also synchronizing the teacher's and learners' agendas is still problematic.

In essence, this is what TBLT has been trying to do, synchronize learner internal syllabus' and teaching to acquire higher levels of language faster.

The methods presented here, with the exception of the Process Syllabus, remain pedagogic in their rationale and behaviorist in terms of tasks designed for a hypothetical learner. Developing a task-based approach will be dependent upon predictable factors such as institutional demands and objectives, class sizes, and probable real world activities that learners will someday do. Developing this approach will also be dependent upon unpredictable factors which include maturational levels, learner factors, learner goals, and a host of other factors. As Nunan (1989) claims, it might well be that it is the learners who impose their own automatic order on the way things play out in the classroom. With this in mind, I shall turn to SCT which provides a means of analysis to tie together those factors that are predictable and designable with those that are more elusive, hidden, and unpredictable in an attempt to create a more coherent whole.

Section II
Linking TBLT and Sociocultural Theory

TBLT and SCT might be historically connected through the early work in discourse analysis with Goffman's approach to interaction or conversation analysis associated with Schegloff, Sacks, and Hatch. These kinds of analyses reveal the task-focused nature of jointly oriented, co-constructed participants in talk (Crookes, 1993, p. 1; Heritage, 1997, p. 166-167; Frawley, 1997, p. 181). In reading Vygotsky and literature on SCT it becomes clear that it has many points of connection and compatibility with TBLT. Three points TBLT and SCT share include: an attempt to re-contextualize the classroom, the focus of activity or tasks as a place for studying and developing language, and a focus on meaning.

Schooling tends to decontextualize meaning and make language learning and use abstract in the classroom. For Vygotsky, meaning is determined by the relationship between the structure and interpretation of language and the context in which they appear (Wertsch, 1985). In the same vein, tasks are used to re-contextualize the classroom for more meaning making as it happens in the real world. While SCT contextualizes the analysis

The combination of tasks and language activity made sense for Vygotsky. By means of research he saw that language and action converged to function in the goal oriented activity of a task. TBLT attempts to shift the language teaching focus from a product to a process approach. In SLA, products consist of "what" is to be learned, the learning and acquisition of discrete grammar in isolation. Processes consist of "how" or "the way" things are learned, learning through participation and the use of language in tasks. This is consistent with Vygotsky's push for a "need to concentrate not on the *product* of development but on the very process by which higher forms are established" (Vygotsky, 1978, p. 64). That is, the activity under which language is built up.

Vygotsky disagreed with focusing on language form stripped from its meaning (Wertsch, 1985, p. 88). In other words, his ideas have a strong congruence with tasks which emphasize combining language form with its meaning. This is consistent with TBLT's emphasis on meaning through the use of language. It may be that TBLT and SCT can be mutually supportive and beneficial for research, analysis, and instruction of learners in SLA.

Section III

In the following section, the rationale for SCT and its five components, mediation, activity theory, private speech, regulation, and the zone of proximal development, are briefly covered.

The Sociocultural Rationale

The dominant psychological theories underlying SLA have been behaviorist which focus on the formation of language habits, and cognitive which focus on a single hypothetical learner's internal processing and transmission of input and output. Cognitive perspectives on learning tend to promote a focus on the non-personal knowledge, skills, and activities of a person. Sociocultural theories are shifting from these behaviorist and cognitivist psychological approaches. SCT attempts to capture the context, action, and motives of language events between individuals who are simultaneously social and cognitive. Analysis from social perspectives seems as though it would eclipse the person, but on the contrary it makes a very explicit focus on the individual within a community and the world (Lave & Wenger, 1991). Traditional dichotomies are useful in highlighting specific aspects of process, however, their focus on surface features, rather than fundamental processes, limits their ability to provide clean classificatory categories in terms of meaning, knowing, or learning (Wenger, 1998).

Mediation

The central concept for Vygotsky and SCT is the mediation of human behavior (i.e. activity, labor, what we do, our work in the classroom) with tools and sign systems—most importantly language. Vygotsky saw tools and language as the evolving products of the forward march of human history and its cultural development. We use these historically developed cultural artifacts, tools and language, to mediate relationships with ourselves, others, objects, and the world. The Vygotskian perspective makes human communication through the use of the mediation of language the central

object of analysis rather than language as a system, like a grammar, abstracted from use. Vygotsky saw that external social speech was internalized through mediation (Vygotsky, 1978). In this way Vygotsky and SCT link society to mind through mediation. Language as a tool of the mind bridges the individual understanding of our selves and particular contexts and situations within the world.

Activity Theory

Activity theory provides a framework to analyze what learners do in interaction with an aim to understand their goals through action and motives through activity. It analyzes system in activity from the broad perspective of the larger social system through the eyes of the member or participants co-constructing the activity. The activity practitioner must then simultaneously focus on the activity system (learner or learners) they study through tasks and what transpires around that activity system.

Activity theory raises the question "what is the individual or group doing in a particular situation?" (Wertsch, 1985, p. 211). Rather than focusing on skills, concepts, information-processing, units, or reflexes, activity theory can provide a response through analysis at the level of: 1) *activity*, 2) *action*, and 3) *operations*. At the global level is *activity* which is the frame or context in which something occurs. The second level is goal-directed *action*. It tells us "what" must be done to get from A to B and through this implies a motive. The context or *activity* cannot inform us of the reasons and outcomes that develop, the *action* that happens in some outcome. Thus, *activity* and *action* are distinguished. The third level is operations, which describe "how" something is done. This is associated with "the concrete conditions under which the action is carried out" (Wertsch, 1985, p. 202-204). Thus *activity* relates to context (e.g. in a classroom, something about a language), action relates to goals (e.g., to get a good grade, to improve grammar, to satisfy the teacher etc.), and operations relate to conditions (e.g., teacher-fronted, in pairs, the performed responses to the task).

Inner Speech or Private Speech and Private Writing: The Act of Self-Mediation

Vygotsky referred to the internalization of external forms of dialogic communication as inner-speech. What Piaget termed egocentric speech, speech that children use but eventually disappears, Vygotsky found to go "underground" or become internalized processes of thought (Vygotsky, 1986). He also found that when speech was not permitted, children were unable to accomplish a given task (Vygotsky, 1978). According to Vygotsky, our internal mental ability to use and manipulate language is result of mediation through language. He found that when confronted with tasks beyond the ZPD, children invoked private speech, the convergence of thought and language, in seeking and planning the solution to a task (Vygotsky, 1986). Inner-speech (now also termed private-speech, and private-writing), is somewhat analogous to think-aloud tasks or protocol. This is seen as an insight to strategies and processes learners use to complete a task. Donato (1994) defines inner-speech as, "speech to oneself, which overtly expresses the requisite actions to successfully complete a task, is a means of self-guidance in carrying out an activity beyond one's current competence" (p. 48). It now serves as an element which evidences various regulatory functions between speakers in tasks and exposes internal processes with insight to language use.

Regulation

Wertsch's (1985) four levels of regulation are important for understanding and analyzing a wide variety of interaction, mediation, and relationships between the self, expert-novice, teacher-learner, peer interaction, and group interaction under task and problem-solving activities. These have been adapted in several studies such as Aljaafreh and Lantolf (1994), McCafferty (1994), and Nassaji and Swain (2000).

(1) Object-regulation indicates a person directly controlled by the environment. It represents strategic use of the nature of the task itself, evidenced through private speech or private writing. Describing and naming certain aspects of the action and environment characterizes attempts to plan and direct action. To paraphrase Wertsch (1985), the teacher may attempt to direct the language learner through strategic steps, but the learner's understanding of the objects and goal-directed action is so limited that the learner may not interpret the teachers' talk.

(2) In other-regulation a person is primarily controlled by another person. Speech of this sort consists of metacomments which function not as conversation, but something like teacher-talk (e.g., "Open your books" "Turn to page 25") The second variety are self-directed questions. These are called "other-regulation" because learners resort to a dialogue like forms for seeking self-guidance reminiscent of the ways children engage with their mothers. At this stage the learner begins participate successfully in the task setting, but the learners' understanding of the task situation is still far from being in complete agreement with the teacher's (Wertsch, 1985).

(3) In self-other-regulation a person begins to take on more of the control of his own actions. The teacher no longer has to specify all the steps that must be followed for the learner to interpret a di-

rections because the learner can now do much more on his own (Wertsch, 1985).

(4) Self-regulation is when a subject has suddenly understood, mastered, or gained complete control and ability to function independently. It is an ability to focus attention on the abstract goal while ignoring task-irrelevant features. The learner takes over complete responsibility for carrying out the goal-directed task.

The Zone of Proximal Development (ZPD)

The site where the language is shared and internalized through mediation is the 'zone of proximal development' defined by Vygotsky as follows:

> It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978, p. 86)

Vygotsky's law makes claims about instruction and learning. The ZPD places instruction on the part of the teacher as assisting and guiding learner development and intellectual possibilities in collaborative activities. Thus for Vygotsky "the only 'good learning' is that which is in advance of development" (Vygotsky, 1978, p. 89). Ohta (2000) claims that "the construct of the ZPD specifies that development cannot occur if too much assistance is provided or if a task is too easy" (p. 52). Aljaafreh and Lantolf (1994) claim that mediation needs to be contingent. This means teachers need to balance the giving and withholding of guidance and assistance, on-line, in accordance with students' progression through a task. This gives rise to the term prolepsis. According to Anton (1999) prolepsis leads participants in the interaction to reach an understanding of each other's view of problem solving and solution.

According to Throne (2000) Krashen's notion of comprehensible input (i + 1) which concerns an autonomous passive learner listening for the next level of linguistic input, should not be equated with the ZPD which concerns people working together in the joint accomplishment of specific tasks developing personal ability. The ZPD is useful in both a linguistic and a task-based system because it indicates what the learner can or can't do with or without assistance.

Section IV
Research in SCT

Teacher-Student and Classroom Discourse

Hall (1995) investigated the discursive practices of a Spanish high-school teacher on his students. While this teacher was judged to be knowledgeable, highly proficient, and providing a linguistically rich environment full of comprehensible input similar to other foreign language class-rooms, Hall's analysis shows that the nature of the instructor's discourse was not proleptic. Thus, instruction limited student opportunities to facilitate interactional devlelopment (Hall, 1995). She finds that the dominating IRE (initiation, response, follow-up/evaluation) format of class discussion and the teacher's agenda in tasks constrained opportunities for students to engage in longer, more complex discursive patterns. She found that the IRE and teacher agenda also constrained classroom discussion to the linking of words and repetition of parts or all of previous utterances, rather than developing student knowledge and expansion of topic relevance, and expansion and coherence across utterances (Hall, 1995).

Anton (1999) examines the discourse of two high-school teachers, one of French and one of Italian, in formal grammar lessons. She focuses on the degree to which classrooms are made either teacher-centered or learner-centered through the discourse. Anton (1999) found that proleptic instruction and the dialogic nature of a high-school French instructor increased learner involvement in negotiation of meaning, linguistic form, and participation in classroom activity. Analysis of the discourse revealed how the dialogic style of the instructor recruited student investment in the lessons, creating joint-ownership of the classroom activity. Thus, a learning-centered environment was created. In the case of a high-school Italian instructor, Anton (1999) found that learner engagement and negotiation of meaning are dramatically reduced when instruction is not proleptic. That is when instruction lacks scaffolding in the ZPD. This includes communicative moves by the instructor in the use of directives, assisting questions, open ended questions, pauses, gestures, opportunities to bid for the floor.

Learner-Learner Discourse—Peer Mediated Research

In a vocabulary acquisition study of university students of English, mainly from East and Southeast Asian nations, in an intensive English program, R. Ellis and He (1999) found that the dialogic construction in peer interaction provided far more opportunities for learners to learn new words than did monologically constructed formats. They believe their results agree with Lantolf and Pavlenko (1995) who claim that "learning hinges not so much on richness of input, but crucially on the choices made by individuals as responsible agents with dispositions to think and act in certain ways rooted in their discursive histories" (p. 116). The peer dialogic groups far outscored the monological groups. This didn't link negotiation of meaning to acquisition, but

points to the greater opportunities for use, and negotiation of meaning, that more dialogically based interaction creates and provides.

Through the work of Holunga (1994), Swain (2000) examines students who were taught to verbalize metacognitive strategies (i.e. language used for oneself to focus attention, predict, plan, externalize and test hypotheses about language, supply solutions, and evaluate) as they worked through a task (a kind of inner-speech). This group of students far outperformed other groups given the same instruction except for respect to metacognitive strategies. The second group was taught metacognitive strategies, but not to verbalize them during the task. The third group was not taught metacogintive strategies.

Task Related Research

Tasks and Methodology

Roebuck notes that sociocultural pedagogy and sociocultural methodology differ. One technique Vygotsky used to study development, was to introduce tasks which exceeded the subjects knowledge abilities to study the rudimentary beginnings of new skills (1978). Pedagogical tasks are chosen because they lie within the learners' ZPD while tasks on the fringe of the learners' zone and beyond can be chosen to discover how people respond to problems and difficulties and integrate other signs and tools into their tasks (Roebuck, 2000).

The friction between tasks and individuals is often what is considered bad data and often discarded. In the case of De Geurrero and Villamil (1994), several recordings were eliminated because participants did not comply with task procedures. In some cases bad data may be more revealing.

Re-Defining Tasks

Donato (1994, p. 36) states that "tasks cannot be externally defined or classified on the basis of specific external task features." Rather, tasks are in fact internally constructed through the moment-to-moment verbal interactions of the learners during actual performance. Roebuck (2000) claims it is important to distinguish between tasks and activities as Coughlan and Duff (1994) define them:

> A *task* is, we propose, a kind of behavioral blueprint provided to subjects in order to elicit linguistic data.
>
> An *activity*, by comparison, comprises the behavior that is actually produced when an individual (or group) performs a task. (p. 175)

Coughlan and Duff (1994) argue that experimentally elicited behavior is neither constant nor controllable because it is an instantiation of activity between the participants. That is, during a task, roles of expert-novice can shift and the nature of the task can vary between being a task for natural or not unnatural communication. Tasks are imposed on learners to teach pre-determined agendas while activity is how the learners—as agents—construct the task to the final outcome.

Task Design

In a teacher-fronted translation task that would not be considered state-of-the-art, Ohta (2000) finds that learners push forward with a difficult grammatical construction through their own persistence and investment working as peers to go beyond the bounds of the task creating their own language learning activity. The productivity of learner interaction cannot necessarily be determined by looking at task design, but tasks themselves may be transformed as each learner applies him or herself in instantiation of a unique activity (Coughlan & Duff, 1994).

Orientation in Tasks

Appel and Lantolf (1994) defined orientation as the way individuals view an object or a task, the kind of goals they establish relative to the task, and the plans and means they devise to carry the task to its completion. Orientation can then influence personal strategies so different individuals can potentially have different personal strategies even when under the same instructions. Donato (2000) argues teachers need to focus more on students' orientation that are 'emergent interactions' based on participants' multiple goals during the conduct of classroom tasks rather than independent measures of the accumulation of knowledge.

Re-Orientation

Wang (1996) showed that classroom group work is best conceived as internal goal-directed actions of the students rather than passive adherence to external task demands. This study showed how different groups continually altered their orientations to each other and to the task, as they progressed through it, based on their goals, desires, and motivations.

Through analysis of non-native speakers in a text recall task Roebuck (2000) contends that learners' orientations, what they think a task is about, cannot be determined *a priori*. In her study learners often reinterpret the meaning and intent of a task according to what they think the task is about and in relation to what counts as successful completion for themselves while engaged in the task on-line.

Learners in Roebuck's (2000) text recall task exhibited various orientations to the task which included attempts to memorize the text, summarize it, comprehend it, distance themselves from the content of their writing, and reframe the task when the self was in danger of losing face. One learner reformatted the task putting himself on the same level as

the researcher. Roebuck defines activity as how learners-as agents-construct and make the task their own. She concludes that researchers need to discover the subjects' activity rather attempt to predict their unpredictable complex activity (Roebuck, 2000).

Problems for Task-Based Learning

R. Ellis (1999, cited in Lantolf, 2000b) believes that the sociocultural perspective problematizes task-based learning because it strips the ability to grade tasks independently from an individual learners' ZPD. Lantolf (2000b) claims the perspective of tasks as behavior eliciting devices privileges language acquisition over learner agency. He points out that, if learners do not exhibit the behaviors predicted by the tasks, one could mistakenly jump to the conclusion that there is a problem with the learner and not the task.

Discussion

This paper has given a general overview of TBLT methodologies and a sociocultural approach to tasks and SLA. In section I, three methodologies to TBLT, their justification, and their approach to implementation were discussed. A brief outline of TBLT research was provided illustrating some of the task categories that have been derived from this research, and some of the broad problems which still confront TBLT such as task classification, task difficulty, and task complexity.

Section II proposed common areas TBLT and SCT share and points of intersection. Both are seen to attempt to inject more context into language learning, and both use tasks as a medium as teaching/researching devices. The two constructs also cross paths where in TBLT the degree that meaning is related to the real world is primary while in SCT it is through the interaction that meaning is made.

Section III dicussed the rationale for SCT which emphasizes the study of the system of language as a whole in instances of activity, rather than the study of parts of the system of language. This justifies SCT in that when language is studied in parts it is difficult to reconstruct them into a working whole. Five key components mediation, activity theory, private speech, regulation, and the ZPD for the analysis of activity and talk in tasks were introduced.

Finally in section IV, research grounded in a sociocultural theory of development in expert/novice mediated discourse, peer mediated discourse, and research specifically related to tasks was reviewed. It seems certainly clear from the expert-novice/classroom discourse research that dialogic oriented instruction leads to more opportunities for use, and negotiation of meaning which may lead to deeper processing or internalization. This research shows how learners who are proleptically instructed and lead within the ZPD "far outperform" comparison groups. It pushes instructors to think about the opportunities that they make available and about the opportunities that they extend to their learners for dialogic interaction in order to work developmentally within the ZPD. Task related research from an SCT perspective reveals contrasting behavior and activity of learners within tasks. It brings a more microscopic view to what happens inside tasks highlighting learners' orientation and re-orientation in tasks. It reveals how important it is to observe not simply the outcome in tasks, but what learners do as they progress through them.

Conclusions

To conclude, the implementation of a completely task-based curriculum with its wide-ranging scope is a difficult task in and of itself. As intimidating and overwhelming as the selection and grading of tasks combined with the individual agency that learners bring to the tasks may be, this paradox brings to fore the freedom and flexibility it allows the instructor or researcher to mediate between the two perspectives. TBLT and SCT are highly compatible. In light of the research emerging from SCT it is proposed that use of sociocultural frameworks may provide richer understandings of learners engaged in various forms of TBLT. This should also make it possible to gain further insight to the nature of TBLT methodologies. In this way then it may be possible to push forward using SCT and TBLT to triangulate what and how learners do what they do under task conditions to create and maximize learning-centered second language acquisition under the rubrics of TBLT.

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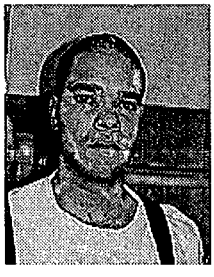

Bobby Nunn teaches English in public junior high schools in Habikino City, Osaka, Japan. He has been teaching English for the past ten years. He is a graduate of Temple University, Japan with an M.Ed. in TESOL.

James Goddard
Kwansei Gakuin University

Which Varieties of English Do You Teach at Your Jr./Sr. High School?

本論文は、ＥＦＬ環境の授業で、どの英語が使用されているのかを検証する。日本では、多様な英語は、教材やカリキュラムの中で体系的に使用されているわけではないようである。ここでは、主に、アメリカ英語が授業で使用されているかに焦点を当てる。最近の社会言語学の研究が引用され、多様な英語変種の存在、妥当性、価値に対する学習者の意識を高める必要があると提言されている。

As language educators, we are well acquainted with the importance associated with choosing the appropriate language forms, functions and topics for our students' lessons. However, some recent reading has led me to ask myself and other educators an additional question about the language and materials used in lessons: "When was the last time we considered the appropriate varieties of English to expose our learners to?" In a round of interviews with teachers, I discovered a general lack of awareness regarding language variety planning and pedagogy in the handful of high schools I queried (including my own).

Dialect, accent and variety

When many of us refer to the different "kinds" of English in use among English speaking countries (or even within a single nation), we commonly use the terms dialect and/or accent. Strevens notes that "since many educators use the terms interchangeably"(1983, p.87), it is useful to make a distinction between dialect and accent. Dialect is generally taken to mean "differences in grammar and vocabulary" while accent represents, "differences in phonology" (Strevens, 1983, p.88). The negative associations with the terms dialect and accent among many language communities has led authors to use the term variety when referring to a subtype of a language, such as the American or British varieties of English (Kachru & Nelson, 1996). In this sense, varieties could include variation in any or all of the following: grammar, vocabulary, phonology and even pragmatics.

Identifying English varieties

As a simplistic, but useful guide, Kachru and Nelson (1996) have categorized English varieties by using an illustration of three concentric circles (a three-circle, bulls-eye). The "Inner Circle" (or bull's eye) contains the commonly accepted varieties of English: American, Australian, British, Canadian, and New Zealand. These varieties are used in countries where English is the first or predominant language. The next circle is called the "Outer Circle" and represents varieties used in countries where English has had a long history of institutionalized functions and wide importance. Examples are India, Pakistan, Singapore, South Africa and the Philippines. The last circle is called the "Expanding Circle" and contains countries in which English fulfills roles that

are rather specific in nature. These countries include Japan, China, Korea, Iran and Nepal. This last circle is always growing, and hence it has earned its name.

Informal Interview Question

Do you teach multiple varieties in your classroom now?

In an effort to survey how some teachers approach the issue of linguistic variety in their high school classrooms, I conducted about a dozen informal interviews, asking the above question. About half of the instructors queried answered with a paraphrase of what this teacher said: "My students struggle with listening comprehension in American English, which they've been studying for 5 years now. Why would I confuse them with another variety?" Another said, "We have a multinational teaching staff representing several inner circle varieties. We all have pronunciation and lexis differences, but we don't deal with these issues explicitly in our lessons." One mentioned that some texts have more exposure to varieties than others, "We use *Marathon Mouth*, which has a variety of speakers in the listening materials." Another reasoned that his curriculum paid some attention to variety of English:" Yeah, we do a lesson once a year highlighting the differences between American and British English." However, the overall reality seemed to be echoed by one teacher who verbalized what many of us (including me) probably do unconsciously, "My students get one variety of English—mine."

Many or most high school teachers probably do not address the issue of language variety in a conscious and systematic way.

From this small sampling of skilled and knowledgeable teachers, it became clear to me that many or most high school teachers (and most likely teachers in many other contexts) probably do not address the issue of language variety in a conscious and systematic way. In my own case, I cannot say that this neglect results from a lack of need: last year we began a home stay program in Australia, and this year it dawned on me that we were giving students absolutely no exposure to Australian English in our curriculum.

The Myth of "Standard English"

There have been volumes written about standards of English which is quite an interesting and controversial topic these days. As previously discussed, English is used in a variety of functions in a multitude of countries throughout the world. The question of standard is much more complicated than the choice between British and American English as many people assume (Phillipson, 1992). All of the inner circle countries have legitimate varieties, and none of them are inherently wrong (Kachru & Nelson, 1996). The question of standard gets more complicated if we consider the varieties of the outer and expanding circles as well. These varieties are not transitional "interlanguage," they are stable systems with their own characteristic vocabulary, grammar, phonology and pragmatics, and are thus argued to have merit and legitimacy in their own right (Kachru & Nelson, 1996; Phillipson, 1992)

The question of standards within any single country is also a sensitive one these days. Using the United States as an example, there are many varieties as can be seen in the video *American Tongues*, and some hold more social and economic prestige than others (McGroarty, 1996). GAE (General American English) is the variety that is generally identified with social and economic power in the US, and this is what you will generally hear spoken by national newscasters, high-level politicians, academics and businessmen (Rickford, 1996). Other varieties in the US, such as African-American Vernacular or a heavy New York accent for example, are two varieties that do not hold widespread prestige and would weigh against a user in many contexts (Rickford, 1996).

It is probably best to say that there are many legitimate varieties of English in the world, some of which hold prestige in certain settings. GAE and British English (RP) or received pronunciation likely have more worldwide prestige than other varieties, but that does not make other varieties *incorrect* (Kachru & Nelson, 1996). Since most of our students here in Japan have likely been taught that American English is *the* acceptable English standard, unfamiliar varieties are likely to be seen as *wrong* by students (Kachru & Nelson, 1996). If you would agree that Australian, Canadian and New Zealand English are not *wrong*, you may also agree that it is our responsibility to point this out to our students. Pennycook addresses the reality of multiple standards and prestige forms saying, "Rather than assuming some monolithic version of the standard language, therefore, we can acknowledge multiple standards"while at the same time acknowledging, "the importance of certain language forms because of their relationship to certain discourses"(Pennycook, 1994, p. 316).

How do We Decide which English Varieties to Use in the Classroom?

Armed with our new, broader awareness of language variety, we must now ask ourselves which varieties

would be the most appropriate pedagogic candidates for our students. Pennycook suggests that we, "first need to make sure that students have access to those standard forms that are linked to social and economic power and prestige. Next we need a good understanding of the status and possibilities presented by different standards. Then we can focus on those parts of language that are significant in particular discourses, and students need to understand that these forms represent only one set of particular possibilities." (Pennycook, 1994, 317-318). Initially, this suggests the importance of teaching students the standard(s) they will need to navigate *gate keeping* tests such as TOEIC or TOEFL to promote equal opportunity for second language learners (McGroarty, 1996). Then, we also need to identify what the students' needs might be other than the prestige forms. A needs analysis (Long, in press) of your students' likely current and future use of English can be utilized to identify the varieties that they are likely to come in contact with. Which countries do many or most of your students travel to? Does your school have an official home stay program? Where? Do any of your students go abroad for extended study? What varieties will our students be exposed to in these settings?

Unfamiliar varieties are likely to be seen as "wrong" by students.

In my own case, I decided to expose my learners to all varieties included in the inner circle countries (as input only). Due to my students' rather low level, I don't think it would be worthwhile to work with more localized varieties of English that would be classified as *regional* or *social* (Kachru & Nelson, 1996), or to have them produce other varieties to any great extent. Unless a specific need arose, I think that such specificity is best left to higher-level students or those that have specific needs due to travel or relocation. However, I would consider broadly treating a regional dialect if a needs analysis discovered that such a variety was helpful to our home stay students. For example, if my students were to travel to a rural area where the varieties I teach are not used (GAE and RP), I would definitely expose them to the regional variety in the input and would perhaps have them practice output of key phrases as well.

"I'm from New Zealand, and my girlfriend (Japanese) thinks my English is wrong."

How Do We Introduce these Varieties to Students? Begin by Raising Student Awareness

> "I'm from New Zealand, and my girlfriend (Japanese) thinks my English is wrong." (A response from teacher interviews.)

If we accomplish nothing more than raise our students' awareness to the reality and validity of other English varieties, I believe we will have performed an essential service. A very useful starting strategy is to first raise the students' awareness to variety within their own language. This is a powerful technique for opening their minds to the acceptance of legitimate varieties other than a prestige form or widely accepted variety (Kachru & Nelson, 1996). Students can be directed to brainstorm in groups about the varieties of the "standard" that exists in Japan. "Are there people in certain regions that cannot communicate in spoken form with one another?" "What variety would our students recommend a tourist to learn if they were coming to Tokyo? To Kyushu? To Hokkaido? To Aomori?" 'Could a visitor communicate well in these areas with only "standard Japanese"?'

Once students have been reminded of the variety within their own language, we can explain that many languages are pluricentric in nature and have, "more than one variety, many times more than one accepted standard (Arabic, Hindi, Spanish, French)" (Kachru & Nelson, 1996, p. 71). This is, of course, true of English as well. As educators, we can point out that even within any of the *inner circle* countries, including the US, many valid varieties exist (Kachru & Nelson, 1996). This is where the use of the video such as *American Tongues* would be an ideal and entertaining way to see the broad variety of English used just within the United States. This video is a wonderfully candid and entertaining tour of the staggering array of English varieties in the US.

I believe that the final result of this exercise would be to open our students' eyes to the legitimate need for general exposure to *nonstandard* varieties of any language, and the value of learning specific varieties when they are likely to travel, study or work in places where regional varieties are used to the exclusion of the commonly taught standard.

Kachru & Nelson (1996) note other benefits of such awareness raising exercises:

1. The students would move beyond an abstract belief in the existence of world Englishes in a hands on way.
2. Students would become less reluctant to engage an unfamiliar variety in the future. This is essential given the fact that "interactional contexts in which nonnative and native speakers use English with each other are fast shrinking" (Kachru & Nelson (1996, p.88).

Classroom Application

McGroarty claims that, "The fact that multiple stan-

dards exist is a crucial insight for teachers and students of language, and it suggests that teaching materials and practices ought to make them explicit" (1996, p. 32). Most teachers understand that exposure to other English varieties translates into different activities according to students' proficiency levels. At lower levels, activities that require input recognition (McGroarty, 1996) seem appropriate, while at higher levels activities can be more challenging and involved. Some principles and activities specifically addressing language variety include:

- At all levels, it makes sense to use a variety of speakers in listening materials, not only increasing exposure to linguistic variety, but providing the opportunity for learners to hear a variety of speakers in terms of gender and race (Brown, 1994).
- Since most students' English exposure is to GAE only, we can increase our learners' overall receptive competence, and ability to perceive unfamiliar dialects, by working to maximize receptive strategies (using top-down processing skills, inferring, guessing, etc), increasing student comfort with unknown language (Skehan, 1998), and encouraging the use of clarification strategies for negotiation of meaning (Skehan, 1998) when unfamiliar language is encountered.
- Teachers should explicitly highlight major differences in vocabulary in the varieties they choose to address. As an example, students could listen to several different speakers read a similar text containing varietal vocabulary differences, and the learners have to pick out the British speaker. Students could focus on vocabulary differences such as pants/trousers to identify the speaker's dialect.
- In a similar exercise, teachers could work with the major differences in pronunciation between the varieties in focus. The teacher could play a tape of two or three different variety speakers reading the same text, and the students have to choose the Australian speaker (for example), using only pronunciation differences.
- A more intensive vocabulary exercise is to have students use newspapers/magazines from several inner circle countries to compare lexis use between the articles (Kachru & Nelson, 1996).

Conclusion

As English increasingly takes on international language status (McGroarty, 1996; Pennycook, 1994), I feel that one of our duties as responsible educators is to convey the rich variety that English embodies. I suggest that a valid goal would be to enable our students to view English as the multicolored rainbow of possibilities that it actually is, rather than the black and white inkblot our teaching and materials often make it out to be. A plan for introducing a broader sense of English variety in your curriculum could be designed accordingly:

1. First, do the teachers in your program agree that language variety is a useful and sensible feature of English; a feature that should be included in the curriculum?
2. If so, which varieties would be most beneficial to expose students to?
3. How will you raise learner awareness to the legitimacy of other English varieties?
4. How will you introduce these varieties into the lesson materials: at what level, and in which modes (reception and or production)?

A concise reader survey: What do you think?

Though this article's primary aim is to raise teacher awareness about the possibilities of including a broader treatment of English variety into their curriculum, I am also interested in garnering input from teachers regarding this issue. Please consider the following:

1. Do you think that the JR/HS context is appropriate for varietal introduction? If not, at what level do you think it is appropriate?
2. What is your personal experience with English varieties in your classroom?

Please email me at tanto11@hotmail.com with your views and experiences.

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James Goddard

edited by joyce cunningham & miyao mariko

This month, the Nagoya Chapter offers valuable solutions for finding volunteers. The coeditors of this column invite you to submit 800-word reports on your chapter, SIG, or special event in Japanese, English, or a combination of both.

The Chapter Election Process and Volunteerism

In the last three years, activity at the Nagoya Chapter has improved markedly because we see the election process as an opportunity to increase volunteerism. That, along with more choices, greater flexibility, and persuasion from the heart has enhanced our odds of identifying people who will assist.

More Choices and Flexibility

A chapter asking prospective volunteers to run only for an office represents the traditional approach. But, probably, many tend to view this as all or nothing. That is, (s)he would have to commit year-round or not at all. There is an alternative—offer more choices and greater flexibility.

But how? First, the chapter needs to identify and fill, minimally, each critical position prior to the election. Also, on Election Day, willing members on the slate—especially incumbents—agreeing to announce their intent to step aside and take on a different activity, facilitates volunteerism. Otherwise, a prospective candidate may feel intimidated by the incumbent's experience and defer.

Then on Election Day, the current officers launch a dynamic election process. First, the President clarifies the choices for each modality. "Finance," for instance, is a modality whereas treasurer and assistant treasurer are positions within it. A handout helps explain. For the program, publicity, membership, and facility modalities, the choices are chair, co-chair, assistant, and committee-person. Co-chairs would have equal knowledge. An assistant would more likely lack experience. The committee-person's commitment would be more casual. And, the chapter conveys neutrality towards the slots that prospects choose to fill—or not. This atmosphere allows for a more dynamic election process.

What, for instance, happened in Nagoya that is different? The Publicity Chair revealed that a member was assisting her. She became the Assistant Publicity Chair—and began receiving recognition for her volunteer effort. Now Co-chair, she attends the officer meetings and is contributing to the discussions. She has continued to volunteer for nearly three years. Possibly, recognition has helped sustain her activity.

Speaking from the Heart

Another important element is that the officers speak to the attendees on Election Day from the heart about their positions. Rather than listing the duties orally, they speak on the tasks that are rewarding—and would be for the prospects. In addition, for reference, the handout lists the high-priority duties. Below are examples of what some of the Nagoya officers intend to state at the next election.

Nagano Yoshimi, Publicity Co-Chair: *I like to meet people and talk with them. Also, I enjoy persuading people to join JALT. Since I belong to other organizations, I have a lot of chances to attend other presentations. I always take some material with me. I was a bit shy to announce the JALT activities to total strangers at first. But after that announcement, a lot of people came up and asked me for more information. I am always surprised how it gets their attention. If you find such an activity rewarding, please volunteer.*

Mathew White, Program Chair: *The challenge is attempting to balance the types of chapter presentations with the expectations of as many of the local members as possible. The benefits are numerous. My personal favorites are getting to know the presenters a little better and doing as much as possible to make the presentations run smoothly.*

Katsuda Ryoko, Facilities Chair: *Volunteerism has to do with offering our time, smiles, work, and techniques in a positive way each meeting. Also, we should make our meetings as interesting as possible so that many people come.*

Of course, there are no guarantees. But based on the experience of the Nagoya Chapter of the last three years, the model above improves the probability. If you are reading this and are presently an officer, consider advocating at least some of these aspects. If you are a non-officer, attend the next election and speak up. For example, if you are a novice and uncertain about wanting to be a Program Chair, say that you are interested in being an assistant or committee-person.

Very likely, your advocacy will result in a win-win situation. Each volunteer has different likes and dislikes. A particular task that is a grind for one volunteer is not for another. When any association has a shortage of volunteers, there is the danger that these tasks will take their toll. Such results tend to undermine the services that JALT offers. If more volunteers come forward—in small ways or large—and a chapter matches the volunteer's circumstance and interest to the activity, the "grind" will gravitate toward zero. Meanwhile, volunteering will become an even more rewarding experience for all.

To contact us: Phone Nagano Yoshimi at 0904-265-0526 or email <rich_porter@yahoo.com>.

by Rich Porter, Nagano Yoshimi, Mathew White, and Katsuda Ryoko

Alternative Assessment for Graded Readers

Kerry Lida & Alexandra Smith
School for International Training, Tokyo Jogakkan Junior College

Quick Guide
Key Words: Extensive reading
Learner English Level: High beginner to advanced
Learner Maturity Level: Junior high to university
Preparation Time: 30 to 45 minutes to make handout and criteria
Activity Time: 30 minutes or more

Graded readers are an excellent chance for students to gain extensive reading practice. Final assessment is commonly in the form of book reports. In general, however, students don't like writing them as much as teachers dislike reading them. This article describes an alternative form of assessment to use with graded readers that is enjoyable for both student and teacher.

One of the goals for this class was that students would be able to increase their confidence in, and enjoyment of, reading stories in English. Because we believe this goal to be vital to their reading success, we looked for alternative ways to assess their reading progress throughout the course that would not detract from this enjoyment. The graded readers that we used were published by Penguin, Cambridge, Longman, and Oxford. Initially we used class sets which students read in class as well as for homework. As the class progressed, students were placed in reading circles (three or four students read the same book), and we concluded with students choosing their own books during classroom "book fairs." During the semester, each student read approximately six to eight books. After given reading assignments, students completed comprehension activities individually, in pairs, or in small groups.

For each book, we chose projects to assess students' understanding of the story and their reading progress. Because tests can be seen as threatening, we felt projects would increase the students' enjoyment of reading and allow the students to present their learning in a non-threatening environment. The students could choose from several projects

which were designed to match their varied learning styles and interests.

The following projects were presented to the students throughout the semester and were completed both in class and as homework:

Writing a Letter to a Friend: You have just read the most interesting book and can't wait to tell a friend about it! Write a one-page letter to a friend telling them about the book and why they should read it.

Advertisement: Draw an advertisement to sell your book to another interested reader. Include parts of the plot, setting, and characters that will make the book interesting to another reader.

Comic Strip: You will be using all of your artistic skills! Draw a comic strip about the story, and show what happens during the story. Be sure to write about each picture using your own words.

Time Line: Draw a timeline for the book that you read. What happens from the beginning to the end of the book? Include the plot, characters, and setting. As you are making your timeline, include an imaginary character who becomes part of the story.

Imagine: Write a one-page paper telling what happens after the story. What happens to the characters? What do they do? Use your imagination and make sure it relates to the story.

Diary: Choose a character and write a one-page diary telling how the character is feeling at the beginning, middle, and end of the book.

Interview: Pretend that you are a reporter and you will interview one character from your book. You need to write eight questions and give an answer for each question. Your questions should be related to the story.

Book Talk: On a tape, talk about the book you have just read. Tell the plot, setting, characters, what the book is about, why you liked the book, and your favorite part of the book. Speak loudly and confidently!

Storymap: Draw a storymap for the book that you read. Include the plot, characters, and setting.

The examples on these two pages are (a) a comic strip and (b) a storymap. The projects were graded on a set of criteria, in the form of a rubric that was given to the students with the assignment. The criteria included: understanding parts of the book, grammar, and overall quality of the work.

We found that our students really enjoyed the projects, and seemed more interested and motivated

to talk about the book using their project. It was fun for us, as teachers, to see the students' enjoyment of reading and see the creativity of their projects, grade them, and break the repetition of reading book reports. Perhaps more importantly, feedback from the students frequently touched on how reading in English had changed from a difficult chore to an enjoyable activity, thus achieving one of our most important goals.

Using Authentic Video for Current English Usage and Popular Culture Studies

Charlene Potter & Kim Lenz
Kansai Gaidai University

Quick Guide
Key Words: Authentic, videos
Learner English Level: Intermediate to advanced
Learner Maturity Level: Junior high to university
Preparation Time: 30 to 60 minutes (after scripts have been downloaded and videos obtained)
Activity Time: 90 minutes

The use of authentic videos is a useful, fun way to give students something exciting and a little less academic than their regular classes. Lazar claims, "By exposing students to rich language of the text, we can expand their language awareness, their overall knowledge of how words and grammar can be used" (pp. vi-viii). Authentic texts are a good source of natural linguistic input and are useful in promoting cultural awareness and developing fluency. Although authentic materials are often considered too difficult for any but the highest level students, they can still be used with lower level students if the difficulty of the tasks is adjusted to suit the learners' level.

The authentic texts used in this activity are episodes of the American sitcom "Friends." Despite the dubious quality of many television sitcoms, we have found that the shows can be used in a variety of ways to help students make incredible improvements in their language abilities. One of the most important and difficult aspects of oral comprehension and fluency is understanding and producing the rhythms of spoken English (intonation, stress, word connections, etc.). Within the first couple of months of this course, we saw the students' mastery of this rhythm improve significantly. Their self-confidence also got a much-needed boost as their comprehension and production improved in leaps and bounds.

Scripts for each episode can be downloaded from a number of sites such as: <www.geocities.com/TelevisionCity/4151/scripts.html>. Reading the script in groups of seven or eight, with each student playing the role of one of the characters, is an ideal way for them to improve their reading and speaking skills. As they watch the scene after reading the script, they can also work on their pronunciation, rhythm, and intonation. The young, good-looking, humorous characters make learning fun, and humor is a great tool for motivating learners. Sitcom humor typically consists of a seemingly simple situation which becomes increasingly more complicated due to a misunderstanding. This often involves a lot of sentence repetition in different scenes, which enables the students to hear the same sentence in a number of different contexts. This helps them remember the meaning of a new expression and shows them the different ways it can be said and used. The students love the show and although it is fast paced, the repetition of the same lines helps them to keep up.

After your class has become familiar with the characters and their different personalities, an interesting activity is to let the students themselves become the screenwriters. This can be done by stopping an episode just before the end and getting groups of students to create their own ending. Although we have not had time for the groups to actually act out their endings, this may be something fun to consider in the future.

The materials needed are readily accessible in Japan as most video stores now carry at least the first and second seasons of the show. If English versions with Japanese subtitles are your only source, you can cover the subtitles with a piece of paper. I also encourage them to rent the videos themselves. "Friends" is also available on DVD with additional information, which makes it a more interactive experience for the student. Another alternative is to go to a "Friends" website where, for $20, you can get a Warner Home Video of the top ten episodes.

Pre-viewing Activities

1. Bring up the central issue of the episode and get them to talk about what they know.
2. Introduce new vocabulary used in the episode (slang, idiomatic expressions, etc.).
3. Read the script in groups of seven or eight students. (A few scenes at a time is a good way to begin.)
4. Follow this up with comprehension questions.

Viewing the Episode

This should be done slowly at first, two or three scenes at a time, particularly in the beginning when

students are still getting to know the show and the characters. Later on, the script can be given as homework, and the episode can be watched uninterrupted.

Post-viewing Activity

1. Ask students to summarize the episodes. The script is already divided into scenes so this is a fairly easy activity for them.
2. Use teacher-guided comprehension questions to ensure they haven't missed anything.
3. Roleplay the scenes. Each group chooses a different scene. At the beginning of the year, I allow them to use their script. After they have been weaned from the scripts, they may even produce some impromptu language for themselves. For pronunciation and stress practice, I get them to choose only one line from an episode and perfect it. Some teachers may find a book such as *Teaching American English Pronunciation* to be useful.

We conclude that improving fluency increases awareness of the significance of learning spoken English. The practical information learned with authentic materials through repetition in a variety of contexts enables students to improve their production and fluency noticeably throughout the course. Although a control group was not available in this case, we were able to see drastic improvements in the students' levels of confidence and fluency when speaking English.

References

Lazar, G. (1999). *A Window on Literature.* Cambridge: Cambridge University Press.

Avery, P., & Ehrlich, S. (2000). *Teaching American English Pronunciation.* Oxford University Press.
This is a comprehensive introduction to teaching North American English which offers numerous techniques for overcoming pronunciation problems along with an illustrated description of English phonetics.

Musical Groups: Cloze That Song

Paul Cunningham, *Rikkyo University*

Quick Guide
Keywords: Music, lyrics, listening, cloze
Learner English Level: Intermediate level up
Learner Maturity Level: High school to adult
Preparation Time: 40 to 60 minutes
Activity time: 20 to 30 minutes per song
Materials: One A3-size sheet of paper per group
Equipment: A portable listening device (tape, CD, MD, or MP3 player)

If you are looking for an interesting and pleasurable way of supplementing your listening class and like to have students work on group projects, you might consider trying the following idea. This is primarily a student-centered task and requires little input from the teacher. It also encourages autonomy in that it requires the students to complete the project by themselves. Finally, the students get to share their work with the entire class.

Ten steps

1. Each student should have brought in one recorded song and its lyrics (in English), along with a portable listening device.
2. Have students form small groups or pairs. Encourage the group to elect a group leader.
3. Have the groups look at the different sets of lyrics and listen to bits of each song until they decide which song they would like to use.
4. Remind the groups that the lyrics should be clearly audible and easy to comprehend. Otherwise it will have little value as a listening exercise.
5. Have the students decide what words to delete from the lyrics. They could delete every seventh word, for example, or they could delete words more selectively. In either case, no more than one word per line should be deleted.
6. Each group should have one member write out the lyrics in clear, legible form (on one half of the A3 sheet of paper), substituting empty brackets for the words that have been deleted. The chorus can be marked as such and need not be written out in full each time.
7. The group should then create three to five comprehension questions based on the lyrics, and write them on the other half of the A3 sheet of paper. These questions can range from simple information-retrieval type questions (e.g., "What is his lover's name?") to more difficult interpretation-type questions (e.g., "Do you think they will stay together?")
8. The group should then prepare simple answers to each of the questions that they created (along with making a list of the missing words from the cloze) and be ready to provide these answers to the class.
9. Each group should submit their song sheet and

questions (one sheet per group). On the day that each group's song has been scheduled, the group should bring a copy of the song on cassette tape or CD so that it can be played to the entire class.

10. The teacher should make photocopies of the songs and bring them to class on the day that each group's song has been scheduled. The group for the day should then hand out the copies and play the song once or twice while the rest of the class fills in the missing words. The group can then go over the cloze list before asking the class to complete the comprehension questions. After the comprehension questions have been reviewed, the song can be played a final time.

Reflections

Students seem to enjoy working together and working with music. In some cases not all students could bring in a portable listening device, but that did not present any problems as long as at least one student per group brought one in. I have found that having students work in a group encourages them to select the type of song and lyrics more carefully. It also adds to the types and number of questions that they include on their song exercise sheet. Alternatively, students might be asked to do this task on an individual basis. A variation of this activity can be seen at <http://iteslj.org/Lessons/Cunningham-SongExercises.html>.

Departments

Book Reviews

edited by steven snyder and oda masaki

Teaching Casual Conversation. Helen de Silva Joyce. Sydney: National Centre or English Language Teaching and Research, Macquarie University, 2000. pp. xv + 100. AUD $27.50. ISBN: 1-86408-615-7.

Teaching Casual Conversation is another valuable collection of action research reports from the National Centre for English Language Learning and Research (NCELTR), Australia. This time, the sixth volume of the Teacher's Voices series focuses on various contexts of teaching casual conversation. Accounts of teachers working on the project encompass topics such as: teaching casual conversation to low-level students, assessing student performance in casual conversation, teaching casual conversation for workplace communication, teaching casual conversation at a distance, and teaching sequences for casual conversation. To top all that, the volume is preceded by a comprehensive paper dealing with the nature of casual conversation and its implications for teaching. Included are action research reports built on recent work conducted by Eggins and Slade (1997) in the field of conversation analysis. Eggins and Slade classify all spoken interactions as belonging to two main groups (p. ix). Interpersonally motivated interactions are labeled *conversations* and those motivated pragmatically, *encounters*. Both categories are described in detail and various genres (i.e., narrative, opinion, recount, etc.) in each category identified. This classification of spoken interactions is most useful for teachers who believe that casual conversation is too spontaneous and problematic to be taught. It makes the nature of spoken interaction more transparent and at the same time it provides an easy way to present the structure of various conversation genres to the students.

The first section, which deals with the challenges of teaching casual conversation to low-level students, is the most noteworthy. Anthony Butterworth stresses the importance of using authentic texts in the classroom and offers suggestions on how to simplify them without losing their naturalness (p. 6). Such simplification of scripts by the teacher may be useful for making the students internalize the structure of conversation; however the problem of learners encountering unabridged, authentic texts in the real world is not addressed. The following chapter focuses on ways of assessing student performance in casual conversation. For measuring students' performance in his research, Peter Banks adapts the criteria of Certificate II in Spoken and Written English (competency 8), which, while not ideal for the EFL situation, do provide us with good reference guidelines. Other chapters talk about the challenges of teaching casual conversation at a distance and teaching sequences in a conversation. In the last section Julie Williams introduces "Talking about film," an activity which raises students' awareness of sequences in conversation and is easy to carry out in the classroom. This chapter may be especially useful for teachers of middle and upper level students.

Overall, I found *Teaching Casual Conversation* to be an excellent resource for anyone interested in this challenging aspect of language teaching. Of course, the reader must keep in mind that the research in this volume has been conducted in an ESL

setting, which directly affects learners' needs and motivation factors. Nevertheless, many of us in Japan will be able to apply information contained in this volume. I recommend this book to educators interested in improving their students' communication skills and teachers pondering conducting their own action research.

Reviewed by Jack Massalski
Kawasaki City Education Center, Kawasaki

References

Eggins, S. and Slade, D. (1997). *Analysing casual conversation*. London: Cassell.
NSW AMES (1995). Certificates I and II in Spoken and Written English. Sydney: NSW AMES.

Focussing on IELTS: Reading and Writing Skills. Kerry O'Sullivan and Jeremy Lindeck. Sydney: Macquarie University, 2000. AUD $24.95. pp. 139. ISBN 1-86408-599-1.

The IELTS (International English Language Testing Service) is the preferred test of English ability for entrance to most universities in Great Britain, Australia, and New Zealand, and is also used by the immigration services in New Zealand and Australia as a test of general English ability. In Japan IELTS is less popular than TOEFL—the test used for entrance into North American tertiary institutions—and there are only four testing centres (at the British Council in Tokyo, Nagoya, Osaka, and Fukuoka). There are four modules: Speaking, Listening, Reading, and Writing, requiring 2 hours 45 minutes to complete. All candidates take the same speaking and listening sections but the reading and writing is divided into academic and general modules and students take one. I was born in southern climes (New Zealand) and so was intrigued to unpack my review copy of *Focussing on IELTS* and find it published in Australia; it was pleasing to discover that it compared well with the numerous established offerings from Great Britain.

The reading section of IELTS comprises multiple choice, gap-fill, short answer, matching questions, and true-false questions, and the book models these fields. As with similar books, the skills of skimming, scanning, and intensive reading form the early chapters. Later chapters include understanding the writer's viewpoint and vocabulary related to cause and effect. It has a useful section on references—how one word refers to other words—a much-needed skill, and one that is made easier to teach by the simplicity of the explanations.

The writing test of IELTS is divided into two tasks. Task one (150 words) asks students to describe a situation (general module), or describe a graph or chart (academic module). The latter seems to suit many Japanese test takers due to the rigorous studies in mathematics most have endured during their schooling. In Task two students give an opinion or suggest a solution to a problem (250 words). The book breaks down writing tasks into four steps: understand the topic, plan the writing, write, check. These steps are further divided according to the task, and an ideal approach to each task is carefully modelled with short exercises allowing students to practice each task.

The book is attractive, well organised, and clearly written. The explanations about the IELTS test and the pointers on strategies are well considered and include examples from IELTS. The problems lead on well, making it an easy book for teachers to use in class. However, at only 139 pages something had to be left out, and there were fewer practical exercises than in similar books. The set-up of the exercises is good, though, and includes model answers as well as some not-so-model answers (which challenged students to improve on the answer).

Although focussed on IELTS, the book is suitable for a general intermediate level writing or reading class. Despite the limitations due to its brevity, I've ordered a class set as a supplementary text for my sophomore writing class, who are English majors.

Reviewed by Robert Kirkpatrick
Prefectural University of Kumamoto

Grammar for English Language Teachers. Martin Parrott. Cambridge: Cambridge University Press, 2000. £13.50. pp. 514. ISBN: 0-521-47797-2.

With so many pedagogical grammars on the market, one might wonder why yet another book has been published on the subject. A close study of the volume, however, shows that it is a both a legitimate and valuable addition to the English language teaching literature.

Written for prospective and practising teachers who may or may not speak English as a first language, the book has a number of innovative features. First, it organizes English grammar thematically into four main parts. Part A focuses on word classes such as nouns and adjectives. Part B deals with the verb phrase. Part C looks at basic sentence patterns and describes how these can be varied for different effects. Part D then examines complex sentences in detail. While the topics in Parts A and B are familiar to most English language teachers, those in Parts C and D tend to be more neglected aspects of grammar. Readers who already have a sound grasp of basic English grammar may therefore want to devote more attention to Parts C and D.

Second, the book makes extensive use of authentic data to provide an up-to-date account of how English really works. For example, it tells us that it is common to use *less* with countable nouns, espe-

cially in speech, e.g. *less pounds, less ideas* (p. 71). We also learn that it is possible to use an adjective (e.g., *quick*) rather than an adverb (e.g., *quickly*) in sentences such as *Come here quick* (p. 31). Although we may not want to teach these patterns to learners, the description is helpful in enriching our knowledge of English.

Another strength of the book is the wide range of consolidation exercises that help us to consolidate what we have learned. These exercises typically make use of authentic texts, and we are invited (for example) to consider why a specific grammar point (e.g., *have to*) is chosen over other equally acceptable alternatives (e.g., *must*). In the course of doing these exercises, we discover generalizations ourselves and realize that grammar is truly a resource for making meaning. The detailed suggested answers make the book particularly useful to nonnative teachers.

As a pedagogical grammar, the volume is a rich bank of information for teachers and materials developers. Each chapter contains a useful section called "Typical difficulties for learners," which alerts us to some common problems that learners have when they use a specific grammar point. The book also discusses the limitations of many grammar rules in course materials, and suggests how we can make them more accurate (e.g., pp. 186-87). There is also sound advice on how we should teach particular grammar items. For example, we are encouraged to revise superlatives when we get learners to practise relative clauses, as the two structures are often used together (p. 77). Another useful suggestion is to teach Type 3 conditional sentences in the context of expressing reproach and regret (p. 235).

Against these positive features, the book is inadequate in a few places. First, there are a few minor but embarrassing typos. In a few places of the book, for example, we are asked to refer to "page 000." Second, the book does not have an index to help readers to locate information. The section headed "Short cut to what you're looking for" at the beginning of the book functions like an index, but it is not comprehensive enough. For instance, the adverb *hopefully* is not found in the section, and most terms in the list point to only one page when they actually occur in more than one chapter in the book. Finally, in discussing ungrammatical forms, the book does not consistently give the correct versions. This could pose problems to some nonnative teachers who may not know how to correct the mistakes themselves.

Despite these comments, the book gives a very clear, accessible, and up-to-date account of important aspects of English grammar. It will be useful to both pre- and in-service teachers who want to develop their subject matter knowledge.

Reviewed by Kam-yin Wu
University of Hong Kong

Recently Received

compiled by amanda obrien

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of August. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer, will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Dictionaries

!**Cambridge Learner's Dictionary** (includes CD-ROM). Cambridge: Cambridge University Press, 2001.

Supplementary Materials

!**Grammar in use: Intermediate [2nd ed.], (student book, audio CD).** Murphy, R., & Smalzer, W. R. Cambridge: Cambridge University Press, 2000.

!**Imaginative Projects: A Resource Book of Project Work for Young Students.** Wicks, M. Cambridge: Cambridge University Press, 2000.

!**Test Your English Vocabulary In Use: Pre-Intermediate & Intermediate.** Redman, S., & Gairns, R. Cambridge: Cambridge University Press, 2000.

*__Talking to Yourself in English: An Alternative Approach to E.F.L.: Book 1-Intermediate.__ Sion, C. Heerlen, The Netherlands: Training Etcetera, 1995.

*__Talking to Yourself in English: An Alternative Approach to E.F.L.: Book 2-Advanced.__ Sion, C. Heerlen, The Netherlands: Training Etcetera, 1995.

Writing

!**Writing from Within.** Kelly, C., & Gargagliano, A. Cambridge: Cambridge University Press, 2001.

For Teachers

Contact the JALT Journal Reviews Editor directly to request the following:

The Practice of English Language Teaching. Harmer, J. Essex: Pearson Education Limited, 2001.

JALT News

edited by amy e. hawley

This month's column is quite short, but important. Larry Cisar, the National Director of Programs, offers a brief description of and call for several positions concerning future JALT conferences. If you or someone you know are interested in these positions, please let Mr. Cisar know as soon as possible. The sooner the positions are filled, the smoother the work on the conference committee will progress.

Next month in this column, I will include the minutes

from the OGM that was held the last weekend in June so all members of JALT are kept up to date on what's happening. As I write this column, the OGM has not taken place yet, but I would like to thank all of you who were kind enough to send in proxies. It was a lot of hard work to count them all, but it was something that was truly needed in order for us to have the meeting and meet the requirements of being an NPO. Thanks so much .

President's Message

If I could have your attention for just a moment. Quite a number of you have been through a lot for this organisation so you know how much work it takes to keep it running. Putting the annual conference, mini-conferences and book-fairs together: assembling the crew, negotiating the site agreements and doing the publicity — often on the other side of the country. Getting speakers scheduled 6-8-10 times a year for chapter meetings, rounding them up for the annual conferences, and seeing that the treasurer's reports are made and the members called or contacted in some way—and renting the site, and getting the letters together, printed and mailed out. It just goes on and on. I am amazed at the amount of work this volunteer organisation does. I would also like to draw your attention to the folks who take care of our publications. Besides the thousands of pages the SIGs and Chapters produce yearly for their journals and newsletters and proceedings and monographs, JALT's publications committees do a juried semi-annual *JALT Journal*, a juried monthly *Language Teacher*, a juried *JALT Conference Proceedings*, an occasional juried *JALT Applied Materials*, a massive conference handbook, and a conference supplement. Next time you open the pages of theses publications, look at the inside pages in the front. There is the list of people that produce far more in a year than any other language-teaching organisation on the planet. And they, like all the SIGs and Chapters and National Officers, are all volunteers.

Thom Simmons
NPO JALT President
Yokohama, Japan
malang@ir.nihon-u.ac.jp (W); malang@gol.com (H)

Call for Future Conference Handbook Editor, Inputter, and Layout Artist

The program committee for JALT2002 is seeking people for three positions: Conference Handbook Editor, Inputter, and Layout. The Conference Handbook Editor collects and edits material relating to the annual conference (such as presentation information and events listings) to be published in a handbook given to all conference attendees. In addition, the editor is responsible for the Pre-Conference Supplement and, under the *TLT* editor, preparing the articles from the Main Speakers and Featured Speakers for *TLT*. In addition, the person prepares the Call for Papers for JALT2003. This person should have competent email and computer skills, a reliable Internet connection, creativity, and patience. This is a non-paid position.

The Inputter is responsible for inputting the presentation information for all who answer the Call for Papers, for preparing the abstracts for the Reading Committee Chair, and for submitting the accepted abstracts and additional information to the Program Chair and others. This is a paid position. This person should have competent email and computer skills, a reliable Internet connection, creativity, and patience.

The Layout person is responsible for the laying out of the Pre-Conference Supplement, the Conference Handbook, and the Call for Papers for JALT2003. This is a paid position. This person should have competent email and computer skills, a reliable Internet connection, creativity, and patience.

Larry Cisar, National Director of Programs

Obituary

It is with great sadness that we report the death of David Gill, the recording Secretary of the Hamamatsu Chapter. David was born in the United States and trained as an engineer. After several years work in this field he developed an interest in linguistics and switched careers. He arrived in Japan for the first time in 1999 where he was employed by Four Seasons Language Institute in Hamamatsu. Shortly afterwards, he became a member and then Recording Secretary of the local JALT chapter.

David gave the appearance of being shy and reserved, but it soon became apparent that he had a constantly enquiring mind and a delightfully dry sense of humor. He was regarded with respect and great affection by all members of the chapter.

A sudden and totally unforeseen illness resulted in his premature death at the age of 40. David had been hospitalized for tests after complaining of severe and recurring stomach pains. Doctors discovered irreversible damage to vital internal organs owing to blockages in blood flow. David's family were contacted and they arrived at his bedside in time to say their last farewells. He passed away at 5:15 on the morning of Thursday June 28th. David is sorely missed by his parents, brother, two sisters, and all his many friends in Hamamatsu

コンファレンス・ハンドブック編集者、
入力担当者、レイアウト担当者募集

JALT2002のプログラム委員会は、コンファレンス・ハンドブック編集者、入力担当者、レイアウト担当者の三つのポジションの候補者を募集しています。コンファレンス・ハンドブック編集者は、年次大会の出席者全員に配布されるハンドブック発行のため、発表に関する情報やイベントリストなどの年次大会に関わる情報を収集し、編集します。さらに、編集者はTLT編集者のもとで、Pre-Conference Supplementについての責任者となり、メインスピーカーや特別講演者からの原稿を準備する仕事にも関わります。また、JALT2003の原稿募集も準備します。email、コンピュータに関する技術、安定したインターネット接続環境が求められるとともに、創造的で忍耐が必要とされます。この職は、無給です。

入力担当者は、委員長査読用の概要を準備し、受理された要旨と追加情報を企画委員長およびその他の役員に提出するため、投稿募集に応じた全ての人についての発表情報を入力する責任を負います。これは、有給の職です。この職も、email、コンピュータに関する技術、安定したインターネット接続環境が求められるとともに、創造的で忍耐が必要とされます。レイアウト担当者は、Pre-Conference Supplement、コンファレンス・ハンドブック、およびJALT2003の投稿募集のレイアウトに関する責任を負います。この職は有給の職です。この職も、email、コンピュータに関する技術、安定したインターネット接続環境が求められるとともに、創造的で忍耐が必要とされます。

Larry Cisar, National Director of Programs

Special Interest Groups News

edited by coleman south

I would like to include some info in this month's column for JALT members who are not very familiar with SIGs—Special Interest Groups. First, there is a list of all JALT's SIGs following this column, with contact people and addresses. If you have an interest in any of them, please feel free to contact people on this list. Second, if you would like to join a SIG, you simply need to use the postal *furikae* for JALT membership that comes in every issue of *The Language Teacher* and indicate in the lower left portion which one(s) you would like to join. The listing for the numbers in this section is on the back of the *furikae*.

Although you will find some SIG information in each issue of *TLT*, some SIGs have their own newsletter and/or website where you can learn more about them. Please see the contacts list for such information.

GALE—There will be a joint international, interdisciplinary conference, sponsored by JALT Hokkaido, GALE (Gender Awareness in Language Education), and EASH (East Asian Studies Hokkaido), at the Hokkaido International School on 29th and 30th September, 2001. There will be over 40 speakers from nine different countries. The main themes of the conference will be gender awareness in language education, educational issues in Japan, gender issues in Japan, minorities, and the Japanese family. This event will be a wonderful opportunity for some interdisciplinary networking. GALE co-coordinator Jane Joritz-Nakagawa comments, "This conference has a fantastic lineup of language and gender experts from around the world. It will be a great opportunity to link up with a lot of talented people. Make sure you don't miss it." For further details, please contact the Conference Committee: <eashgale2001@hotmail.com>.

Pragmatics—The Pragmatics SIG is proud to announce that the SIG was approved as an "Affiliate SIG" at the January EBM, as we reached the "Magic Number 50" (more than 50 JALT members in the SIG) in the end of year 2000. But we're still looking for more members!

Testing and Evaluation—The SIG web page has been recently updated and is online at <www.jalt.org/test/>.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Computer-Assisted Language Learning—Richard Gitsaki-Taylor; t: 052-872- 5815(w); t/f: 052-704-1017(h); <taylorx@sc.starcat.ne.jp>

Foreign Language Literacy—David Dycus

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/>; Jane Nakagawa; <janenakagawa@yahoo.com>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Help with Employment and Labor Policies—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—Robert "Bob" Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicholl/>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website

<www.jalt.org/mwsig/>
Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>
Pragmatics—Yamashita Sayoko; t/f: 03-5283-5861; <yama@tmd.ac.jp>
Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>
Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>
Testing and Evaluation—Tim Newfields; t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <testsig@jalt.org>; website: <www.jalt.org/test/>
Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); 0722-65-7005(f); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Forming SIGs
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>
Crossing Cultures—Robert Long; t/f: 093-884-3447; <long@dhs.kyutech.ac.jp>; Warwick Francis; t: 045-960-3323; f: 045-961-2542; <warwick@japan.email.ne.jp>

Chapter Reports

edited by richard blight

Nagasaki: March—*Day One: Strategies for Successful First Day Classes* by Malcolm Swanson. The first day of classes in April is crucial since it sets the tone for learning decisions, class routines, and the boundaries and expectations of mutual relationships. Swanson introduced some first-day activities, including a two-minute pairwork interview. Participants were asked to find out everything they could about a partner before reporting their results from memory. This activity could be varied according to different groupings. Subsequently we discussed various tasks, activities, rules, procedures, goals, and targets which could be covered on the first day. Working on posters in groups, we also brainstormed ideas about what makes an effective teacher, from both the teacher and learner viewpoints. Swanson guided us through these activities with the aid of a computer-based video display. Participants were also given attractive sample binders containing templates for personal profiles, class records, records of absences, learning contracts, class notes, advice, journal writing, and an index.

Reported by Tim Allan

Nagasaki: April—*A Holistic Approach to English Conversation* by Paul Shimizu. Shimizu led a workshop modeled on one unit of his text *Marathon Mouth*. This was a commercial presentation sponsored by Intercom Press of Fukuoka, and the attendees appreciated the useful sample copies, teacher guide excerpts, and catalogues. They also enjoyed the opportunity to practice various models from the text, and engaged in a lively discussion about the effectiveness of various texts within a curriculum. We began by discussing useful expressions or "empowerment language," and then rearranged the room into a simulation of a group-driven classroom, with about six people facing one another in small clusters. We were paired off and alternated questions about emotions and adjectives with various partners. Performing tasks from one unit of the textbook, we brainstormed and labeled vocabulary, elicited reasons, performed mini-dialogues, wrote questions, made board charts, and checked answers. The materials and content were explained to us as multicultural in nature, and appropriate for intermediate to advanced learners ranging from high school through to university level. More information can be found at the publisher's website <www.intercompress.com>.

Reported by Tim Allan

Nagoya: April—(two presentations) 1) *Maximizing Learning and Confidence through Monolingual Dictionaries* by Brendan Delahunty. In the first of the two presentations sponsored by Pearson Education, Delahunty gave a historical overview of dictionaries and then described the various corpora Longman uses in producing its dictionaries. Two of these corpora, the Longman Learners' Corpus and the Longman Spoken American Corpus, were examined in some detail. Delahunty demonstrated how lexicographers had used the corpora as a research tool in collecting examples of typical learner errors, resulting in the creation of valuable usage notes to accompany dictionary entries. He also described the process by which data had been collected from more than 2,000 speakers of various backgrounds in order to create the Spoken Corpus. This helped the Longman dictionary teams provide accurate up-to-date information regarding collocation, frequency, and typical differences between spoken and written forms. Delahunty also involved the audience in classroom activities related to topics such as alphabetical order, matching words and definitions, and comparing one's own handmade definitions with the dictionary's.

2) *Activities for Children* by Takeuchi Eiko. Takeuchi discussed some of the characteristics of very young (three-to six-year-old) learners. One of the challenges in teaching this age group is coping

with their extremely short attention spans. However, Takeuchi also noted that if children can relate to the topic, their motivation will be high and they will be willing to take part in a variety of activities. She mentioned three topics which never fail to interest small children: food, animals, and colors. These topics are particularly engaging when combined with songs, stories, and movement. Takeuchi went on to demonstrate several activities which she has used successfully. In one activity, 3-D Conversation, she demonstrated how a simple exchange such as "Book, please / Here you are / Thank you" can be made more exciting by getting children to alternate between shouting, whispering, speaking fast, and speaking slowly. She also demonstrated several games in which children used English as they touched objects, played *janken*, and moved around the room. Takeuchi showed how shyness can be overcome by the teacher squatting down and meeting the children at eye level, or by speaking to the children through a puppet, which acts as an effective buffer between teacher and children.

Reported by Bob Jones

Okayama: May—*English Education in Elementary Schools* by Adele Yamada. Starting April 2002, elementary schools in Japan will be required to introduce 80 hours of general education for grades three and up. Ten hours of this can be allocated to foreign language/culture instruction. Yamada, an Assistant Language Teacher (ALT) on the *sogo gakushu* (general education program), discussed English instruction and the ALT role, the background of Japanese English teachers, the elementary school situation, teaching strategies, and various class activities. She also highlighted three problem areas. First is the need for bilingual ALTs. Yamada described the relief of the Japanese teachers when they found she was proficient in Japanese and could function largely on her own. Monolingual ALTs could find themselves somewhat lost in the pace of day-to-day activities. To get to know students, the ALT should ask students to wear *romaji* nametags. The second problem area is the need for teachers to prepare lessons carefully. *Sogo gakushu* is currently being piloted by teachers who have no previous experience of team-teaching, and there are initial problems in areas such as teaching processes, classroom management, and lesson staging. Yamada related how on one occasion the teachers "muddled through" a class, and the Japanese teacher later remarked, "We should have practiced!" Finally, there is a general lack of understanding about how *sogo gakushu* should be implemented. According to Monbusho the foreign language/culture component should be designed to serve the purpose of providing cross-cultural familiarization, rather than formal language instruction. Yet English language is mostly taught in the classrooms, and perhaps this is appropriate as a primary focus. The use of ALTs in the system would suggest that cultural familiarization could be implemented as part of the general language learning program.

Reported by C. J. Creighton

Omiya: February—*The Challenge of Being a High School Teacher in Japan* by Charles Browne. The results of a major survey concerned with English Language Teaching (ELT) in the high school sector were presented and discussed. The survey took two years to complete and was published in the *Multilingual Matters Journal: Language, Culture, and Curriculum*. The presentation began with a brief history of the JET Programme and was followed by group discussion of the general efficiency of ELT in Japan. Browne explained that he conducted the survey because much of the literature on ELT in Japan was anecdotal. The survey focused on four areas: teacher backgrounds, in-service training, team-teaching, and "world communication" classes. The highest number of respondents said they got their first degree in English literature and few felt they were adequately prepared for teaching. The smallest group of respondents graduated with majors in TESL/TEFL. An overwhelming majority of this group felt that they were adequately prepared to teach. The survey found that there were some differences between responses from Japanese Teachers of English (JTEs) in general high schools and vocational schools, especially according to age, years of teaching experience, and attendance of in-service seminars. Teachers at vocational schools tended to be younger and less experienced but they attended more in-service seminars. Browne also found that vocational schools typically taught Oral A (a speaking course) whereas general high schools taught Oral B (a listening course). Both vocational and general high school JTEs thought that private teacher training seminars were more useful and of better quality than the seminars organized by the Board of Education. Browne argued that in-service training is not a priority of prefectural school boards. The survey also found that communicative teaching methods and techniques have now superseded team-teaching as the most popular seminar topic, and that team-teaching is perceived to be more useful for teachers than students.

Reported by Michael Stout

Omiya: March—*Introducing Public Elementary School English and the Monbusho* by Tom Merner. Reports that English will be taught in elementary schools throughout Japan this year are

misleading, since English has not been introduced as a formal subject yet. Rather, a pilot study has been running at 62 schools since 1992. The schools were selected to conduct experimental English programs over a ten-year period, and these are still in progress. In 1996 the Ministry of Education also formally decided to introduce the Period of Integrated Study (*Sogotekina Gakushu no Jikan*), which is set to commence from 2002, and offers schools four program options. One popular option is the course in International Understanding, but there are two approaches to this course, which can be taught either as English conversation or as activities designed to promote an understanding of foreign cultures. Merner reported that many schools have started *Sogotekina Gakushu no Jikan* but have chosen not to introduce English instruction.

Merner also reported the results of a survey he conducted of 300 schools, covering both schools that participated and schools that did not participate in the 1992 pilot project. The study found that in the non-pilot schools, English was generally not part of the curriculum, but was present as a club activity. Also, there was a high degree of ALT involvement at these schools, and most of the teaching materials were made locally. The study also found that JTEs didn't always feel they had received enough training, and so felt that they would benefit from local study groups, intensive courses during vacations, and lessons at conversation schools to improve their English proficiency. Finally, Merner discussed the *Practical Handbook for Elementary School Activities*. It designates exposing students to foreign language and culture as a purpose of English activities, rather than explicit instruction in the English language. The book provides various guidelines, but schools are accustomed to more explicit regulations from the Ministry, and so are somewhat uncertain about the required procedures.

Reported by Michael Stout

Sapporo: March—***A Haiku Workshop*** by David McMurray. As language teachers, we look to find new ways of adding creativity to our lessons. Writing *haiku*, McMurray pointed out, is a refreshing alternative because it allows students to use language in meaningful, yet unrestricted ways. The *haiku* form now enjoys widespread popularity, with 41 countries having *haiku* associations. Students can use a "bare bones" approach to expressing themselves within a simple framework with many nouns (and few verbs or adjectives), so students tend to use vocabulary they have at their disposal, rather than worrying about grammatical rules. Although McMurray mainly uses *haiku* in writing classes, he has also introduced them in conversation classes from elementary level on up. A favorite activity is to have students create *haiku* individually and then to share them with a group. McMurray asks students to come up with a *saijiki*, a "Japanese poetic almanac" containing a list of seasonal words indexed by topics such as weather, animals, and humanity. Students then have a better chance of remembering words, since research has shown that vocabulary is more effectively learnt when categorized. Words associated with sports could be organized into a word map, and students could then divide the words into seasons, and write some *haiku* about sports. We next transformed four grammatically correct sentences into *haiku*, in order to practise dropping unnecessary words and to focus on the *haiku* structure. McMurray also discussed various *haiku*. In Britain there is a basic syllable count of 5-7-5, whereas in America, the shorter the poem, the better. In Japan, there is no specific rule about the number of syllables or vowel sounds. The workshop ended with participants writing a *haiku* with a syllable count of their choice, which they then shared with the entire group.

Reported by Alan Bossaer

Chapter Meetings

edited by tom merner

Iwate—***Bringing Music into Your Classroom*** by Patsy Brown, Kunohe Board of Education. If you're an EFL teacher in search of a wacky way to give practical force to seemingly impractical textbook lessons, why not try bringing music into your classroom? Using prelistening activities, lyrical lessons, miscellaneous music materials, and music-based manuscripts, you can provide painless rehearsal and reinforcement of English structures, pronunciation, idioms, and vocabulary in a way that's sure to subdue the "sleeping student syndrome!" *Sunday August 26, 10:30-12:30; Iwate International Plaza; one-day members 1000 yen.*

Nagasaki—In hot and hazy Nagasaki, we are not planning on any chapter meetings in August or September. However, we are looking for interested people to assume some of the 2002 chapter officer positions, come the next round of elections late in the cooler climes of fall. We are also soliciting ideas and presenters right now for our 2002 program. If you would like to talk to us about either of these areas of concern, please feel free to contact us at any time. For more information about Nagasaki, teaching resources, and our meetings planned for October, November, and December,

please sign up for our free, monthly email newsletter at <allan@kwassui.ac.jp> or <kyushu.com/jaltnagamail.php3>.

Sendai—***Book Fair***. A great chance to browse and get advice on the latest books, videos, audio cassettes, and software from major publishers. In addition to the displays, a series of practical presentations will be running continually throughout the day to give you lots of ideas to take back to your classes. *Sunday September 16, 10:00-17:00; Tohoku Gaigo Gakuen, Itsutsubashi campus (Located on the West side of Kamisugi Dori. From the subway exit from the Itsutsubashi subway through the central west exit.); free to all.*

Yamagata—***Second Language Acquisition Differences Between Child and Adult Learners*** by Jerry Miller, Tohoku University of Art and Design. Miller will talk on the above-mentioned topic based on his teaching experience at an English conversation school and university in terms of Krashen's theory of second language acquisition. *Saturday August 4, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal:yasuda-u.ac.jp/student/jalthiroshima.html>.

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/for>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Hirayanagi Yukio; t/f: 078-794-0401; hirayanagi@aol.com; website <asia.geocities.com/wm_hogue/kobejalt>

Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <dkchris@shokei-gakuen.ac.jp>; website <www.kyushu.com/jalt/kumamoto.html>

Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>

Matsuyama—Richard Blight; t/f: 089-927-8341; <rblight@eec.ehime-u.ac.jp>; website <MatsuyamaJALT.50megs.com/>

Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>

Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <aab28032@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>

Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>

Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>

Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>

Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>

Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>

Omiya—Chikahiko Okada; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Phil Julien; t/f: 0492-31-9896; <phjulien@pg7.so-net.ne.jp>; website <jalt.org/chapters/omiya/index.htm>

Osaka—Nakamura Kimiko; t/f: 06-376-3741;

<kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Job Information Center

edited by paul daniels

To list a position in *The Language Teacher*, please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.

Ehime-ken, Matsuyama-shi—The Humanities Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 2002. **Qualifications:** Native-speaker competency with an MA in TEFL/TESL/TESOL. Knowledge of Japan and/or experience in teaching Japanese students would be helpful. **Duties:** Teach six 90-minute classes a week, including large classes of around 60 students. **Salary & Benefits:** two-year, non-renewable contract includes salary of roughly 4,300,000 yen/year; airfare to and from Matsuyama; partial payment-of health insurance; research funds. **Application Materials:** Resume, transcripts, copy of diploma, list of academic achievements, references, and an essay on English language education. Application material will not be returned. **Deadline:** September 28, 2001. **Contact:** Dean of the Humanities Faculty, Matsuyama University; 4-2 Bunkyo-cho, Matsuyama 790-8578; no email or telephone inquiries.

Ibaraki-ken—The English Section of the Foreign Language Center, University of Tsukuba, has an ongoing interest in seeking applications for part-time EFL teachers for the present and coming academic year. **Qualifications:** MA or PhD in TEFL/TESL or a related field, teaching experience at university/college level (Japanese or foreign), and a minimum of two publications. **Duties:** Teach two to four 75-minute first-year English classes a week (exact number is dependent on availability and university needs). **Salary & Benefits:** Salary and commuting allowance are based on the university's scale. **Application Materials:** cover letter; CV (university forms will be sent later); list of publications, including page numbers (copies of publications may be requested later); copies of relevant degrees, diplomas, and certificates, if possible. Please specify which term or academic year you will be available to start work (Note: first term is from April-June, second term from September to the end of November, third term is from December to the end of February.) **Deadline:** ongoing. **Contact:** Mr. Hirosada Iwasaki; Foreign Language Center, University of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki 305-8577; t: 0298-53-2430; <iwasakih@sakura.cc.tsukuba.ac.jp>.

Okayama-ken, Hiroshima-ken, Saitama-ken, and Tochigi-ken—AEON Amity Corporation is looking for native English instructors to teach children throughout Japan. Experience preferred, but not necessary. University degree required. Work or working holiday visa preferred. Maximum teaching time is 25 hours with 11 office hours per week. A one-year contract is required with a 65,000-yen completion bonus plus and an air ticket home. **Salary and Benefits:** 255,000 yen but can earn up to 302,000 yen after the second complete month of employment. Sponsorship, subsidized/furnished apartment, insurance, bonuses, flexible paid vacation plus national holidays, promotion opportunities, initial and special retreat paid training. **Contact:** Fax resume and cover letter to: AEON Amity Corporation, Attn: Derek Takeda. f: 086-234-9593 t: 086-224-1611.

Tokyo-to, Hachioji-shi—Chuo University Law Faculty seeks a tenure-track Lecturer/Associate Professor for its English Department, starting April 2002. The successful applicant will teach English classes, including English for Academic Purposes, and

courses in their own academic specialty. **Qualifications:** university teaching experience, an MA or higher in Humanities/Social Sciences, experience in curriculum development and administration, and Japanese ability. **Salary and benefits:** competitive with similar private universities in Japan. **Contact:** Please send an English resume, a list of publications, contacts for references, and an essay of approx. 750 words explaining your approach to teaching English by September 14 to: Hiring Committee, Law Faculty; Chuo University, 742-1 Higashinakano, Hachioji, Tokyo 192-0393.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** resident in Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications and three years university teaching experience or one year university English teaching experience with a PhD. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in a curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits:** comparable to other universities in the Tokyo area. **Application Materials:** Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline:** ongoing. Contact: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Australia-Japan Foundation 2
Council ..... IBC
Nellie's ..... IFC
Pearson ..... OBC

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Calls for Papers

TESOL Arabia 8th Annual International Conference—The conference will be held at the Abu Dhabi Hilton Hotel, United Arab Emirates, from 20-22 March, 2002. The theme is "Critical Reflection and Practice." Guest speakers include Bonny Norton, Robert Phillipson, Keith Richards, Suresh Canagarajah, Graham Crookes, Barbara Sinclair, Stephen Gaies, Adrian Holliday, and Tove Skutnabb-Kangas. Proposals for presentations are being accepted until **14 November, 2001**. A proposal form is downloadable from <tesolarabia.org/conference>. For further information on proposals, please contact: Christine Coombe at <christinecoombe@hotmail.com> or Phil Quirke at <phil.quirke@hct.ac.ae>.

Other Announcements

MA TESOL project—The Australia-Japan Foundation has launched an ambitious MA TESOL project in Japan. The new degree course, specifically designed for English language teachers in Japanese junior and senior high schools, has been under

development for more than two years. The course is the first offshore course available that focuses on the classroom needs of teachers in the Japanese secondary school environment. With a modular system that lets teachers choose subjects to meet their specific needs, the course also includes personal English language improvement components and comes with extensive glossaries and readings in Japanese as well. The program was put together with the University of Technology Sydney, Curtin University, and Insearch Language Centre. With qualified tutors and advisers in Japan and full Internet service envisaged for the program, the course also takes into account the busy schedules of teachers, while providing a high quality of education at a very low cost. For more information contact: Terry White, Australia-Japan Foundation; t: 03-5232-4174; f: 03-5232-4064.

29th Workshop for Asian-Pacific Teachers of English—This workshop provides an opportunity for Asian-Pacific teachers of English to learn about recent developments and issues in foreign language education. It also encourages teachers of English to grow and move in new directions as foreign language education continues to develop. Speakers: Dr. Craig Chaudron, Professor of ESL, University of Hawaii; Dr. Graham Crookes, Professor of ESL, University of Hawaii; Dr. Roderick Jacobs, Professor of ESL, University of Hawaii; Dr. Richard Schmidt, Professor of ESL. The workshop will be help at the University of Hawaii in Honolulu from **July 31 to August 10, 2001**. Information: <www.capealoha.org>.

TELL **Training in Listening and Counseling Skills**—Tokyo English Life Line's 60-hour training for phone counselors, **September–December, 2001**, covers listening skills, basic counseling techniques, and topics such as cross-cultural sensitivity, suicide, and HIV/AIDs. The training and volunteering for the Life Line are opportunities to build skills, gain experience in counseling, and contribute to the international community. TELL is a nonprofit organization accredited by Life Line International and the Samaritan Institute and a member of the Federation of Inochi-no-Denwa. For details, contact TELL at 03-3498-0261.

Transforming Communication Workshop—Dr Richard Bolstad from New Zealand will be presenting the four-day workshop, "Transforming Communication In Schools," on **July 28–31, 2001** at Nanzan University. For a full research report on his work and details, contact Tim Murphey at Nanzan University; 18 Yamazato-cho, Showa-ku, Nagoya 466-8673; t: 052-832-3110 ext. 532; <mits@ic.nanzan-u.ac.jp>; website <www.transformations.net.nz>.

New Members: A Teaching for Charity group was formed at JALT2000 in Shizuoka. The group is dedicated to alleviating global suffering by teaching classes for charity. Principally this involves teaching a class in our community and donating the proceeds to charity. The group is also interested in getting students involved in volunteer projects, both in Japan and abroad. We are currently gathering information to help teachers start such volunteer projects. Group members may also be interested in teaching community classes for free as a goodwill gesture to Japanese. We plan to network on an ongoing basis in order to share information about worthwhile charity organizations and projects, as well as appropriate global issues teaching materials. Check out the website: <www.charityteaching.f2s.com>, join the email discussion at <charityteaching@egroups.com>, or contact John at <spiri39@yahoo.com>.

Staff Recruitment—***The Language Teacher*** needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の１５日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2　カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1　週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、３００字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2 カ月前の２０日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-884-3447, f: 093-884-3400 (w); tlt_sub@jalt.org

Associate Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ms@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
(w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Erin Burke, Brian Cullen, & Oishi Harumi*
t/f: 086-270-7101; tlt_ms@jalt.org

Book Reviews — *Steve Snyder,* tlt_br@jalt.org

Publishers' Review Copies Liaison — *Amanda O'Brien*
tlt_rr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya 464-0082; English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t/f: 048-789-2240; tlt_sf@jalt.org

SIG News — *Coleman South*
t: 018-886-5100; f:018-886-5019; tlt_sig@jalt.org

Chapter Reports — *Richard Blight*
English: tlt_chre@jalt.org

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi, Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — Paul Daniels
tlt_jic@jalt.org

OCCASIONAL COLUMN EDITORS

Educational Innovations/Creative Course Design — *Daniel J. McIntyre*; djm@tkg.att.ne.jp

Net Nuggets — *Larry Davies*; tlt_net@jalt.org

Off the Presses — *Coleman South* <tlt_op@jalt.org>

Working Papers — *John McLaughlin* <jmcl@gol.com>

PRODUCTION

Proofreaders — *Douglas Doyle, Tim Gutierrez, Kinugawa Takao, Aleda Krause, Beverley Elsom Lafaye, Amanda O'Brien, Ono Masaki, Coleman South, Tsukahara Maki, Jerry Talandis*

和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

Printing — *Koshinsha Co., Ltd.*, Osaka

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JALT

TLT Online: www.jalt.org/tlt

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

For information on advertising in *TLT*, please contact the JALT Central Office:
n Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). Applied Linguistics (forming), Crossing Cultures (forming), Pragmatics (forming). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育(準分野別研究部会)、外国語リテラシー(準分野別研究部会)、ジェンダーと語学教育(準分野別研究部会)。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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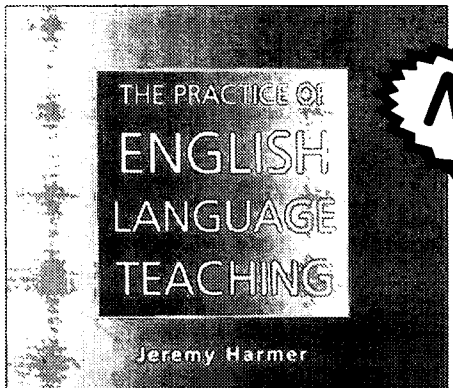

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昭和五十四年四月二十一日 第三種郵便物認可
第二十五巻 第十号 平成十三年九月一日発行（毎月一日発行）

the language teacher

ISSN 0289-7938
¥950

5 **JALT 2001 National Officer Elections**
JALT President • JALT Vice President
Director of Programs • Director of Membership

11 ***Opinions & Perspectives***
Inventing Japanese Students – *James W. Porcaro*
Is It Change, or Is It the Same?– *Brian McNeill*

15 **Which Japanese-English Character Dictionary Can Best Meet Your Kanji-Learning Needs?**
Mary Sisk Noguchi

21 **A Quantitative Look at Monbusho's Prescribed Word List and Words Found in Monbusho-Approved Textbooks** – *Michael Bowles*

29 ***Working Papers:*** **Applying for a University Job in Japan—A View from the Inside**
Paul Stapleton

33 **日本人英語学習者における照応関係の習得に関する実験調査－ a と the を中心に－**
谷村　緑

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September, 2001
Volume 25, Number 9
全国語学教育学会
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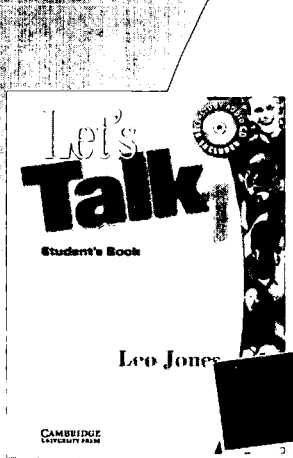

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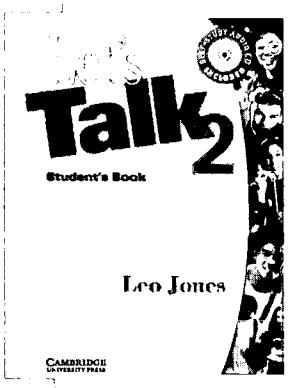

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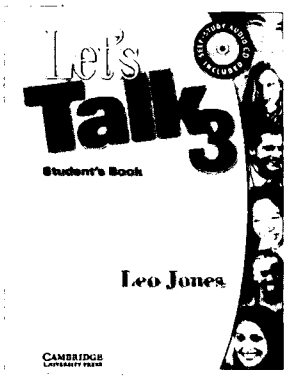

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A Non-Election??

Of all of JALT's wacky little rituals and processes, it has always been our annual National Officer elections that have amused me most. After months of trawling, persuasion, and manipulation, the poor Nominations and Elections Committee Chair is inevitably left with the unenviable task of presenting us with a lean slate to choose from. We dutifully print their statements in *TLT* (see later in this issue) along with a mug shot (my favorite being David Neill's glower last year), and proceed to hold a formal election to rubber stamp what is, essentially, a fait accompli. This year is no exception, and there is no reason to believe that the dismal voter response of other years will not be repeated this time.

Yet that's not how it should be! Here we are entrusting the reins of the organization to a group of people who routinely poll less than 5% of the membership. These are people who make a lot of decisions with no input from the rest of us on the basis of this extremely marginal vote! However, we cannot entirely fault them for this situation. No, we also have our own general apathy to blame, and if there is a message in this, it is simply to vote. Yes, this year there are no contested positions, but that doesn't mean we shouldn't send a message. If you think any of these people standing should be in a position, tell them so by voting for them! If you'd rather they didn't win that seat at the front table, tell them that too. A strong vote for a good candidate gives much needed support. A comparatively weak result speaks for itself, and if enough people do this, the message will get across... "We don't support what you want to do!"

We have some excellent examples of superb organization in JALT. I attended the CUE SIG conference in Shizuoka this year, and was struck by the smooth, laid-back, and friendly atmosphere that prevailed. It was a model I'd love to see echoed in our national conferences. I have traveled to, and presented at almost every chapter in Kyushu (still waiting for an invite to Kumamoto, Joe) and I see this same quiet warmth in every centre, bringing fellow educators together to share the things that originally attracted them to join JALT. I have also been fortunate to be involved with this year's PAC3 at JALT2001 conference in Kitakyushu, and at the local level we again see this quiet efficiency, with people volunteering their time to put on an event which every attendee will enjoy. Your monthly TLT, which most of us just expect to drop in the mail box every month, is put together by another dedicated team of volunteers, putting their expertise and time into something that benefits us all.

In every situation described we see people working towards a JALT which echoes an ideal they have about what the organization should be. I know that I joined JALT because I wanted to learn more about the craft of teaching from fellow educators, and hoped to share my own knowledge and experience. I suspect that to be a fairly common reason.

These days, I can't help feeling that the *pinnacle* of the organization doesn't share that goal. We seem to be more focused on making enough money to stay afloat, or tying ourselves into knots to satisfy our NPO requirements. We get more excited squabbling about wordings or procedures than about providing something of value to the membership. I was recently, during a discussion on the *No Alcohol* edict for this year's conference, admonished by a national officer for not looking at the "big picture." To be honest, I think the "big picture" has been rather badly hit with graffiti.

contents

editorial
1 A Non-Election??
JALT 2001 national officer elections
5 JALT President
7 JALT Vice President
8 Director of Programs
9 Director of Membership
opinions & perspectives
11 Inventing Japanese Students
13 Is It Change, or Is It the Same?
features
15 Which Japanese-English Character Dictionary?
21 A Quantitative Look at Monbusho's Prescribed Word List
29 Working Papers: Applying for a University Job in Japan
33 日本人英語学習者における照応関係の習得
a chapter in your life
43 The Asian Youth Forum
my share
45 The Recipe Forum
46 Name Cards for Monitoring Attendance and Motivating Students
48 Novel Ideas for Using Authentic Student-Generated Materials
off the presses
51 EFL Press
departments
52 Book Reviews
54 JALT News
58 Special Interest Groups News
61 Chapter Reports
65 Chapter Meetings
68 Conference Calendar
70 Job Information Center
72 Bulletin Board
67 Advertiser Index

Maybe it's time we cleaned it off!

Finally, enjoy this month's issue, and DON'T FORGET TO VOTE! The views expressed here are my own, and are not intended to reflect the views of this publication.

Malcolm Swanson
TLT *Co-Editor*
<*tlt_ed@jalt.org*>

Vote!

JALTの様々な年間行事のうち、毎年の全国役員選挙は常に私を最も楽しませるものでした。説得や励ましを繰り返すというトロール網を引き続けるような数ヶ月の努力の結果、非力な選挙管理委員長は、貧弱な候補者名簿を私たちに託します。私たちは、顔写真に加えて彼らの声明をTLT(今月号を参照)に印刷します。今年も例外ではありません。また、これまでのように活気のない投票が今回も繰り返されないだろうと信じる理由もありません。

しかし、そうあるべきではないのです。私たちは、全会員の5%に満たない数の人々にこの組織の運営を任せているのです。彼らは、投票によって信任を受けた上で、その他の会員からのインプットなくさまざまな決定を下しているのです。私たちは、この状況を非難することができません。そうではないのです。私たちは、非難することにたいする一種の「しらけ」も持っているのです。意見がある場合には、投票しましょう。今年は、投票による選出ではなく、信任投票です。しかし、それは、私たちがメッセージを送る必要がないことを意味しません。彼らがその職にふさわしいと思えば、投票によってそれを示してください。また、その職にふさわしくないと感じるならば、その意志も示してください。多くの投票は、良き候補者の強い支持となるはずです。逆に少ない投票の結果はおのずから明らかです、皆さんの意志を示してください。

私たちは、JALTが素晴らしい組織であることの事例をいくつも知っています。私は今年静岡でのCUE SIG conferenceに出席し、スムーズ、かつのんびりしていて、そして親しみのある雰囲気に心引かれました。そして、それは年次大会で私が見たいと思っていたもののモデルとなっていました。私は、九州のほとんど全ての支部を回り、同様の暖かさも感じました。それは、教育者たちを集わせ、情報を交換させるような雰囲気を持っていました。幸いにも、今年の北九州おけるJALT2001でのPAC3に関わることもできます。また、ローカルレベルでも、私たちは、すべての参加者が楽しめるようにイベントを企画しようとするボランティアの人々たちによって、このすばらしさを知ることができます。皆さんが読んでいる毎月のTLTも、ボランティアのχームにより編集されており、会員の皆さんにとって少しでも役立つ物にしようと、専門知識と時間を費やしています。

これまで見てきた全ての状況で、組織があるべき姿として私たちが理想としているものを実現しようとして、人々が力を出し合っています。私は、教育者仲間から教える技術に関してもっと学習し、自分の知識および経験を共有することを希望して、JALTに参加しました。それはかなり一般的な理由ではないでしょうか。

私は組織の上部がそのゴールを共有していないと思わざるをえません。私たちは、組織が沈滞しないための十分な利益を出し、NPOの必要条件を満たすために力を出し続けなければなりません。最後に、今月号をお楽しみいただき、そして「投票を忘れない」ようにしてください。ここに表現された見解は私のもので、この出版物の見解を反映するようには意図されません。

マルコム　スワンソン
TLT *Co-Editor*
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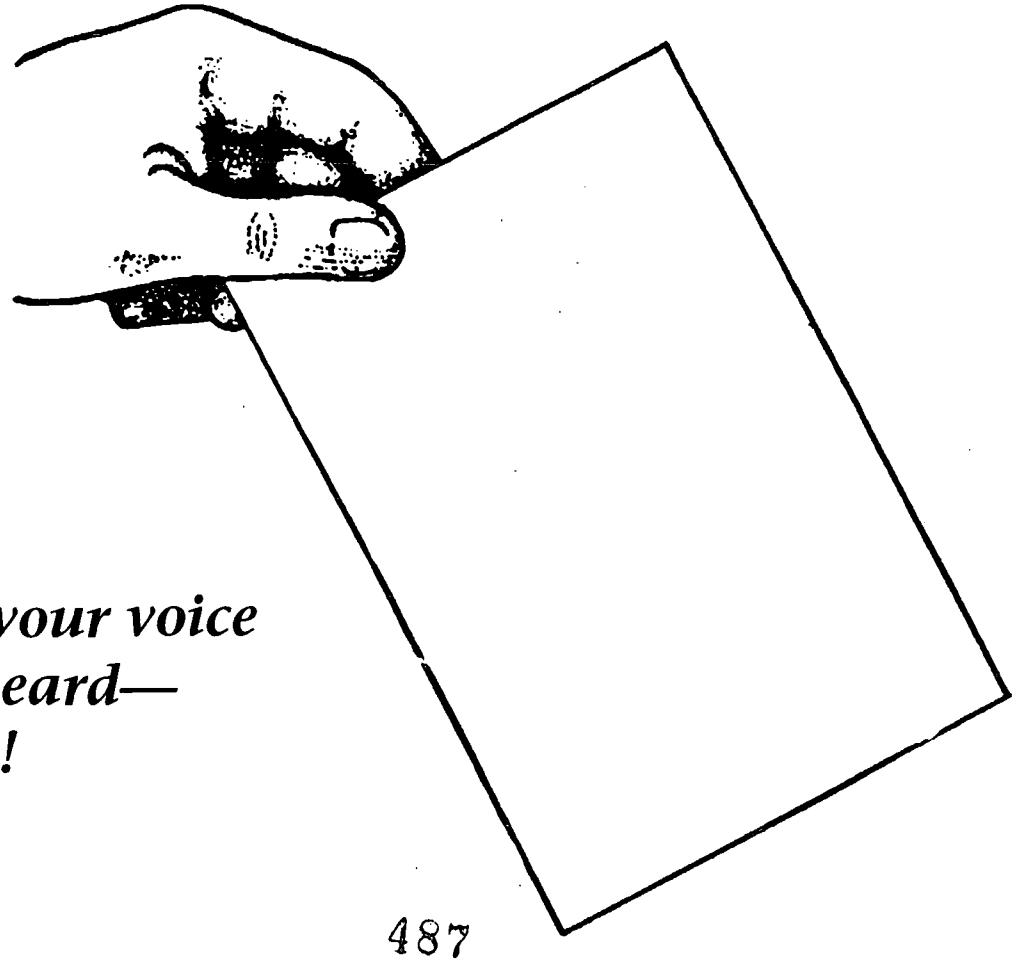

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-Two Important Deadlines-

SEPTEMBER 12

Pre-registration for PAC3 at JALT2001 presenters!

OCTOBER 22

Pre-registration for conference-goers!

Why pre-register? Well, for starters you can make big savings on your conference fees! Secondly, when you arrive at the site in Kokura, Kitakyushu, your conference registration is as simple as handing over your notification and picking up your bag of goodies. No queues, no fuss. Thirdly, you then have the option of paying your annual membership fees by credit-card—much easier than trudging down to the bank! And fourthly, it helps us to pre-plan for the conference, so when you arrive here, you can be confident everything is going to run smoothly on your behalf!

So, help yourself at the same time as assisting us—look for the pre-registration form in the June TLT, or on the site below. Fill it in, and post it (no faxes, please!) to us soon...

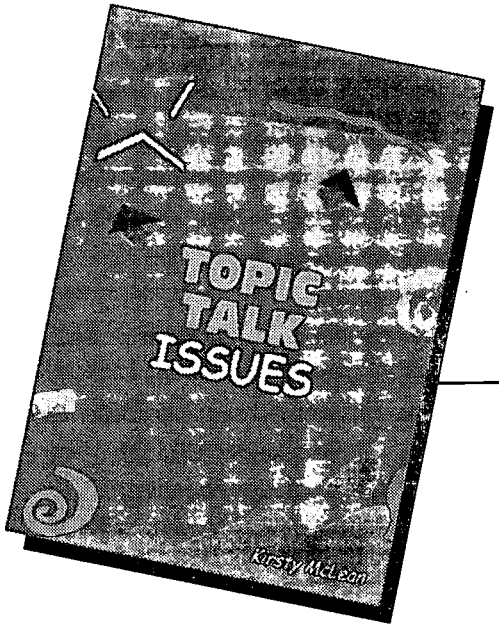
Conference Program Chair, David McMurray writes...

Success encourages more success, and that is what is happening as more and more language teachers from all over Asia register for this year's PAC3. So far pre-registration has doubled last year's JALT conference at the same period! People all over Japan and Asia are becoming caught up in the excitement as PAC3 at JALT2001 draws closer and closer.

PAC has been set up as a series of conferences at which teachers can meet and collaborate on future research. More and more teacher organizations are also applying to collaborate as PAC partners. The 2,000-member English Teachers Association of the Republic of China have already signed up to host PAC4 in Taipei in November 11 - 13, 2002, and now another top language association would like to boost the PAC momentum even farther into the 21st century. Galina Lovtsevich, the President of the Far Eastern English Language Teachers Association (FEELTA) based in Vladivostok, Russia, has officially announced that "FEELTA has decided to make a bid to host the 5th PAC conference. We will be making the bid at the PAC meeting during PAC3 in Kokura in November, 2001. Our intention is to host the PAC5 conference in Vladivostok, Russia, at the Far Eastern National University in June of 2003. We look forward to presenting you with full details in November and hope you will look favourably on our bid."

<www.jalt.org/jalt2001>

Finally...



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NEW

JALT 2001 National Officer Elections

JALT National Officer elections are being held this year for the positions of President, Vice President, Director of Program, and Director of Membership.

Voting begins September 06 and ends October 20. Please use the ballot included in this issue of *The Language Teacher* to vote.

Because no candidate was found for the position of Director of Records by the end of the regular nominations deadline, that position is not listed on the ballot. To fill this position, we will follow JALT's bylaws (IV, 10.1, and 10.3) and hold a special election for Director of Records at the JALT2000 conference. Nominations for Director of Records are open until Sunday, October 15. Please contact Michelle Nagashima in writing (fax: 0559-26-0522 (W); <michelle@katoh-net.ac.jp>) to nominate someone. This is an extremely unusual situation, but JALT must find a willing and qualified person to fill this position.

Below is each candidate's statement of purpose and biographical information.

Office: JALT President

Candidate: Dr. Thom Simmons

Statement of Purpose:
Elections are on us again. I have thrown my hat in the ring for the second time as president. This last year has been hectic to be sure but we have seen some terrific work. It is not possible to thank everyone but I'll not cop out of this for that reason. Let me just list a small sample here.

We were able to get David Neill to extend his tour of duty and as a result, with David as Director of Treasury, we have retained one of our best business managers JALT has ever had. Malcolm Swanson (has anyone actually counted all his hats?) unfortunately will be stepping down as *TLT* editor this year. Sandy Fotos, who steps down this year as *JJ* editor, has made a major contribution to the quality and the reach of the *JALT Journal*. Robert Long, Malcolm Swanson's successor and Nick Jungheim, Sandy Fotos' successor are in full stride and we look forward to a smooth transition.

Joyce Cunningham and David McMurray, both members of the Board until last year, have not let any grass grow under them as they continue to work for JALT on the JALT2001/PAC3 conference. Gene van Troyer, one of our most experienced officers, has remained on board as the Director of Public Relations and the Publications Board Chair bringing with him one of JALT's foremost institutional memories, a major issue in the science of keeping on track and being consistent. He has formidable company in the person of Larry Cisar who has done just about every position in JALT at the national and chapter level and will continue to provide us some of our best experience in conferences as the National Programme Director.

Dann Gossman, someone many folks in JALT do not hear much about, is the Auditor. Dann, like Larry and Gene, has been one of the workhorses in JALT over the years and his advice in business and leadership is never ignored. Dann, fortunately, has also stepped forward to extend his tour this year. Amy Hawley, our former Financial Steering Committee Chair (3 years) has worked at length with JALT finances, conferences and the Board of Directors. David Magnusson, our Financial Steering Committee Chair, recommended to us by the inestimable Dann Gossman, has proven to be very competent and there are no worries about whether that very important position is in good hands.

I am sorry to see the intrepid Joe Tomei, with his imagination and unflagging enthusiasm, stepping down but he will be very involved in the up coming conference in Shizuoka at JALT 2002 with Amy and David Neill. I am also comforted by the fact that we will in all likelihood see Hugh Nicoll join us in Joe's position as the Director of Membership. Hugh has extensive experience in SIGs and Chapters and the Executive Board. The Board of Directors is looking forward to working with him. Peter Gray and Brendan Lyons have stepped down after long service as the SIG representative and the Chapter representative respectively. Both positions were well served during their tours. But we have been fortunate in the elections of Alan Mackenzie and Bill Balsamo to these positions. Both have proven themselves capable of doing the jobs and working with the Board of Directors. The unsung hero for the last two administrations, as we twist and stretch to meet the obscure and often contradictory requirements of the Metropolitan Tokyo Government and the Legal Affairs bureau in our search for the perfect solution to the NPO law, is Ishida Tadashi. If we paid this guy what he was worth, it would take our entire budget. Tadashi has his match in our Office Manager, Ms. Fujio Junko. If the average teacher worked as hard

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with as much competence, we'd be out of work and the entire country would be fluently multilingual. JALT2001 is well in hand, the JALT2002 team is up and running, Gene van Troyer and I are working on a summer seminar in Japanese as a second language which we hope to unveil here in the next year, there are continued advances in our publications and web media (Paul Collett, Bill Pellowe, Michael Geffon; am I missing people? I know I am). That is the short list but I am out of room, and I can not thank these people enough. The amount of work this organization does is mind-boggling.

With a team like this, I'd have to be out my mind not to volunteer for the next term. The next two years are going to be very interesting and I do not want to miss it. I look forward to getting your votes and remaining on this team.

Thom Simmons

会長選挙にあたって

また、改選の時期になりました。私は２期目の選挙に出馬することに致しました。昨年度は本当に忙しい一年でしたが、多くの皆様のおかげで、たくさんの仕事ができました。皆さん全員のお名前を挙げることは出来ませんが、何人かのお名前をここに挙　げて感謝し、それを選挙に当たって私の所信表明としたいと思います。

まず、財政担当のDavid Neill氏に感謝いたします。彼は来年度もこの大変なお仕事を続けてくださることになりました。その結果Malcolm Swanson氏にビジネスマネージャーとして戻って来ていただくこともできました。ただし、氏はThe Language Teacherの編集長としてのお仕事は今期でお辞めになります。Sandy Fotos氏もJalt Journalの編集長の役を降りますが、学術誌の質、読者数の維持に多大な貢献をして　くださいました。感謝申し上げます。それぞれ、Robert Long氏がMalcolm Swanson氏 を、Nick Jungheim氏がＳａｎｄｙ　Ｆｏｔｏｓ氏を引き継ぐことになっております。Ｊｏｙｃｅ Cunningham氏、David McMurray氏は理事の役職を昨年下りましたが、JALT2001/PAC3 開催に向けて現在も積極的に活動してくださっています。

Gene van Troyer氏は最も古くからの役員ですが、広報担当理事として残っていただき、その貴重な経験を生かしていただきます。彼の古くからの仲間でありますLarry Cisar氏はJALTの全国、支部レベルのほとんど全ての役職経験のある方ですが、来年　　度もNationalProgram Directorとしてその経験を生かしていただきます。この２人の推進力にＪＡＬＴがここまで引っ張られてきたと言っても過言ではありません。Dann Gossman氏は監査として長らくリーダーシップを発揮してくださいました。幸いにも来期も監査役として残っていただけることとなりました。重要な仕事を非常に有能な 方が手がけてくだっていますので安心です。

残念なことに２人の方が理事会を去ります。財政担当やDirector of Recordsを長い間務めてくださいましたAmy Hawley氏と、その創造力と情熱で大活躍してくださいましたJoeTomei氏が理事の立場を去ります。本当にお疲れ様でした。しかし、静岡での JALT 2002 開催に向けて再び活躍してくださることになっています。Joe氏の後継には Hugh Nicoll氏が入ることになっています。彼は各種研究会や支部活動、それにExecutive Boardでの経験が豊富です。Peter Gray氏とBrendan Lyons氏はそれぞれ、研究委員会と支部の代表として長らく活躍してくださいました。後継には幸運にも　Ａｌａｎ Mackenzie氏とBillBalsamo氏が立候補してくださいました。両者とも非常に有 能な方で理事会での経験も豊富であります。

目立ちませんがこの過去２期の理事会で、ＮＰＯ 法などに関係して、東京都や法務局と　の交渉で大活躍してくださったのがIshida Tadashi氏であります。彼の仕事に賃金を払うとすれば、JALTの全予算が必要になるかもしれません。事務ではFujio Junkoさんも Ishida氏に劣らない仕事をしてくださっています。もし、我々教員が彼女と同じ程度の能力を持ち、全国で働いたなら、日本全国民がとっくにマルチリンガルになっ ていたでしょう。

JALT2001の準備は着々と進んでいます。JALT2002の運営委員会も立ち上がり活動を 始めています。また、Gene van Troyer 氏と私は外国語としての日本語夏季セミナーの開講に向けてプロジェクトを進めています。来年には紹介できるでしょう。Paul Collett氏、Bill Pellowe氏、 Michael Geffon氏などのおかげで広報活動と電子メディアの領域でも素晴らしい躍進がありました。他にも名前を挙げなければならない人が大勢いるのは重々承知なのですが、スペースの関係でこの辺で終わりたいと思い ます。

いずれにしても、以上の方々には感謝しても、感謝しきれません。これらの方々が膨大なエネルギーと時間をついやし、ＪＡＬＴを運営して下さっています。このような人々を次期理事や運営委員会のチームに迎えた以上、私はもう一期会長としてがんばらないわけにはいきません。これからの２年は今までにも増して、非常に有益で面白いものとなるでしょうし、それを私は見逃がすわけにはいきません。是非、皆さん、このチームに投票してください。そして、私たちと一緒にJALTを盛り上げてください。よ ろしくお願いいたします。

トーマス・シモンズ

Biodata:
Thom Simmons received a BA in Elementary Ed. from the University of Missouri at Kansas City and taught in local schools for several years before getting a clinical doctorate in Chiropractic at Cleveland College in Kansas City. He moved to Japan in 1987 and after teaching in conversation schools, senmon gakko and junior colleges, got his M.Sc. in Applied Linguistics from Aston University. He has been teaching in universities since 1994 and currently is a full time lecturer at Nihon Daigaku in Mishima, Shizuoka.

Every vote counts!

Office: JALT Vice President
Candidate: Ishida Tadashi

Statement of Purpose:
As JALT Vice President I have done the following jobs:

I have managed the JALT Central Office effectively.
1) I installed clear guidelines and made office regulations.
2) I changed the system of taking off the burden of Director of Treasury. Instead of hiring a Financial Manager, we hired a bookkeeper and asked an outside accounting firm to support the financial operations of JALT. The new system saved about three million yen a year.
3) I have consulted with office staff whenever necessary as my school is within walking distance of the office. I have reorganized JALT based on the Non-Profit Organization (NPO) law.

1) I have acted as a liaison with The Tokyo Metropolitan Government and The Legal Affairs Bureau to meet their requirements.
2) I submitted several motions to change bylaws in order to reorganize JALT.
   a) We put in place the system where volunteer officers would be JALT NPO members. The new system solved the problem concerning the quorum of the general meeting in the Constitution so that it became easier for JALT to hold two general meetings a year.
   b) We unified officers' terms of office. The terms of all of the JALT officers begin immediately after the Ordinary General Meeting at the annual conference. This simplified paperwork needed for Information Directory.

I would like to serve as Vice President for another two years to ensure what I have done to help JALT integrate into the Japanese educational infrastructure and become more stable (in Japanese terms) without losing its independence.

Ishida Tadashi

石田　正
西東京支部
会員番号　13494
学歴　　中央大学商学部卒
職歴　　会計課長（7年）、留学団体東京事務所長（9年）、英会話学校経営（20年）、台東区国際交流委員会理事（13年）現在、自校および東京都台東区教育委員会生涯学習事業の英会話講師ＪＡＬＴ西東京支部会計委員(1995-1999)、分野別研究部会会計報告役員(1996-1999)年次国際大会会計役員(1997-1999)、副理事長(2000-2001)

副理事長として私は下記の事を行いました。
JALT事務局を効率的に運営しました。
1) 明確な指針を出し、就業規則を作りました。
2) 財務担当理事の負担を減らすためのシステムを変えました。財務部長の代わりに簿記事務員を雇用し、外部の会計事務所にJALTの財務部門を支援するよう頼みました。新システムにより経費を年間約３百万円節約しました。
3) 私の学校はJALT事務局へ歩いて行ける距離の所にあるので、必要なときはいつでも、職員の相談にのりました。

特定非営利活動促進法に基づいて、JALTを再組織化しました。
1) 東京都および法務局と接触し、要望を聞きました。
2) JALTを再組織化するために、細則を変更する動議をいくつか提出しました。
   a) ボランテイアの役員がJALTの正会員であるというシステムを作りました。新システムは総会の定足数に関する問題を解決し、年２回の総会の開催を可能にしました。
   b) 役員の任期を統一しました。全ての役員の任期は年次大会での総会

の直後に始まります。これにより、役員名簿の作成が簡単になりました。私は副理事長として、もう２年務め、ＪＡＬＴがその独自性を失わずに、一日本法人として、日本の教育界に安定した基盤を築けるように引き続き助力したいと思います。

Bio Data:
Education: B.A. in Commerce, Chuo University, Tokyo
Career:
- 5 years as an accountant in Japanese and foreign companies.
- 9 years as a director of non-profit organizations for international student exchange programs.
- 20 years running a language school concurrently 13 years as a director of an international exchange committee for local government.
- Currently I am a full-time instructor at my own school and at local government community centers.

JALT Experience:
- 5 years as Treasurer of West Tokyo Chapter
- 4 years as SIG Treasurer Liaison
- 1 year as Assistant Conference Treasurer
- 2 years as Conference Treasurer
- 2 years as Vice President

Vote now! Your vote counts!

Office: Director of Programs

Candidate: Dr. Lawrence Cisar

Statement of Purpose:
The role of programs is one of the major roles in JALT. It is often the second most common aspect of JALT that people see, with publications being the first. The Director of Programs has to work in three key areas to help make this role a strong one. First, there is the area of the National Conference. This began as a two day affair and expanded to three days. For the busy educators within JALT, that has come to be too much. I want to work to cut this back to a two day affair on a three day weekend so that participants can attend a full program and have enough time to recover for their first classes of the week. At the conference, ways to help educators with the rapidly developing technology of Japan need to be provided. In addition, the conference needs to keep up with the threads that are affecting Japan now. Areas like JALT Junior at this year's conference are to be applauded.

The second area consists of the mini-conferences that Chapters and SIGs are putting on, often jointly. These help to balance the National Conference by providing intense looks at specialized areas. I want to work with these events to give JALT members a good year round balance to go to.

The third area is that of the local presentations put on by the Chapters. They provide the steady teacher-training aspect that is important to JALT and provide a training ground for those who will go on to speak at the regional mini-conferences and the National Conference. I want to help Chapters find ways to obtain excellent presentations for their members and potential members and survive with the budget constraints that they have.

There are several things that have to be done to make sure that whoever succeeds me, can find the tools to start off. The most critical of these is to develop a manual for the Director of Programs that outlines what has to be done regularly. With only one year in the term I am running for, this project will consume a large amount of my time. This will help JALT by making it so that new directors do not have to re-invent the wheel. With help from others, this will bring the three areas of programming together.

Bio Data:
Dr. Lawrence Cisar has been a member of JALT since the founding of what is now the Tokyo Chapter. He received his Ph.D. in Education from Newport University, his M.A.T. in EFL from the School for International Training, and his B.S. of Ed. from Miami University. Over 27 years ago, he started teaching in Japan at Athenee Francais in Tokyo. For the last 11 years, he has been an assistant professor at Kanto Gakuen University in Ohta, Gunma. At various times, he has been Program Chair, Membership Chair, Treasurer, & President at the Chapter/SIG level. At the National level, he has been Site Chair for several conferences, Treasurer, Manual Committee Chair, and many other positions. He enjoys playing with his computer.

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Office: Director of Membership

Candidate: Hugh Nicoll

Statement of Purpose:
My primary goals in serving as director of membership will be:

(1) To work together with my fellow national officers to improve our outreach activities, and

(2) To contribute to the development and sharing of protocols, templates and tutorials that will facilitate greater efficiency in serving the members and also make it easier for chapter and SIG officers to fulfill their responsibilities to their members.

Having served as a JALT officer in various capacities for the past eight years, I am not going to make promises I can't keep about how to increase our membership, but I am going to work with the JALT Central Office staff and local and SIG officers to help make my primary goals achievable.

I am excited about the ways SIGs and chapters over the last few years have cooperated in developing new approaches to putting on mini-conferences, funding conference speakers and fostering regional and trans-regional cooperation. I am also excited by the decisions reached at the most recent Executive Board Meeting in Tokyo. A committee of chapter and SIG officers is presently working to explore ways to raise the value of the JALT membership and further encourage the development of protocols for cross-SIG and chapter-SIG cooperation. These negotiations, I firmly believe, hold the potential for helping JALT continue to evolve into a stronger, more flexible organization. This is the key to the membership issue in the current environment and for the foreseeable future.

If elected I will work with representatives of the chapters and SIGs to extend our efforts to further enhance the value of the JALT membership, to help us become a more responsive institution and to deepen our community ties. Having worked extensively with junior and senior high school English teachers over the years, as well as in university education, I look forward to the challenges and opportunities we language educators face as English becomes a part of the Japanese elementary school curriculum, and the dynamics of our contemporary global economy play themselves out in our communities and in our schools.

Hugh Nicoll

会員管理者として務めるにあたっての第一の目標は、（1）本部役員と共に私達の普及活動を推進し、（2）本会員にサービスを提供する際、より大きな効果をあげられるような規約や文書のひな形及びチュートリアルの開発と共有に貢献し、支部や分科会（SIG）の役員が本会員への責任を容易に全うできるようにすることである。

8年間JALT の役員として務めてきた経験を生かし、会員を増やす方策についてまもれない約束をするつもりはないが、上記の目標達成の為にJALT本部事務局や各支部および分科会（SIG）の役員と共に努力していくつもりである。講演者への謝礼のための予算を捻出し、支部単位および各支部間の協力体制を育み、様々なSIGや各支部がここ2～3年に共同でミニ学会開催への新しい取り組みを発展させてきた方策に大変感銘をうけている。さらに、先日東京で開催された役員会議での決定には大きな期待を寄せている。支部委員会や分科会（SIG）の役員は現在、JALT会員の資質に対する評価向上のための手段を模索し、分科会間および支部分科会の協力のために必要な規約の改定を推し進めている。これらの取り組みは、JALTがより強力で柔軟な組織として進化し続けるための潜在的力になると確信している。これが現時点および将来における会員問題解決のための鍵である。

私が選ばれた場合、各支部および各分科会（SIG）の代表者とともに、JALT会員の資質に対する評価向上への更なる努力を惜しまず、本学会を会員の要求に対してより素早く対応できる機関にし、会員同士のつながりをより強固にするために貢献するつもりである。大学での教育のみならず中学校・高等学校の英語教諭とも広く仕事をしてきたので、英語が日本の初等教育カリキュラムに取り入れられる際に、あるいは現代の世界経済という弁証法が地域社会や学校においても様々な形で影響を及ぼす時代にあって、我々語学教育者が直面する問題を解決することやそれに携わる機会を持てることに期待している。

Biodata:
- Miyazaki Municipal University, associate professor of English
- Current Teaching: reading, writing, Introduction to American Cultural History and American Literature seminar for third and fourth year students
- Have taught in Japan since 1983: language school, university affiliated junior high school, culture center classes, and university positions
- Education: Antioch College, Yellow Springs, Ohio and The Evergreen State College B.A. American Studies (1981)

JALT Experience:
JALT positions 2000 - 2001
- Learner Development SIG - Coordinator
- CUE SIG - membership chair
- Miyazaki chapter - program chair and treasurer
- EBM-Net/CMN-Talk/SIGNIF/KyuJALT and justprgm list manager

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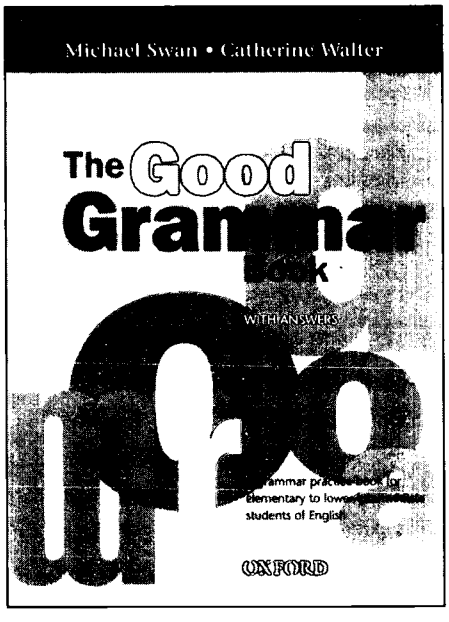

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Inventing Japanese Students

James W. Porcaro

Toyama University of International Studies

A view of elementary school

My daughter's graduation from elementary school this year and her entry to junior high school leads me to reflect on her six years of primary education. It draws my concern, as well, to expected changes in her educational environment and learning experience. She attended two ordinary public schools—one in Osaka for grades one to four, the other in Toyama for grades five and six—and had very good experiences at both schools. During those years I was able to attend in total about two-dozen regular classroom lessons that were open to parents. From those observations, overall awareness of her school work, conversations with each of her teachers over the years, and myself having given English lessons in five different classes at those schools, it is clear to me that she was in an educational environment which generally corresponded to the observations of Merry White (1987) in *The Japanese Educational Challenge*.

In a typical fifth grade math classroom, for example, she found "children were shouting out ideas for possible answers, suggesting methods, exclaiming excitedly over a solution" (p. 114). She noted:

> Several characteristics of the class deserve highlighting. First, priority was given to feelings, predispositions, and opportunities for discovery rather than providing facts and getting to an answer fast. The teacher emphasized process, engagement, and commitment rather than discipline . . . and outcome. Second, assignments were made to groups . . . Individual progress and achievement are closely monitored, but children are supported, praised, and allowed scope for trial and error within the group (p. 114-115).

White also concluded: "American educational rhetoric does invoke the idea of 'the whole child', value 'self-expression', and promote emotional engagement in 'discovery learning'. But Japanese teaching style, *at least in primary schools* [italics added], employs all three in a mode that surpasses most American efforts" (pp. 121-122).

Constructed images of Japanese students

This kind of elementary school experience belies an image of Japanese students continually propounded by both many native-speaker and Japanese English teachers, especially at the tertiary level. Indeed, EFL literature often "presents a distorted account of Japanese learners and classrooms" (Susser, 1998a, p. 49) to the extent that "the constant repetition and cross-citation of clichés about Japan invest them with 'a kind of intellectual authority' that obstructs our work as EFL teachers in Japan" (Susser, 1998b, p. 84).

Characterizations of Japanese students are often given as if they are innate, invariable, and universally manifest, leaving teachers but to accommodate them and not to expect much from their efforts to change them. Some of the traits commonly ascribed to Japanese students include passivity, shyness, suppression of individual thoughts and opinions to the constraints of group consensus, and preference for memorization over originality, formula over creativity.

But that is not my daughter. Nor, by and large, is it the other girls and boys that have been her classmates and friends throughout elementary school. (See Susser, [1998a] for citations of numerous studies that support the challenge to the aforementioned characterizations being applied with a broad brush to include Japanese elementary school students.)

Approaches to *hansei*

Greer (2000, p. 188) refers to *hansei*, group reflection sessions, used in elementary schools as a means for constantly monitoring students' actions by the group in order that they learn "correct" feelings and behaviors. Sources are cited to describe *hansei* as "a powerful mechanism of control . . . [to make students] conform to adult expectations" (Sato, 1996) and training that discourages nonconformity "as disruptive of group unity and a sign of character weakness" (Rohlen, 1996).

After I showed this reference to my daughter's sixth grade teacher, she readily acknowledged that manner of *hansei* probably fits the practice of most elementary school teachers. Yet she firmly asserted (*"zettai muri"*) that is not her way. She uses *hansei* in her class distinctly to foster and encourage individual expression along with understanding and acceptance of different feelings, thoughts, and actions among her students. Indeed, such is the strength of her resolve in this matter that she persists with these objectives though she has received complaints from some mothers about her ap-

proach. The point is that *hansei*, for example, is not a culturally determined practice that is carried out by Japanese because they are Japanese, but a practice that is implemented in a deliberately determined manner by individual teachers.

Critiques of views of Japanese learning traits

My concern now is for what lies ahead for my daughter in junior high school and senior high school. Even then, however, insofar as the traits often ascribed to Japanese students may generally describe their cognitive style from those school levels, McVeigh (1995), for one, makes quite clear that "though a formalized learning style does seem to be prominent in many spheres of Japanese social life, there are other styles of thinking. There is nothing deterministic, or anything uniquely Japanese about [this] cognitive style" (p. 3). He explains further:

> It springs forth from a politico-economically managed education system that overemphasizes examinations as a means to weed out less-than-desirable workers. This explanation, and not misty culturalist theorizings, is at the root of the Japanese style of learning . . . Given [the] goals of the Japanese politico-economic and educational system, it is not surprising that Japanese students... have developed a particular cognitive strategy that, given what occurs in the typical Japanese classroom, is a very rational response . . . quite appropriate for an exam-centered system (McVeigh, pp. 6-7).

Susser (1998a) uses the discourse of Orientalism from Edward W. Said as a framework to critique descriptions of Japanese education and students found in EFL literature on Japan. Referring to the characteristics of othering, stereotyping, representing, and essentializing that form the model of Orientalism, and reviewing a wide range of studies, he effectively debunks and discredits the stereotypes and generalizations in many accounts, "fictions [that] have been woven into a pervasive discourse that shapes our descriptions and then our perceptions of Japanese learners and classrooms" (p. 64).

In Vlastos (1998), contributors postulate and examine "invented traditions of modern Japan", finding their ideological and constructed nature, complicated relationship to social power, and use as instruments of social control that serve hegemonic interests. We might think of the common characterizations of Japanese students in the same manner as "inventions", serving the ideology of *nihonjinron* and the supposed uniqueness of Japaneseness, and with it the maintenance of control of Japanese students and their learning. They provide as well a cover for the wholly inadequate standard teaching of English in so many Japanese schools. We cannot deny the existence of these traits, but as for the invention of modern traditions, we need to arrive at a historical and contextual understanding: "How, by whom, under what circumstances, and to what social and political effect are certain practices and ideas formulated, institutionalized, and propagated" (p. 5).

Conclusion

We should differentiate elementary education in Japan from that of higher school levels and recognize the deliberate, determined nature of the practices of teaching and learning. As parents and educators we need to encourage and support those teachers and educational settings that provide students a full and rich learning experience. As classroom teachers of English, we must not buy into cultural determinism and pamper, promote, and perpetuate presumed learning styles that, in fact, have a shallow base and may be readily altered. We need to be adept and masterful in our teaching and aim to effect the kind of classroom environment and educational experience for our students that we deem ideal. I hope that my daughter will find at least some degree of this in her new circumstances.

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Don't forget to vote!

Is It Change, or Is It the Same?

Brian McNeill

Nagoya University of Foreign Studies

I like conferences. The atmosphere of gathering with my peers in celebration of our profession, seeing old friends and colleagues, of chatting and discussing over coffee and lunch boxes, listening to the plenaries and presentations, thinking about my own little world and comparing it to those offered by the people around me. A stroll through the display area brings familiar sounds. "These are the latest materials, sure to work well in your class!" "We've gone to four-colour production, and the pictures will capture the interest of your students." "Ours is the first book to include a picture of John Major! Up-to-date indeed!" "Grammar and pronunciation? We have the latest publications which will help your students smoothly acquire the basic forms and standard patterns." Next, a quick look through the guide to find the best sessions to attend. "Literature in the classroom, poetry too." "Promoting classroom interaction with stimulating materials." "Content courses." "Literacy." "Critical thinking." And more.

It is the enthusiasm that catches me. Everyone is full of energy and dedication to their students and their jobs. Infectious, it is, this drive to provide the latest and greatest classroom practices, the unending search for what works best, when, where, and with whom. Motivating to be sure, for I always return home with many new ideas and plans to continue the quest for my own development, to seek my own understanding of what materials are best to use, what techniques and topics will hold my students' attention, and how to find a level of satisfaction for fulfillment in my career.

It seems "change" is the word heard most often lately, the change of the millennium, the change in demographics, the change in language policy at the Ministry of Education, the changing course books, the changing approaches. As I rode the train home from last year's JALT conference, I recalled a book I had once found tucked away in my wife's grandfather's bookshelf, and arriving home I sought it out. With complete enjoyment I read again the preface of that book, and I reproduce it here in full. I hope that you find in it what I do:

Let education stand on a post-war basis!' This is the general, and justly voiced, sentiment of the Japanese public. We are glad to notice that this sentiment is being echoed by the teachers of the intermediate schools. In fact, a far-reaching drive has already been started for reforms in the teaching of English—a subject that holds an important place in the curricula of those institutions.

In order to meet this educational need, the teacher and the teaching material should be up-to-date. The teacher must advance with the times, and know how to fit the pupil for the realities of life. Then, too, the text-book must be infused with fresh blood; it must not be a mere collection of pretty tales. In short, these two should be the essential factors in renovating schoolwork if it is to be of real value in the present day. It would be beyond the scope of this preface to discuss in detail the requirements of the teacher, but a few remarks about our present textbooks of English will not be out of place.

In many instances, unfortunately, the textbooks of English for middle schools have not kept pace with the general progress of the time. There is no substantial difference between the old readers, published ten years ago, and those now in use. Yet this should not cause surprise. One reading book must resemble another, if they are nothing but compilations of extracts chosen from the well-worn sources. As a matter of course, these stale extracts do not appeal to the young minds of today; nor can they furnish them with a working knowledge of spoken and written English. By no means is it possible for them to bring the learner into the right attitude to know his environment and adequately prepare himself for activities of real life.

We are not claiming too much when we say that the educational needs of the present day have been fairly met in the Treasure Readers. The text has been drawn from a wide range of quite recent publications, mostly educational, that have been prepared on an up-to-date basis. A glance at the contents of this series will convince the experienced teacher that an understanding of real life forms the keynote of the whole series. The subject matter broadens out from the many phases of the schoolboy's life of today treated in the early stages of the series, into practical and invaluable topics in geography, history, and civic as well as personal activity. In its advanced stages, the subject matter passes even to a contemplation of ethical standards which make for a truer and better understanding of life.

While the text breathes modernism, it is intended to develop a literary taste in the mind of the learner. Interspersed with the informational readings in each book, there are a number of liter-

ary selections in prose and also several in verse. We believe that the high literary quality of these selections and the unusual beauty of these selections and the unusual beauty of the illustrations will go a long way toward moulding the taste of the pupil while helping him to grasp ideas.

Last but not least, due attention has been paid to instruction in grammar and pronunciation; the exercises in both have been made up so as to keep pace with the text. It is hoped that the 'Grammar tables' in Book I will familiarize the learner with the basic types of English sentence-structure, and also cultivate in him the power of analysis.

In preparation of this series several foreign and Japanese teachers have shown the most kindly interest. Their invaluable counsel is here gratefully acknowledged.

The authors. Tokyo, July 1, 1926.

It pleases me to find that the same energy and enthusiasm for their work which led the authors to produce such materials in their time continues to fuel progress in ours. I find no distaste that apparently 'new' ideas today find mention in this preface of 1926. Rather, I find commitment to a profession in search of ways to advance itself, perhaps promoting the same ideas, but nevertheless seeking change, seeking to move forward in hope that the students will receive benefit from the effort. Perhaps the change is within, and the more we grow as individuals, the more our profession moves forward. Commitment to change may mean commitment to both personal and professional development, through trying something new in a class, through taking a course, or just through discussing something with colleagues. One might be hearing 'old' ideas, but there is always something one can learn, and there is no better place for it than at a gathering of like-minded peers. With renewed strength I have returned to my classrooms, and I look forward to my next conference.

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Exercise your right to vote.

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Mary Sisk Noguchi
Meijo University

Which Japanese-English Character Dictionary Can Best Meet Your *Kanji*-Learning Needs?

漢英字典は新たな漢字や語彙の習得において極めて包括的な有用性を持ち、JSL学習者が日本語能力を身に付ける上で不可欠なものである。漢字を学ぶ者も教える者も漢英字典などみな同じであろうと思うかもしれないが、実はそれらの間には根本的な違いがある。漢和辞典は検索法として一般的に部首検索法を用いるが、漢英字典は独自の検索方法を持ち、それはJSL学習者にとって部首検索法より使いやすいものとなっている。そして、この漢英字典独自の検索法は字典によって異なる。さらに、全体的な目的や文字数、漢英字典によって違っている。本論文は現在出版物として出回っている、四種類の漢英字典について、様々な点での徹底的比較を行い、それぞれの字典が漢字学習上の個々の必要性にどの様に対応しているかを詳細に検討する。

For Japanese as a Second Language (JSL) learners, a Japanese-English character dictionary is much more than a reference tool: It is also the most comprehensive self-instructional tool available for learning new kanji and vocabulary. JSL learners in the 1960s, 70s, and 80s relied on the *grandfather* of modern Japanese-English character dictionaries, Andrew Nelson's *The Modern Reader's Japanese-English Character Dictionary* (1962). Owing to the appearance during the 1990s of three new Japanese-English character dictionaries, however, JSL learners today can tailor their choice of a dictionary to their own particular learning needs. The three new dictionaries are: Jack Halpern's *New Japanese-English Character Dictionary* (1990); Mark Spahn and Wolfgang Hadamitzky's *The Kanji Dictionary* (1996); and John Haig's *The New Nelson Japanese-English Character Dictionary* (1997).

JSL learners can save themselves both time and money by being well informed when choosing among these four dictionaries. Not only are they relatively expensive, but a considerable investment of the user's time is also required in order to become proficient at using the unique indexing system of each. At first glance, the four—all thick, heavy tomes—may appear similar, but in fact they differ in a number of important aspects. The purpose of this paper is to detail differences in the following features of Japanese-English character dictionaries: indexing system, treatment of compound words *(jukugo)*, number of entries, as well as a variety of other minor features. All of these differences are summarized in a chart for easy reference at the end of the paper.

What is a "Japanese-English Character Dictionary"?

The four dictionaries to be examined in this paper are the only Japanese-English character dictionaries currently in print which provide: (1) exhaustive lists of compound words, and (2) kanji entries extending well beyond the 1,945 general-use characters. Other portable kanji learning materials which use the words *dictionary, handbook,* or *guide* in their titles include: Sakade's *A Guide to Reading and Writing Japanese* (1959), Hadamitzky and Spahn's *Kanji and Kana,[:] a Handbook and Dictionary of the Japanese*

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Writing System (1981), and *Kodansha's Compact Kanji Guide* (1991). Books like these are used as kanji reference tools by many JSL learners, particularly at the beginning level, but their entries are generally confined to the general-use characters, their common pronunciations, and a few example compound words for each character.

Four Unique Indexing Systems

The indexing system of a character dictionary is of critical importance because, assuming the pronunciation of the character is unknown, it determines the speed at which desired characters and compound words can be located. Each of the four Japanese-English character dictionary designers, in seeking to create a user-friendly dictionary for foreigners, has devised his own alternative to the traditional radical indexing system used to organize character dictionaries designed for native speakers of Japanese.

These radicals were first defined in 1713 in a 42-volume Chinese dictionary that listed 42,000 characters (*Kangxi zidian*). The radicals and their variants (亻 and 𠆢 are variants of 人, for example) are still in use today, nearly 300 years later, for the purpose of organizing characters in dictionaries. The "correct" organization of a character dictionary has always been a subject of debate among Japanese kanji scholars. Even native-speaking Japanese may have difficulty locating their desired kanji in a Japanese character dictionary (*Kanwajiten)* on the first try. The difficulty lies in the fact that most kanji contain two to eight radicals, and the dictionary user does not know under which of these radicals the character is listed. For example, the character 副 (*fuku*, secondary) is composed of the following four elements, all of which are radicals: 一, 口, 田, and (刂). Most Japanese character dictionaries consider the radical to be the part of the character which is most closely associated with its meaning, putting the user in the paradoxical predicament of having to know the meaning of a character in order to look up its meaning in the dictionary.

Nelson. Andrew Nelson's trailblazing work, *The Modern Reader's Japanese-English Character Dictionary*, first appeared in 1962. It replaced Rose-Innes' *Dictionary of Chinese-Japanese Characters,* which had first been published nearly fifty years earlier, at the turn of the century, as the most widely used character dictionary for foreigners. Nelson managed to compile the most comprehensive list of characters and compound words available to non-Japanese at the time; approximately 5,500 characters and 70,000 compounds. The compilation of Nelson's dictionary, produced before the age of computer lexicography, was a notable achievement, and Nelson received numerous awards and accolades for it.

In designing his indexing system, Nelson retained use of the traditional 214 radicals and their 150 variants, but he created arbitrary rules, called the "Radical Priority System," for determining under which radical a character would be listed, thus eliminating the time-consuming trial and error process of guessing. To determine the radical for the desired character, Nelson users progress through his 12 Steps and stop at the first question which can be answered affirmatively: (Step 1: "Is the character I am looking for itself a radical?" Yes? Then that is the radical it is listed under. No? Then move on to Step 2: "Does it have a completely exterior enclosure radical?" Yes? Then that is the radical it is listed under. No? Then move on to Step 3: "Is there a clearly defined left radical" and so on). After identifying the radical under which it is listed, Nelson users then count the number of strokes in the rest of the character (the "residual stroke count") in order to find the character in the body of the dictionary.

Haig. Nelson's dictionary was well over a quarter of a century old before John Haig updated it in 1997. In compiling *The New Nelson Japanese-English Character Dictionary,* Haig revised the entries to make the definitions more up-to-date, and added a number of new compound words. As opposed to Nelson's 5,500 of the original, the new version contains over 7,000 main-entry characters. Any character which can be generated by JIS levels 1 and 2 on a word processor can be found in Haig's dictionary.

Haig, like Nelson, based his indexing system on the traditional radicals. He added three "radical-like" elements, (マ, ク, and 丷) to the traditional 214, for a total of 217. Haig abandoned Nelson's Radical Priority System and replaced it with the Universal Radical Index (URI), which cross-indexes each character entry by every radical in it. This allows for efficient look-up based upon any known radical within the desired character. Each character is thus referenced one to eight times in the URI (depending on how many radicals it contains) to the place it occurs in the dictionary. The URI alone comprises over 2,000 pages, substantially increasing the bulk of Nelson's original dictionary.

JSL learners can save themselves both time and money by being well-informed when choosing among these four dictionaries.

Spahn and Hadamitzky. Mark Spahn and Wolfgang Hadamitzky's *The Kanji Dictionary* appeared in 1996. Like Haig's dictionary, it includes

over 7,000 kanji, but contains a smaller number of compounds (48,000, as opposed to Haig's 70,000). *The Kanji Dictionary* has a unique look-up feature; every kanji compound is listed under the entries for all of its component characters instead of only its first. For example, 誕生日 (*tanjoubi*, birthday) can be found under the entries for 誕, 生, and 日 in Spahn and Hadamitzky's, but only under its first character, 誕, in Nelson's and Haig's. Thus, knowing any character in the compound allows the user to locate it quickly in Spahn and Hadamitzky's.

A Japanese-English character dictionary is the most comprehensive self-instructional tool available.

The second innovative feature of Spahn and Hadamitzky's look-up system is that it utilizes a streamlined 79 radicals, as opposed to the traditional 214 retained by both Haig and Nelson. Spahn and Hadamitzky have eliminated, for example, all radicals with only one stroke, and have reduced the number of radicals with 9 to 15 strokes from the traditional 39 to only 6. In reducing the number of radicals, these lexicographers have also compiled a group of approximately 275 characters which they consider to have no radical at all. Like the original Nelson's, *The Kanji Dictionary* uses a set of arbitrary rules for determining the radical—a list of concise seven rules, as opposed to Nelson's twelve.

Halpern. As detailed above, Nelson, Haig, and Spahn and Hadamitzky have each modified, in three unique ways, the traditional indexing system found in Japanese character dictionaries. Jack Halpern, in his *New Japanese-English Character Dictionary* (1990) takes a more revolutionary approach; he uses a look-up system totally unrelated to knowledge of radicals. Halpern's scheme, called the "System of Kanji Indexing by Patterns" (SKIP), is based instead upon the direct identification of geometrical patterns of characters. Each of the approximately 3,500 characters compiled in his *New Japanese-English Character Dictionary* is classified under one of four patterns, as detailed in Table 1.

Table 1. Halpern's SKIP Patterns.

Pattern	Examples
left-right	相、代、情
up-down	示、二、響
enclosure	進、可、問
solid	自、子、重

Halpern explains his reasons for choosing these four patterns: they are in harmony with the way the characters are intuitively perceived; they often coincide with etymologically meaningful parts; and the distribution of characters among the four patterns, in terms of occurrences in newspapers, is fairly uniform (1990, p.111a). His system eliminates the need for knowledge of traditional radicals, but SKIP users must still be able to count the number of strokes in the desired character. For kanji dictionary users who are not interested in learning SKIP, Halpern also provides a Radical Index.

Like Nelson, Haig, and Spahn and Hadamitzky, Halpern includes a pronunciation index. This lists the characters alphabetically, by both their *on* and *kun* pronunciations, alongside the page number where they may be found in the body of the dictionary. Utilizing these pronunciation indexes, dictionary users who happen to know any pronunciation of the desired character can avoid entirely the task of looking it up based upon its radical or shape.

Halpern's Listing of Compounds: Focus on Meaning

The principal function of the Nelson, Haig, and Spahn and Hadamitzky dictionaries is to enable the user to look up unknown characters and compounds as quickly and efficiently as possible. To expedite the search for a compound, both Nelson and Haig systematically list compounds in the following manner: compounds beginning with the entry character are listed based on the number of strokes in the second character, in ascending numerical order. Using the same ordering system, the Spahn and Hadamitzky dictionary first lists all compounds beginning with the entry character and then goes on, in separate lists, to provide compounds that contain the character in secondary and tertiary positions.

While Halpern's dictionary also functions as an effective look-up tool, its primary aim is to address the intricate meanings of characters. For this reason, instead of simply listing compounds in the most systematic order, Halpern illustrates each of the various meanings (and shades of meaning) of the character entry with compounds that provide maximally useful examples of that particular meaning.

Halpern's scheme for arranging compounds allows JSL learners to grasp how each sense of the character, often subtle in difference but dramatic in importance, serves as a unique building block for producing compounds. Each of the kanji used in written Japanese can have several distinct meanings, as well as a variety of shades of meaning; Halpern provides an in-depth exploration of the interrelationships between these meanings. Here, for example, is a sampling of

Table 2. Summary of features of Japanese-English character dictionaries.

Author	# of characters listed	# of compounds listed	Indexing system used	Other indexes provided	Compound look-up by:	Stroke order provided?	Hand-written characters provided?	Frequency of use of character	Other Features (see below)
Nelson	5,446	70,000	Radical Priority System	*On-kun*	First character only	No	No	Not noted	2, 3
Haig	7,107	70,000	Universal Radical System	*On-kun*	First character only	No	No	"*Joyo*" and "General-Use" noted	3, 6, 7
Spahn/ Hadamitzky	7,062	48,000	79 Radical System	*On-kun*	Any known character	No	No	Not noted	1, 2, 3, 7
Halpern	3,587	42,200	SKIP (by shape patterns)	*On-kun* Radical	Any known character	Yes, for every character	Yes, two for every character	Noted for 2,135 characters	2, 3, 4, 5, 6, 7

These other features include the following:

1. Compound listings include place names (prefectures, large cities, etc.).
2. Characters frequently looked-up incorrectly are cross-referenced.
3. Variant forms of characters are cross-referenced.
4. Standard Chinese form and reading are given for each character.
5. Homophones and synonyms are listed for characters.
6. Japanese Standard Index (JIS) numbers are provided for each character.
7. Abridged version available.
8. Electronic book version available.

the compounds he selects to illustrate each meaning of the character 野 (*YA*, *no*, field):

(1) uncultivated field, open country, wilderness
野外 (*yagai*, field), 平野 (*heiya*, plains), and 野菜 (*yasai*, vegetables)

(2) sphere of action
分野 (*bunya*, field/sphere), 視野 (*shiya*, field of vision)

(3) baseball field
野球 (*yakyuu*, baseball), 内野 (*naiya*, infield)

(4) wild, undomesticated, savage, vulgar (growing or occurring in the field)
野生 (*yasei*, wild nature), 野蛮 (*yaban*, savage/uncouthness)

(5) nongovernmental, outside the government
野党 (*yatou*, opposition)

(6) audacious, inordinate
野望 (*yabou*, ambition/treason)

Following the compound listings in each character entry, Halpern provides various examples of how the character can function independently. Beyond a simple listing of the character's *kun* readings, the other three dictionaries deal only with compounds. Two additional features in Halpern's help JSL learners confront the myriad meanings of characters. First, Halpern provides one keyword (or two, in cases where a character has two widely divergent meanings) for each character entry. This keyword can be useful as a learning tool because it conveys the essence of the character in one concise thought and is easy to memorize. Halpern's keyword for the character 野, for example, is *field*. Second, this dictionary provides a list of synonyms (characters which have the same or nearly the same meaning) for each of the individual meanings of each character. For example, the following are synonym lists provided for two of the meanings of 野, *range*, and *vulgar/unrefined*:

range		vulgar/unrefined	
界	field	粗	coarse
場	field	里	rural
圏	sphere	俗	vulgar
域	area	蛮	barbaric
範	range	程	extent

An appendix gathers together all the synonym groups appearing in individual entries. By browsing through this synonym appendix, which serves as a simple thesaurus, JSL learners can gain insight into the semantic relations between characters.

Selecting the Character Dictionary Most Appropriate for Your Learning Needs

To summarize, in terms of scope, the number of characters and compound words presented in Halpern's is the lowest of the four dictionaries (see chart for detailed comparisons). According to Halpern, his compounds were selected on the basis of their ability to illustrate the entry character's meaning as well as on frequency statistics, and in principle, all high-frequency compounds in contemporary usage have been included (1990, p. 40a). Kanji learners who are reading nontechnical material every day may find that the value of Halpern's as a tool for learning the meaning of characters makes up for its relatively limited number of compound word listings (see table 2).

On the other hand, translators, or anyone who is reading technical or otherwise high level material, may at times be unable to find the character or compound they are looking for in Halpern's (or in Spahn and Hadamitzky). The exhaustive range of entries in both Nelson's and Haig's virtually guarantees that their users will find the desired compound without having to consult another reference.

With regard to indexing systems, the 214 radical system can be especially frustrating for beginning learners with no knowledge of kanji etymology. Nonetheless, as one becomes increasingly familiar with it, the radical system provides great insight into how the meanings of characters are intimately associated with their construction. Relatively advanced kanji learners who can easily recognize parts of characters as being radicals may find Haig's Universal Radical Index, which allows character look-up based on any known radical, easier to use than the Radical Priority System of Nelson's original dictionary.

Dictionary users who, while recognizing the value of learning radicals, prefer a streamlined (79 radicals) version of the traditional 214 radicals system, or who appreciate being able to look up an unknown compound based upon knowledge of any of its characters, may find Spahn and Hadamitzky's best suited to their needs. Those who have no particular interest in learning radicals have a savior in Halpern's SKIP indexing system, which is based instead upon geometrical patterns.

A number of JSL kanji learners today supplement their printed Japanese-English character dictionaries with portable electronic ones. One of the dictionaries discussed above, Halpern's is already available in electronic book form. Free character dictionaries are also accessible on the Internet. These modern resources, as well as the advanced computer lexicography which made the three new printed dictionaries possible, are all good news for today's JSL kanji learners. As they select the reference tools which will best serve their own particular kanji learning needs, they have more choices than ever before.

Mary Sisk Noguchi is an associate professor at Meijo University in Nagoya. She researches innovative approaches to kanji pedagogy and has presented at JALT conferences and chapter meetings on this topic. She writes a monthly column, "Kanji Clinic," for *The Japan Times*. Email her at <kanjiclinic@petmail.net> and view the Kanji Clinic web site at <www.kanjiclinic.com>.

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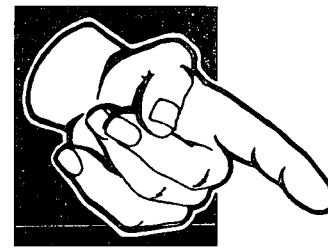

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David Nunan

初級者から中級者向きの4レベルに分かれた、総合スキルのコースブック。ダイナミックなランゲージ・ビルディングタスクのメソッドを用いています。主に、中学生、高校生が英語で上手にコミュニケーションをはかる事を目標とし、娯楽、スポーツ、友達など、学生が興味をもてるテーマを盛り込んでいます。

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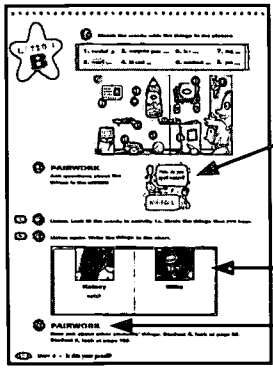

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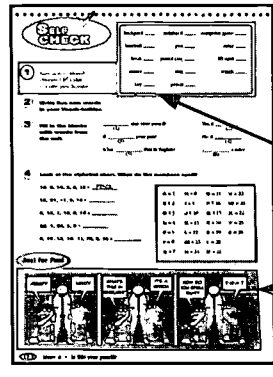

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CHANGING THE WAY JAPAN LEARNS ENGLISH

Michael Bowles
Osaka Gakuin University

This article is a companion piece to one that appeared in the January 2001 issue of TLT *which discussed qualitative factors negatively affecting the development of the Ministry's EFL word list for lower-secondary schools into Ministry-approved textbooks. Those factors were shown to detrimentally affect textbooks' inclusion of the most common meanings and uses of prescribed words and, thus, learners' exposure to them. In this article, Monbusho's list and first-year Ministry-approved textbooks are examined quantitatively, with respect to the number of important high-frequency words found in them. The findings point to inadequacies in the quantitative aspect of the Ministry's overall approach to vocabulary which may be seriously disadvantaging public lower-secondary school learners in reaching the EFL pedagogical goals Monbusho sets for them and in meeting their future EFL needs and objectives.*

A Quantitative Look at *Monbusho's* Prescribed Word List and Words Found in *Monbusho*-Approved Textbooks

本論文の第一部は本誌1月号に掲載され、文部科学省による中学校学習指導要領が検定教科書に及ぼす影響の質的側面を論じた。続けてこの第二部では、量的側面を扱った。その結果、語彙習得に関する文部科学省の取り組みは、量的に極めて不十分であることが指摘された。文部科学省が中学校学習指導要領に示した単語リストは数が限られており、自らが学習者に課した到達目標にかなうものではない。また、使用頻度が高いと研究により認められ、習得が勧められている語彙のうち、検定教科書に載せられているものの数も多いとは言えず、学習者は必要な語彙の習得も十分でないまま、高等学校や大学での英語学習に臨むことになる。教科書が、中等公教育における外国語としての英語教育において、唯一とは言わないまでも主要な資材であることを鑑みると、使用頻度の高い語の大半が教科書で使用されないことにより、実に当たり前に使われている英語にも学習者は触れられないという否定的な影響が生じていると言えるのである。

How Many Words? A Principled Pedagogical EFL Corpus for Beginning Learners

Any consideration of an adequate corpus for learners must take into account their EFL needs and the pedagogical goals and objectives of the EFL curriculum. For these learners, English is a required subject in both lower and upper secondary school (*Monbusho*, 1989). *Monbusho* has established that learners need to acquire the four language skills: listening, speaking, reading, and writing as explicit, broad pedagogical objectives for learners. Guidelines particularly emphasize listening and speaking practice "in order for students to develop practical communicative competence" (*Monbusho*, 1998). Specifically mentioned language targets are "acquiring such functions of discourse as *greeting, making requests*, and the like." Moreover, English is a required subject for learners continuing their academic careers into university.

While there are no set rules concerning how many words should constitute a principled corpus for beginners/near-beginners, the literature (Carter, 1987; Judd, 1978; McCarthy, 1990; Nation, 1990; Richards, 1976; Sinclair and Renouf, 1988; Twaddell, 1973; Willis, 1990) provides clear guidelines. Generally, scholars call for *strict limitation* of vocabulary at the earliest stages of EFL instruction to avoid over-burdening the tasks of memorizing. It is illuminating, however, to see what *strict limitation* entails. For example, Twaddell (1973, pp. 63-64) argues that while the transition from beginning to

intermediate stages is not a fixed one, it can be assumed that *prior* to the intermediate stage, there are "several hundred words (in their various grammatical forms) that the learner understands directly, with no need to remember a native-language *equivalent*." Willis (1990) similarly stresses 700 words (and identifies over 2000 categories of meaning based on textual frequency) to be highlighted in a first-year EFL course for beginners/near-beginners. Nation (1990, p. 5) states that if "learners need to cover a whole range of language skills, then a productive vocabulary of around 3000 base words and a larger receptive vocabulary is needed." He highlights the first 2000 high-frequency words with the admonition, "make sure they are learned" prior to upper-secondary school. For learners in upper-secondary school or university, Nation calls for spending a lot of time on *academic* vocabulary, a list of several hundred words, which he says is an important goal for learners "after the first 2000 high-frequency words are mastered" (1990, pp.16-19). Interestingly, even the most basic word lists, such as West's (1953) *definition vocabulary* and Ogden's (1968) *Basic English* contained 1490, and 850 words, respectively. However, mastery of these word lists would hardly be sufficient for reaching the goal of communicative competence *Monbusho* sets for learners.

Concerning developing communicative competence, scholars agree that a knowledge of *fixed phrases* or *multi-word units* (MWUs) is essential (Nattinger, 1980; Sinclair, 1991; Skehan, 1992; Widdowson, 1989). McCarthy (1990, p. 67) argues that because of their high-frequency in speech and writing, they should be included in word lists. Furthermore, Carter (1987, pp. 176-77) suggests that they may be easier to learn because of the "primarily phonological patterns on which large numbers of routinized collocations are based." He cites studies in Henning (1973) and Donley (1974), suggesting that lower-level learners may especially benefit from the acoustic and orthographic similarities in such units.

Scholars typically call for *massive* vocabulary acquisition after the elementary stages of EFL learning (Judd, 1978; Nation, 1990; Richards, 1976; Twaddell, 1973). Vocabulary expansion is necessary for the development of reading skills and strategies, such as guessing the meanings of low-frequency words from context. It is equally important for developing listening skills. Additionally, improved vocabulary adds greater flexibility to classroom activities and increases learners' performance by making the material more meaningful to them.

One implication of the need for such massive vocabulary expansion following the elementary stages of EFL learning is that beginning/near-beginning learners will need a solid foundation knowledge of the most frequent meanings and uses of high-frequency vocabulary. The number of such words generally accepted among the scholars cited above is between 2000 - 3000, and these figures refer to the base forms of those words. It is also clear that some lower-frequency words are pedagogically necessary in elementary instruction and useful to both smooth classroom operation and motivating courses of study (Richards, 1974, pp. 72–79; Sinclair and Renouf, 1988, pp. 150-51).

The Number of High-frequency Words Derived from Words on *Monbusho*'s Prescribed Word List

The number of high-frequency words (herein referring to the 1900 most frequent words of English according to the *Collins COBUILD English Dictionary* [CCED]) drawn from *Monbusho*'s prescribed word list is 494. This number is greater than the actual number on *Monbusho*'s list, as it represents the total number of high-frequency words possibly *derived* from the base words found in *Monbusho*'s *Guidelines* (*Monbusho*, 1989, Table 2, pp. 102-107). It is reasonably assumed, for example, that while only *do* and *does* appear on *Monbusho*'s list, *do*, *don't*, *doesn't*, and *didn't* (all distinct high-frequency headwords in the CCED) are also meant for teaching; and, therefore, should be counted as among *Monbusho*'s high-frequency prescribed words (the absence of *does* reflects its inclusion under *do* in the CCED). High-frequency contracted forms are similarly counted, as indicated above although no contracted forms appear on *Monbusho*'s list. It is assumed that these high-frequency forms are likely intended for teaching since the base words for the contracted forms are on *Monbusho*'s list. (If ambiguity in the counting was unavoidable, it was deemed more prudent to err on the side of inclusion.) Notwithstanding such allowances, 494 words account for only 26% of the 1900 most frequent headwords in the CCED. Moreover, it must be remembered that 494 represents the total number of high-frequency words prescribed by *Monbusho* for the full three-year course period of lower-secondary school (315 to 420 classroom hours).

Many important high-frequency words are omitted from Monbusho's list.

Many important high-frequency words are omitted from *Monbusho*'s list. For example, 14 percent of the top 200 most frequent words of both spoken and written English compiled from the British National Corpus (cited in J. Willis, 1996) are omitted from *Monbusho*'s list. Omitted words include: *thing*, *job*, *move*, *place*, and *hold*, among others. Such

words are certainly appropriate for beginning/near-beginning learners. Furthermore, omissions suggest lack of systematic attention in respect to lexical principles in general and to textual frequency in particular. For example, *build* and *building* are both included, but only *interesting* (3♦) is included, while *interest* (5♦) is not. (Note: in the CCED's scale 5♦ = most frequent, (no)♦ = least frequent.) Similarly, *mine*, *yours*, *ours*, *his*, and *hers* are included, but *theirs* and *its* (5♦) are not. Regarding such types of omissions, Sinclair and Renouf (1988, p. 147) state that there "is no evidence that such omissions are based on principle, and in any case, the principles involved would not be lexical."

From a lexical perspective, it is difficult to intuit any pedagogical justification for the inclusion of such words . . .

Lexical Omissions Inconsistent with Specific Pedagogical Objectives Explicitly Outlined in *Monbusho*'s Guidelines

As cited above, *greeting* is one of *Monbusho*'s explicit objectives for learners. It is surprising, therefore, that the important and very frequent words *hello* and *hi* are omitted from *Monbusho*'s list. (Curiously, *good-bye* (2♦) is included.) Furthermore, the high-frequency items *Mr.*, *Mrs.*, *Miss.*, and *Ms.*, which young learners require to more formally greet and address teachers, ALTs, and other adults, are also omitted. These six items are not consistently included across textbooks as additional words included by textbook writers. Similarly, MWUs, such as *good morning/afternoon/evening*, and the very frequent *situational utterances* (Nattinger, 1980) *how do you do*, *how are you*, and *how are you doing* associated with greeting are also noticeably absent from the list. These MWUs are also not consistently included across the textbooks as additional items.

Omission of Words Inconsistent with Broad Pedagogical Objectives Outlined in Monbusho Guidelines

The absence of any MWUs from *Monbusho*'s list is also inconsistent with its broader objective of developing learners' practical communicative competence. As discussed above, scholars agree that such items are necessary to the development of communicative competence and should be included on pedagogical word lists. The absence of MWUs and title abbreviations likely reflects the narrow, orthographic concept of a *word* informing the list (see Bowles, 2001).

Limitation of the Total Number of Words Allowed

Under the existing Guidelines, the total number of words allowed overall in lower-secondary textbooks for the three-year course period is 1000 (Monbusho, 1989 p.102). There are 507 words on Monbusho's list; textbook writers provide the rest, subject to Monbusho approval. This limitation is apparently aimed at not over-burdening learners. However, as we have seen, limiting the number of words to such an extent is not commensurate to the objectives Monbusho sets for learners or their EFL needs in upper-secondary school and university.

Allowance for *Flexibility* and the Inclusion of Words in the Textbooks

Monbusho (1998) reiterates the stipulation in *Monbusho Guidelines* (1989) that the contents of the lower-secondary school EFL curriculum, including the prescribed word list, are shown together to allow for *flexible teaching*. The precise intent of this stipulation is a matter of speculation; however, one of its definite effects has been to license textbook writers to incorporate *Monbusho*'s prescribed words at variable stages over the three-year course period. Consequently, learners using different *Monbusho* first-year textbooks have inconsistent exposure to prescribed words. Notwithstanding very frequent grammatical or *empty* words (*a*, *the*, etc.) and lexical sets, such as days of the week, months, numbers, and colors, there are relatively few prescribed words that are included in *all* the first-year textbooks. Consequently, learners may have no exposure whatever in their first year of EFL instruction to many high-frequency prescribed words.

The actual words omitted varies widely across textbooks, and excluded words are numerous, as first-year textbooks' inclusion of prescribed words ranges from 62% to 69% (of a list which includes only 26% of the 1900 most frequent words of English). Additionally, it should also be noted that a number of high-frequency words are found in portions of the textbooks considered marginal to the main texts, which Japanese lower-secondary EFL teachers have informed would likely *not* be covered during classroom instruction.

Grading of Prescribed Words for Inclusion in First-Year

Given the variable inclusion of prescribed words in the textbooks, the issue of grading words rightly comes to the fore. As Carter (1987, pp. 181-184) reminds us, the relationship between the raw frequency of a word and its usefulness is not a direct one. Lower-frequency words which are pedagogically necessary (*hers* 2♦, *ours* 2♦), or useful to smooth classroom operation (*pencil* 2♦, *dictionary* 2♦) and the development of motivat-

Table 1. *Recurrence and Reinforcement of a Random Sample of Prescribed Lexical (Full) Words*

	Columbus	Everyday	New Crown	New Horizon	One World	Sunshine	Total English
bad	3 pp. 81, 84, 100*	**1** p. 81	X	**1** p. 99	X	**2** pp. 61, 62	**1** p. 93
bring	**1** p. 48	X	**2** p. 64	X	**1** p. 22	X	**1** p. 80
cold	**1** p. 89	**2** pp. 81, 85	**1** p. 74	**1** p. 97	X	X	**1** p. 12
easy	X	**2** pp. 60, 84*	**1** p. 50	X	**1** p. 106*	**1** p. 80	**2** pp. 87, 91
help	**1** p. 96	4 pp. 54, 69	3 pp. 70, 72, 86	**2** pp. 82, back*	**1** p. 89	7 pp. 59, 62, 88	**2** p. 54, 59
just	**2** pp. 61, 100*	**2** pp. 84*, 90	**1** p. 80	**2** pp. 88, 93	X	**1** p. 60	**2** p. 108*
last	**2** pp. 86, 93	**1** p. 76	**2** pp. 82, 89	4 pp. 95-99	7 pp. 92-97	13 pp. 73, 80-86	8 pp. 91-93, 103
live	8 pp. 29, 31, 40, 58	**2** p. 52	5 pp. 56, 67, 73	v pp. 99, 102	X	4 pp. 82, 85	8 pp. 33-39, 72-74
little	**1** p. 54	**2** p. 59	3 pp. 48, 77, 79	3 p. 4	6 pp. 10, 60-61	v pp. 76, 87	**1** p. 73
long	**2** pp. 76, 100*	**2** p. 84*	**1** p. 89	**1** p. 79	4 pp. 85, 106*	**1** p. 87	7 pp. 12, 23, 33
new	**1** p. 36	4 pp. 22, 33, 52	**1** p. 58	**2** pp. 24, 52	X	X	5 pp. 12, 34, 61-63
next	X	**2** pp 65, 76	**2** pp. 62, 89	**1** p. 42	**2** pp. 81, 84	**1** p. 74	3 pp. 100, 104
only	X	**1** p. 2	X	X	**1** p. 58	**2** pp. 76, 98*	**1** p. 86
open	**1** p. 62	**1** p. 4	**2** pp. 81, back*	3 pp. 6, 47, 55	3 pp. 36-37	**2** pp. 8, 32	**1** p. 8
shop	X	X	X	5 pp. 93-96	6 pp. 35, 81	**2** pp. 26, 31	**1** p. 59
stay	**1** p. 86	X	**1** p. 88	X	3 pp. 92, 93, 106*	**1** p. 43	X
stop	X	X	**1** p. back*	**2** pp. 50, 53	**1** p. 35	**1** p. 30	X
use	**1** p. 76	**2** pp. 60, 78	**2** pp. 29, 88	3 pp. 68, 91	**2** pp. 63, 106*	11 pp.2-4, 37, 76, 80	8 pp. 23, 32, 34, 57
way	3 pp. 17, back*	**1 (14)*** p. 49	**2** pp. 77, 101	X	**1** p. 35	**2** p. 66	**1*** p. 69
work	**1** p. 96	X	6 pp. 40, 70, 80	**1** p. 77	**1** p. 59	**1** p. 87	5 pp. 33-36

Note: X indicates word is omitted from textbook.

* indicates word occurs in a portion of text (songs, realia, back cover, etc.) likely not included in classroom instruction

Bold script highlights words which occur only once or twice throughout a textbook.

Table 2. *Total Headwords Included in the Textbooks*

	Columbus	Everyday	New Crown	New Horizon	One World	Sunshine	Total English
Monbusho h.f. words (494 total)	318	322	330	309	328	308	341
Mon. l.f. words (8)	5	6	7	6	7	5	6
Mon. 3 diam words	21	26	25	25	30	20	29
Add. h.f. words	59	63	55	46	65	55	81
Add. 3 diam words	34	29	29	23	33	25	35
Add. l.f words	58	46	30	26	54	25	67
Total h.f. words	377	385	385	355	393	363	422
Total words	495	492	476	435	517	438	559

Note: **h.f. words** = high frequency CCED 5◆ & 4 ◆ headwords (top 1900 words of English)
3 diam (diamond) words = CCED 3◆ headwords (approx. 1500 words, following the top 1900 words in order of frequency)
l.f. words = low frequency CCED 2◆, 1◆, 0◆ headwords
Add. = Additional words included by textbook writers (*Monbusho* approved, but not prescribed)

ing courses of study (many important nouns), do not lend themselves to objective grading based on textual frequency. However, verb forms do.

Mindt (1997, pp. 47-49) shows that irregular verb forms are more frequent than regular verb forms. He goes on to rank the top ten most frequent irregular verb forms in the LOB and Brown corpora. His list omits the top three irregular verbs *be, have,* and *do* since "these verbs have to be learned independently at a very early stage" (1997, p. 48). Excluding these, the following ten irregular verbs represent 45.6 percent of the verb patterns of irregular verbs in the two corpora: *say, make, go, take, come, see, know, get, give, find.* Such grading remarkably reflects utility and economy in lexical selection.

All of these irregular verbs are on *Monbusho's* prescribed word-list. However, none of the textbooks includes them all although all the books include various *lower-frequency* irregular verbs. Additionally, recurrence of these irregular verbs in the textbooks is not systematic: Those appearing only once or twice in a given textbook account for 30% of inclusions. Furthermore, their most common uses are not necessarily included, and occasionally, they are erroneously replaced by semantically unrelated MWUs. For example, *Sunshine* (p. 66) and *One World* (p. 101) include the MWU *give up* (CCED: *give up* #1, 2 *quit*) and reference it in their indexes as representing the prescribed word *give* although *give* is not, in fact, included in either textbook. On the whole, there is little evidence of systematic grading seen in the inclusion and treatment of irregular verb forms found in the textbooks.

Recurrence and Reinforcement of Prescribed High-Frequency Lexical (Full) Words

While for obvious reasons many grammatical or *empty* words recur often and consistently in the

textbooks, many lexical or *full* words do not. As Table 1 shows, there is a wide variation of recurrence of words and, thus, their patterns of reinforcement. This variation is seen both within individual textbooks concerning different words in the sample, as well as across textbooks concerning identical words in the sample. This finding is exacerbated if words which are found in portions of the textbooks not likely included in classroom instruction are excluded.

While the sample is not large enough to make definitive statements concerning the recurrence of full words in textbooks overall, none of the textbooks shows a consistent pattern of recurrence of words within the sample. Furthermore, lack of systematic recurrence was seen in previously cited findings concerning words *by* and *any* (Bowles, 2001) and is similarly evidenced in the above consideration of the grading of irregular verbs. Overall, the combined findings suggest that it is not uncommon for many words to appear only once or twice in an entire textbook. These findings contrast sharply with those of the excessive recurrence of the word *like*, suggesting that its treatment is an anomaly. On the other hand, including the findings concerning the word *like* in the consideration of recurrence would increase the variation of recurrence of words in a given textbook to as much as 87 to 0, which is a wide variation, indeed. Words that are not reinforced in textbooks will likely not be retained by learners.

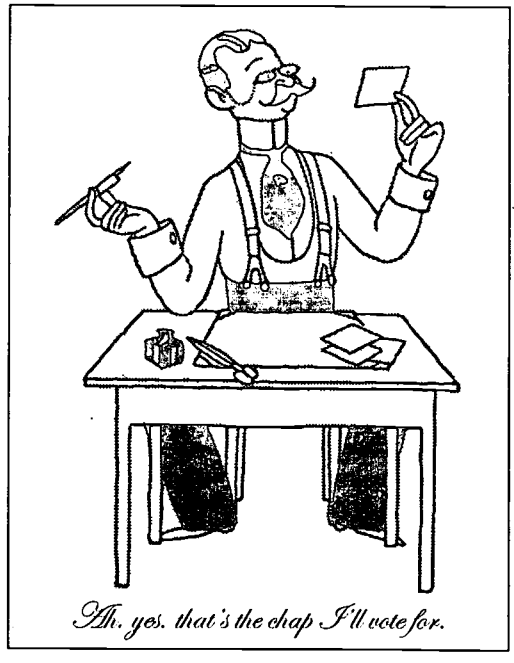
Additional Words (*Monbusho*-Approved but Not Prescribed) in the Textbooks

Of primary concern here is the extent to which high-frequency words are included among the additional words in the textbooks. Given *Monbusho*'s restriction on the overall number of words allowed, utility and economy in vocabulary selection are even more imperative. On average, words of very low-frequency [2◊, 1◊, (no) ◊] account for 31% of the additional words in the textbooks. The actual number of additional low-frequency words ranges from 25 words in *Sunshine* to 67 words in *Total English*. The actual number of additional high-frequency words included in the textbooks ranges from 46 words in *New Horizon* to 81 words in *Total English*.

Table 2 is a numerical breakdown of headwords included in the textbooks. Setting aside the uses and meanings of the words in the textbooks (which may exclude their most common ones), the quantitative number of high-frequency headwords included in the textbooks compares unfavorably to the recommendations of scholars cited herein, particularly in light of the pedagogical objectives set for learners and their future EFL needs and requirements, discussed above.

Additionally, as noted, the number of *Monbusho* prescribed high-frequency words (494) remains constant over the three-year course period. Furthermore, *Monbusho*'s restriction on the overall number of words limits additional words to approximately 500 words over the same period (and this number is a maximum limitation, not a requirement). In the first-year textbooks only 44% of additional words overall are high-frequency words. While it is a matter of speculation what percentage of additional words in the two subsequent courses are high-frequency ones, the evidence in the present review does not suggest systematic attention to textual frequency. It is likely, therefore, that the total number of high-frequency words included in the full three-year course for any textbook does not exceed 700. This is the number of high-frequency words included in some *first-year* EFL course books (compare Willis, J. and Willis, D., 1988).

A look at the actual low-frequency words reveals that many of these are of highly questionable pedagogical value. Allowing for the inclusion of words relating to school life and the L1 culture (approximately 14% of the total number of words), as well as important low-frequency nouns, many words still stand out as of very limited use: *ace, appliance, chimney, cider, crust, donkey, embroidery, hog, miller, needle, precious, squeak, tidings,* and *u-turn*, among others.



Concerning words from among the 3◊ CCED band, some seem of little practical value to first-year junior high school students: *enemy, exhibition, opera, moral, saint;* and the incongruity of these words alongside such dubious low-frequency words as *bow-wow, grunt, mew, moo, sleepyhead,* and *woof* is striking. From a lexical perspective, it is difficult to intuit any pedagogical justification for the inclusion of such words, particularly in light of the relatively low percentage of

important high-frequency words in the books.

Given the prominent role of the EFL textbook as the primary, if not sole, EFL text/resource used in public lower-secondary schools, the research provides strong empirical evidence of serious inadequacies in the number of high-frequency words on both the Ministry's word-list and in the textbooks overall. These inadequacies are further exacerbated given the previously cited findings concerning qualitative aspects of the inclusion of prescribed words in textbooks.

Further concerns arise as *The Yomiuri Shimbum* (25 January 2001, p. 1) reports that the new curriculum proposed for 2002 Ministry *Guidelines* "aims to reduce class hours and subject content by about 30 percent." What this will mean for EFL instruction in lower-secondary schools remains to be seen; however, it is clear that any additional reduction in the number of words included in Ministry-approved textbooks will only further disadvantage public lower-secondary school EFL learners in pursuit of the EFL objectives set for them and their future EFL learning needs.

Michael Bowles has been teaching EFL in Japan for nearly ten years. Before that he taught in Budapest, Hungary. He has his BA in English language and literature from the University of Virginia, USA and his MA in TEFL/TESL from the University of Birmingham, UK.

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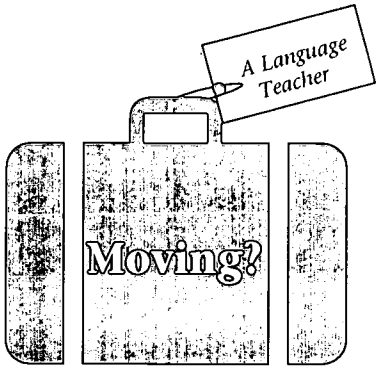

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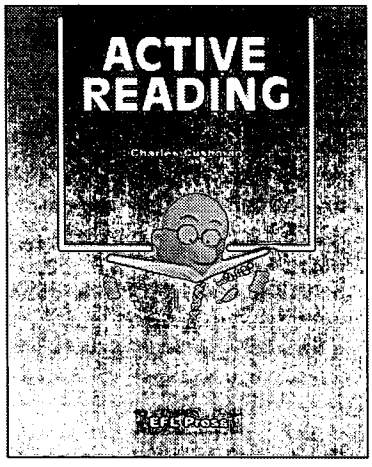

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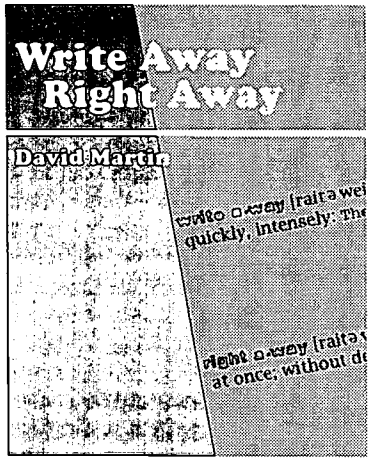

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Paul Stapleton
Hokkaido University

Applying for a University Job in Japan: A View from the Inside

日本の高等教育機関における外国語教師の求職に関しては、近年競争が益々激化している。大学及び短期大学における教師雇用が減少しているので、求職者人口が増大するという結果になっている。このような状況下では、求職者が自分はなぜ応募しても採用されないのか、また、今後の応募の際に採用のチャンスを拡大する方法は何なのかと考えるのは当然である。本稿は、過去に応募の経験を持つ人々、またこれから応募する計画の人々に対して、明快な説明と情報を提供するために、内側から見た選考過程を取り上げ、分析するものである。小規模な調査ながらも、本稿は求職希望者に対し募集の過程を説明し、アドバイスを行うことを目的としている。

Introduction

In recent years, there has been considerable discussion about the demographics of Japanese society and how they are impacting institutions of higher education. The number of 18 year olds has fallen 25% in the past 10 years, while there has been no significant rise in those wanting to enter higher education (*The Japan Times*, 2001a). The actual figures reveal a bleak picture, with the number of students entering university last year only reaching 1.33 million, compared to 1.8 million in 1992 (*The Japan Times*, 2001b). The figures for junior colleges are even darker, with only 131,000 entrants, down from 240,000 eight years earlier. These statistics suggest that new job openings for university teachers will decrease in the coming years. The declining number of students puts foreign language teachers especially at risk because their tenure at secondary and post-secondary institutions is generally less secure than is their local counterparts, *e.g.*, the policy of offering limited term contracts for foreign lecturers at national universities has long been maligned. Long gone are the days of the bubble era when native English speakers, without pre-arranged employment, could land at Narita and have a full-time teaching position within a few days.

While demand is being squeezed by unfavorable demographics, a whole new generation of well-qualified young teachers is entering the job market. The present study will show that this has partly come about because of the JET program, which has brought thousands of young people to Japan, many of whom have decided to stay on by finding positions in teaching outside of the program. In the year 2000, there were over 6,000 assistant English teachers (AETs), of whom over 95% were native English speakers (The Ministry of Foreign Affairs of Japan, 2001). While most of these did not originally come to Japan with specific qualifications in language teaching, ambitious members AETs have been able to upgrade their teaching qualifications to at least the Masters level via distance education programs, mostly out of the UK and Australia. Language schools, such as NOVA, are also contributing towards the supply of teachers by attracting native English speakers from abroad. Indicators from the present study reveal that language school teachers are also upgrading their qualifications in order to secure university posts.

With this backdrop, this present small-scale study will present a few statistics gleaned from the hiring

of two lecturers at a large national university over the past two years. In this study, the job title in question was *Foreign Lecturer of English language*. The salary range was 6-7 million yen per annum and the minimum qualification required was a Masters degree in applied linguistics or a similar field. The posting was listed as having an upper age limit of 33 years old and was a limited term contract. Candidates were asked to submit a resume, a cover letter, a list of publications, two letters of recommendation, and a photo. Although such a small study cannot claim to represent the recruitment process in Japanese universities as a whole, it is believed that this study may reflect present trends in the qualifications and experience of young teachers as well as the recruitment procedures at universities. Arising from this experiment, several suggestions will be made to job-hunting readers about how to improve their chances of becoming a successful candidate.

Recruitment

Even the least tech-savvy job hunter now realizes that the Internet is the most powerful tool for finding a job. This year, for the first time, the recruitment process described here relied solely on the Internet to advertise a vacant position. Of the 110 applications that came in for the two job openings over the past two years, 40% came from overseas. While this figure may not be so different from those in the past, it is significant to note that for the one post available this year due to the sudden departure of one teacher, there was only a three-week period between the time that the advertisement first appeared and the application deadline. In this case, also 40% of applicants resided abroad. The conclusion that may be drawn from these figures is that the Internet, while making job searches easier, has also made them more competitive. It should be noted that applicants were allowed to send their resumes by email attachment this year. Table 1 is a brief summary of the characteristics of the applicants.

Selection

Most universities in Japan do not have human resource departments dedicated to recruitment. An Internet search of recruitment websites at universities in the region (Hong Kong, Singapore, and Macau) revealed that of the 12 surveyed, all had human resource offices. On the other hand, a search of English language teaching positions between January and May of 2001 on the NACSIS job site, which is confined to Japanese universities, found that only one out of 20 job openings required candidates to send their applications to a personnel office. This means that, for the most part, recruitment in Japan is wholly administered by teaching staff in committees. In the case of the present study, the committees consisted of five members for each recruitment exercise. Committee members varied each year and were chosen by vote in department meetings. In each of the two years for the postings discussed in this study, I was a committee member.

Table 1. Characteristics of Applicants in Two Recruitment Exercises

Criteria	% per posting
Masters in applied linguistics or related field	70
Masters in other fields	30
PhD or PhD candidate status	12
JET experience	25
Japan experience	77
Japanese language school experience	55
Japanese university teaching experience	20
Publications	45

Once the deadline was reached, all committee members were given time to read through each resume, an average of 32 for each recruitment exercise (Table 1) after an initial screening had eliminated candidates who were ineligible because of the age restriction or for other reasons. The objective criteria listed in Table 1 constituted an important part of the decision making process. Naturally, the length and location of teaching experience and other measures such as the quality of the publications, which are not noted in Table 1, also had considerable effect. For example, with all other criteria being equal, a candidate with full-time university teaching experience as well as refereed publications would have a better chance of being shortlisted than a similar candidate with part-time experience or unrefereed publications. In the end, because of the age restriction, most candidates had neither refereed publications nor full-time Japanese university experience. The age restriction may also have also been a reason for the lack of candidates with experience in activities such as editing journals or presenting at conferences. Other more qualitative criteria that influenced committee members included the comments of referees, presentation style, the name of the university where they had studied, and the cover letter. Suffice to say that the objective criteria, listed above, served to create the shortlist for most committee members, while the qualitative criteria were usually saved to distinguish between shortlisted candidates.

Recruitment in Japan is wholly administered by teaching staff in committees.

In any recruitment process, various intangibles exist that make the outcome somewhat unpredictable. In a perfect world, these would be eliminated resulting in the best candidate always being selected. Biases always exist however. Perhaps the worst of such biases are connections or nepotism, something not unknown in Japan. Encouragingly, in the case of both selections in the present study, personal connections or nepotism played no role. Other nuances, however, can sometimes appear. One of these may include the attempt to achieve balance within the department. For example, language departments often attempt to have speakers from several different countries so that local teachers can draw on different knowledge about language, accents, dialects, and culture. If a department has five foreign lecturers and all of them come from the United States, for example, there may be some bias towards filling a vacancy with a UK national for the sake of diversity. Ideally, such a bias would not result in the selection of someone who is significantly less qualified or experienced simply because of his or her nationality. Selection committees may also attempt to achieve a balance of the sexes. These criteria can sometimes be critical factors when committees are left with the best of the shortlist. A final word should be said about the photo that was required along with the other application documents. In some Western countries photos have long disappeared from applications because of the possibility for discrimination based on appearance. In a similar search of the NACSIS website of English teaching jobs as that described above, it was found that fewer than half of the recruitment exercises surveyed required a photo. Interestingly, none of the other sites in the region, also described above, required a photo.

. . . the Internet, while makng job searches easier, has also made them more competitive.

Advice

While all job postings have their own characteristics and peculiarities, some lessons may be gleaned from the recruitment exercises discussed in this study. Easily, the most poignant of these is the rapidly rising standard of job applicants. Successful candidates for the same position as little as three years ago would not even have made the shortlist this year. The opportunity to upgrade one's education via distance learning appears to be making a doctoral degree the new standard for university language teachers. It is no coincidence that last year's successful applicant was a doctoral candidate, and the final three shortlisted candidates this year were all engaged in doctoral studies. Some may argue that requiring a doctorate to teach what largely amounts to first and second year undergraduate conversation classes is an excessive requirement. This may well be true, and to some extent a doctor of applied linguistics may even perform the job more poorly due to expectations that are unrealized. However, the fact remains that university administrators need to satisfy both bureaucrats and the public, including parents and students, that they have recruited highly qualified staff. Underscoring this is the rapid growth in the number of graduate schools in Japan. The number of doctorate degrees awarded by Japanese universities increased by 67% between 1990 and 2000 (Japan Information Network, 2001). Thus, a native English-speaking teacher with a doctorate provides a university with the flexibility it may need to fill teaching openings in graduate courses.

Beyond educational qualifications, an equally important concern of selection committees is simply whether the applicant appears able to do the job. Past and current experience is considered the best indicators of this; therefore, full-time university teaching experience is most desirable, closely followed by a good record of part-time experience. Strong letters of reference help to substantiate this experience. Published works, especially those that have been refereed, are even more important than letters of recommendation because they attest to a candidate's commitment to research in the field.

The appearance of one's application is a subjective, but an important final consideration. From examining the files from two candidates in the recruitment exercises for this present study, two suggestions can be made:

- In your cover letter, don't intimate that you require a certain minimum number of weeks of holidays to pursue other activities, even if they entail legitimate research.
- If a photo is requested, don't send a group photo with a caption below saying, "I'm the one in the red shirt."

Brevity also plays a role in one's presentation. As stated above, human resources offices generally do not handle recruitment in Japan. Accordingly, candidates should appreciate that selection committee members have other professional commitments to attend to. When applicants write at length about their enthusiasm and teaching philosophy, the reader immediately wonders whether these attestations shouldn't be voiced by referees, not the candidate him or herself. In effect, anyone can say, "I'm a great teacher." Such pronouncements are effectively meaningless and only waste the time of committee members. Because committee members have limited

time and dozens of applications to peruse, candidates have a very limited time to make an impact. The cover letter and resume should be confined to three pages, although some committee members may be willing to read more. Naturally, publication and presentation lists should not be limited. Other suggestions include buying a tasteful folder and reasonable stock paper.

Finally, consider that another set of human beings, fully equipped with their own sets of biases, will open your envelope (or email attachment) and immediately begin to form impressions of you upon seeing and touching your presentation. Spend time thinking about the following layout suggestions: (a) centering, (b) repetition (don't use multiple fonts), (c) alignment, and (d) proximity (don't crowd your margins; leave plenty of white space).

After reading this far, some readers may find the application process daunting. Aspiring to get one's foot in the door but lacking many of the qualities outlined above, the future may appear bleak. It needn't be. Unlike 10 years ago when entrance into masters programs was much more competitive, good distance education programs will accept almost anyone with a credible undergraduate degree. Some assignments towards the degree can be sent off to second-tier journals, and those that are rejected can be sent to lesser, unrefereed journals at institutions where one may be teaching part-time. After three years, not only has one attained a graduate degree, but one has also acquired a legitimate publications list. Undoubtedly, this is easier said than done; however, a cursory scan through the resumes of the 62 candidates who were surveyed for this study reveals that many of them had followed this exact course. The shortlisted candidates had gone even further and secured doctoral level qualifications. As we head deeper into the twenty-first century, this is the reality that every aspiring university language teacher faces.

Paul Stapleton, EdD, has taught English language in Japan, Hong Kong, Macau, and Canada.

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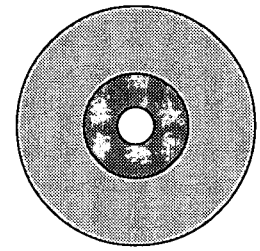

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日本人英語学習者における照応関係の習得に関する実験調査
－aとtheを中心に－

谷村　緑
大阪外国語大学大学院博士課程

Experimental research on the articles *a* and *the* in discourse by Japanese learners of English
Referential uses of the word *the* include the usage in which the object referred to has been mentioned for the first time, in contrast with the usage in which the object is already known to both speakers. For instance, the meanings would be defined by how the context was interpreted. Another way of interpretation is by way of indirect anaphora, which refers to all the things that are associated with the word. This study looked at how words such as *a* and *the* were acquired at the discourse level, with a view to establishing methods to aid the learner. A multiple-choice test was used on seventy willing participants to examine how native and non-native speakers differentiate between the aforementioned references. The results revealed that native and non-native language users used *a* and *the* differently and that more than one answer would be acceptable depending on how the context was interpreted.

I．はじめに

1) The latter was Colonel Ross, *the* well-known sportsman, the other Inspector Gregory, *a* man who was rapidly making his name in the English detective service.

(Doyle, 1996:298)
イタリックは筆者

これはDr. WatsonがColonel RossとInspector Gregoryを読者に紹介している箇所であるが、Inspector Gregoryの説明ではa manとなっているが、一方Colonel Rossについては、前の文脈にはスポーツマンであるとは述べられていないにもかかわらず、the sportsmanとなっている。前者のaの使用は、読者が関係代名詞節によって表される意味内容を知らないという作者の前提に依存する（板垣，1991参照）。つまり一般にいわれるように、読み手とって新しい情報がaでマークされている。反対に後者のthは「みなさんもご存じの」というように、まるで読者がColonel Rossのこと知っているかのような印象を与える（織田，1999参照）。このように照応するものが文中に明示されていないにもかかわらず、theで名詞をマークするということがある。以下の2)の例も用法は異なるものの、前後の文脈に直接照応する先行語が存在しないという点では1）のtheの例と一致する。

2) We checked the picnic supplies. *The* beer was warm.
(Haviland and Clark, 1974: 514-515)

(山梨，1992でも引用)

2）の例文は山梨（1992)が間接照応とよぶもので、beerがthe picnic suppliesという語に関して連想されうる語としてtheでマークされ、the picnic suppliesと関係付けられる[1]（Halliday and Hasan 1976, 池上1985, なども参考）。以上にみた２つの例は、一見新出にみえる名詞にtheが付加されているものであるが、読み手は記憶の中に存在する一般的な知識によって何を指しているのか決定することが期待されている(Gundel, Hedberg and Zacharski, 1993)。つまり、文中には先行語が明示されてなくとも、指示同定が可能なことがある。

バフチン流のアプローチによると、現実の言語使用は話し手/書き手と聞き手/読み手との相互作用によって作り上げられるので、談話はその置かれている文脈から切り離されては存在し得ない。言い換えると実際の談話の表現形式は相互作用によって決定され、結果としてでてきた表現形式は唯一のものではなく妥当な表現がいくつもあり得る。しかしながら、一般に多くの文法書に載っているような新出の不特定な名詞にはa、２度目に出てくる指示同定が可能な名詞にはtheを付加するという単純化されたものでは説明がつかず、そのような単純化されパターン化された例文で学習すると、学習者はそれが現実の普通の言語使用と同じであると誤解しかねない。従ってここでは照応を中心に、上記の *the* の用法に焦点を当て、日本人英語学習者の習得状況を穴埋め（選択）テストを基に検討する。すなわち1)文中に先行語が明示されていない照応語に対するa, theの選択に関して英語母語話者の選択のゆれと日本人英語学習者の選択の分布とを比較し、相違点を考察する。2）間接照応を直接照応（２度目に出てきた語を指示同定するｔｈｅ）[2]の冠詞選択の正答率と比較し

て、日本人英語学習者のそれぞれの用法の習得状況を把握する。

II. 先行研究

新出の名詞にaを付加するかtheを付加するかは、書き手と読み手の相対的な関係で決定されるため、表現がゆれるが、それを実際に調査するとなると、その要因の分析が困難となる。これを避けるために実験調査ではもっぱら答えが一つになるように作られているものが多い。たとえば、水野(2000)は日本人英語学習者のaとthe、theとφ（冠詞がない）、theとthatの談話における誤用に焦点をあて、文中における出現の位置が、エラーの頻度を左右するかどうか検討している。そこから得られた知見は、be動詞の直後の冠詞のエラーが一番少なくその他の位置のエラーが多いこと、談話レベルのエラーは学習者の中期から後期になっても消滅しないこと、又、学習者はtheとthatを意味的に等価とみなすことなどである。

表現がゆれるものを使った調査としては、Miura and Christensen (1990)が挙げられる。彼らは、日本人英語学習者に照応表現(*this, it, that, this* + NP, *the* + NP, *that* + NP)の中から使用可能と思われるものを全て選択させるというテストを行い、指示対象の長さ(the house, the big beautiful house)、指示対象及び照応表現の位置（主格、目的格）、照応と指示対象との距離、トピックの維持から調査している。この実験からは、*it*と*the* + NPの使用が多いこと、*this*と*this* + NPの使用が少ないことが明らかになった。このことについて彼らは、*this, this* + NPは指示性が強く、直示的に使用されるために、学習者が使用を避けたとしている。しかしながら、両研究では余分な文脈解釈が介在しないニュートラルな文がテストに使用されており、現実の談話や、話し手/ 書き手と聞き手/ 読み手との相互作用を通して様々な文脈解釈が生じ得るという観点が、排除されている。又、水野(2000)においては談話レベルの冠詞の用法を分類せずにひとまとめに考察しているため、どの用法がよりエラーの頻度が高いのか定かでない。以上のことから、以下のような研究目的を立てる。

(1) 文脈解釈による英語母語話者の選択のゆれと英語学習者（初級・上級を含む）の選択の分布を比較する。
(2) 直接照応、間接照応の視点から、談話レベルの冠詞の用法に関し学習者の習得状況を把握する。

III. 調査方法

1. 被調査者

非調査者は英語専攻でない短期大学1年生が27名、英語専攻の外国語大学1年生が20名、英語母語話者（英会話学校の先生や交換留学生など)が22名（イギリス人 12名、アメリカ人 3名、カナダ人 7名）である。短期大学1年生では、例えば日記で「今日は疲れた」と述べようとして"Today is tired."と書くような初歩的な誤りが頻繁にみられる。一方、外国語大学1年生にはこのような誤りはみられない。

2. 調査の内容

学習者には20分間の一般英語熟達度を測るテスト(Appendix A)[3]を行った後、指示詞と冠詞の穴埋め（選択）テストを行った(Appendix B)[4]。

前後の文脈を通して決定される冠詞の使用をとう問題には、たとえば、問題文中の"He was (冠詞 D) magician for (冠詞 E) traveling circus."という箇所が挙げられる。a magicianの場合は、サーカスには何人かのマジシャンがいる可能性があり、そのうちの一人と解釈される。一方the magicianの場合は、サーカスには一人しかマジシャンがいないという解釈になる。traveling circusについても同じことがいえるが、これらの問いでは母語話者が前後の文脈からa とtheの選択でどのような分布をみせるのか、学習者は似た傾向をみせるのかということが調査された。

問接照応をとう問題には以下の箇所が挙げられる。

> Sam held up (冠詞 B)small rectangular present. It was wrapped in black and gold paper.
> "Who's it from?"
> My mom read (冠詞 C)card and made a sour face, "Your uncle Joe."

（冠詞C ）が問接照応に当たり、既出の「プレゼント」という語から想起される「カード」がtheでマークされる。直接照応をとう問題には、上述の問題文の最後の行「お母さんはカードを読んで、苦い顔をした」という箇所をうける "(冠詞 F) card says 'Happy Birthday, Magician-in-training...." が挙げられる。この2つの用法では先行語が明示されているかどうかで学習者の習得がどのように異なるかが調査された。

3. 設問について

文脈解釈によるa, the, ×の選択に対応する空所 …… (B) (D) (E)
問接照応のa, the, ×の選択に対応する空所 …… (A) (C)
直接照応のa, the, ×の選択に対応する空所 …… (F) (G)
（×は冠詞を必要としない）

4. 被調査者のグループわけ

英語専攻でない短期大学生と英語専攻の外国語大学生の英語熟達度テストの点数は、Welch検定の結果、P値=0.00166 < 0.05で有

表1 a, theの選択の比率（%）

(B)	NS	上級	初級	(D)	NS	上級	初級	(E)	NS	上級	初級
a	71.4	81.0	81.0	a	81.8	95.2	73.1	a	72.7	55.0	22.2
the	28.6	19.0	19.0	the	18.2	4.8	7.7	the	27.3	20.0	55.6
				×	0	0	19.2	×	0	25.0	22.2

表2 観測度数の調整化残差5

(B)	NS	上級	初級	(D)	NS	上級	初級	(E)	NS	上級	初級
a	-1.325	0.010	1.251	a	-0.119	1.831	-1.624	a	2.833**	0.762	-3.414**
the	1.325	-0.010	-1.251	the	1.513	-0.98	-0.525	the	-1.059	-1.792	2.677**
				×	-1.588	-1.536	2.986**	×	-2.475**	1.313	1.143

* p <.05, ** p <.01

意な差があったので、英語母語話者(以降、NS)、外国語大学生（以降、上級）、短期大学生（以降、初級）の３つのグループを設けた。

Ⅳ 結果・考察

この章ではⅢの3で示した設問の種類順にa, theの選択の分布がNSと学習者（上級、初級を含む）でどのように相違・相似するかについて検討する。又学習者の習得状況を考察する。

1. 文脈解釈によるa, theの選択

空所(B)について、表1から明らかなように、aの選択は、NS、上級、初級ともに高い数値を示している。又、表2で被調査者グループ間の有意差が認められないことから、日本人学習者（上級、初級を含む）は、初出のaの扱いに関しては、ほぼNSと近い成熟度を示しているといえる。同時に、数字を厳密に見れば、NSがtheの選択で(28.6)という数字を示したことは、統計的な有意差には達していないが、注意されるべき点で、先行文脈の中に先行詞を求めようとする姿勢が、日本人学習者よりNSに強いといえる。theの選択は、前文のthe other presentやoneを先行詞と考えたものと思われる。

空所(D)について、表1より、aの選択は上級が非常に多く(95.2)、NS、初級の順で減少している。上級で特にaの選択が多いのは、先行する文脈にmusicianがないために、新出の表現として理解されたと思われるが、新出のものにはaを付加する傾向が、初級より強いように思われる。theの選択は、初級(7.7)、上級(4.8)と比較的数値が低いのに対し、NSは（18.2）となっている。学習者に比べて、NSにtheの選択が多いのは、後続するin a/the circusから特定可能と理解されたためと思われる（Gundel, Hedberg and Zacharski 1993 参照）。Xの選択は初級にのみにみられ、表2より、初級のXの選択に有意差が認められる。初級の学習者には、musicianが可算名詞であり冠詞を必要とするということが十分理解されていないようである。

空所(E)について、aの選択はNSに一番多く(72.7)みられ、上級、初級の順で数値が減じている。表2より、NSのa の選択と学習者両グループのa の選択との間には有意な差が認められる。両学習者グループとは異なり、circusを新出の表現であると解釈したNSが多かったことがわかる。theの選択は、初級が一番多く(55.6)、NS、上級の順に減少している。a とtheの選択に関しては上級と下級との間で選択率が逆転していることが見て取れる。表2から、初級にaの選択が少ないことと、theの選択が多いことが有意な差としてあらわれている。Xの選択はNSにはみられないが、上級が(25.0)、初級が(22.2)と、両学習者グループにみられる。初級、上級ともにcircusに冠詞が必要であるということが十分に理解できていないようである。

以上の３つの空所についてまとめると、名詞によっては初級だけでなく上級もXを選択していることから、冠詞の習得に困難が伴うことがわかる。又NSが前後の文脈を視野に入れてaかtheの選択を行っているのに対し（特に空所D ）、初級では可算・不可算の区別の時点から困難がみられるのに対し、上級では照応するものが文中に明示されてなければaを選択するという傾向がみられる。これは初級では十分習得されていない基本的なa, theの用法に上級が熟達したことを示すが、と同時にNSのような文脈解釈には到達していないことも示している。

表３　間接照応のa, theの選択比率（%）

(A)	NS	上級	初級	(C)	NS	上級	初級
the	90.9	81.0	85.2	the	100.0	35.0	38.5
a	9.1	19.0	14.8	a	0	65.0	61.5

表４　観測度数の調整化残差

(A)	NS	上級	初級	(C)	NS	上級	初級
the	0.841	-0.745	-0.100	the	4.918**	-2.406*	-2.478*
a	-0.841	0.745	0.100	a	-4.918**	2.406*	2.478*

* p <.05, ** p <.01

表５　直接照応のa, theの選択比率（%）

(F)	NS	上級	初級	(G)	NS	上級	初級
the	100.0	100.0	82.6	the	100.0	100.0	50.0
a	0	0	17.4	a	0	0	50.0

表６　観測度数の調整化残差

(F)	NS	上級	初級	(G)	NS	上級	初級
the	1.393	1.444	-2.758**	the	2.581**	2.490*	-4.984**
a	-1.393	-1.444	2.758**	a	-2.581**	-2.490*	4.984**

* p <.05, ** p <.01

2. 間接照応のa, theの選択

空所(A)について、表３からわかるように、間接照応にもかかわらず、選択率は初級、上級ともに非常に高く、NSに近い数値となっている。aの選択に関してはNSの(9.1)に対し、上級(19.0)、初級(14.8)と学習者の方が高い数値を示している。学習者の中では特に上級の方にaの選択が多いが、kitchenを新出の表現と捉えたからではないかと思われる。表４が示すように有意差はみられないが、上級に比べて初級の方がよりNSに近い。しかし初級は文脈解釈から冠詞の選択を行ったというよりは、 “in the kitchen” という１つの固まりで学習した結果として、文脈解釈を行おうとした上級よりもNSに近い分布を得たのではないかと思われる。たとえば、ある中学校一年生用の参考書をみてみると、in Tokyo, in the parkなどが覚えるべき重要表現として熟語のように例示されている。

空所(C)について、表３において選択率はNS(100)に対して、上級(35.0)、初級(38.5)ともに低い数値になっている。present とcardの関係をtheで表す、ということはまだ十分に理解されていないようである。表４より、NSと学習者グループの選択の分布には有意な差があったことがわかる。つまりこの問いの選択に関しては、学習者グループ両方ともに習熟していない。

この２つの空所についてまとめると、間接照応であっても、学習者（初級・上級を含む）の空所(A)の選択と空所(C)の選択には差がみられる。もしも学習者が、文脈上登場人物は家の中におり、家には普通kitchenがあるから、そのkitchenを特定するためにtheが使用されるのだという知識を持っているのであれば、(C)の選択も(A)選択と同じような過程を経てNSに近いものになるはずである。（たとえば、池上1985:69ではフレームという概念を用いて、ある語に関して連想される様々な語は、英語ではtheを付加することにより関係が明示されると述べられている。）しかし(A)の選択のみNSの選択に近いということは、そのような知識を体系的に使用できるほどの習熟度ではなかったと考えられる。

3. 直接照応のa, theの選択

空所(F)について、表５より、theの選択はNS、上級が(100)、初級が(82.6)となっている。直接照応でしかも直前のものと照応するため初級でも高い選択率を示したようである。表6 より、初級の選択に有意差がみられることから、初級はまだ十分には熟達していないようである。

空所(G)について、表５より、theの選択はNS、上級が(100)に対し

て、初級は(50.0)にとどまっている。照応語と先行語との距離が離れており、そのために初級で選択率が低くなっているのではないかと思われる。上級は距離に関係なく理解できているようである。宇野・清水(1995)が、「照応詞」が何を指しているのかを指摘させる読解テストで、「先行詞」と「照応詞」の距離が大きくなるほど正答率が低くなると述べていることからも、距離が「照応詞」の理解に影響していると思われる。表6より、すべてに有意差がみられるが、これは初級がNS、上級とかなり異なる分布を示したためである。

以上の空所(F)(G)の直接照応を間接照応と比較すると、上級は間接照応に比べて直接照応に習熟しているといえる。しかし、初級は文中に明示されている語を照応するtheの用法よりも間接照応のin the kitchenの選択率が一番NSの選択率に近い。この初級の結果は非常に興味深い。あくまでも推測の域を超えないが、in the kitchenがひとまとまりとして暗記されているとすると、大きな文脈の流れに対する考慮や談話におけるa, theの機能よりも、今までに学習したこと又は聞いたことがあるという理由が選択を決定づけるということをうかがわせる。ある初級学習者の「きいたことがあるかないかで(選択を)決める」という発言もこのことを裏付ける。

V. まとめ

ここでは照応における一見新出に見える名詞にtheが付加される用法を取り上げ、NSと学習者の冠詞選択を比較しながら考察した。文脈解釈によるa, theの選択については表1の(B)(D)(E)のように、名詞ごとに、学習者(上級、初級を含む)の選択に変化がみられた。NSは後続する文脈も考慮した上で冠詞選択を行っていたが、両学習者グループとも一貫した選択ができるまでには十分習熟していないようである。表5の直接照応に関しては、上級は先行語と照応語との距離に関係なく正しく理解できているのに対し、初級は距離が離れると理解が難しくなることがわかった。表3の間接照応(A)(C)に関しては、初級、上級ともに選択率が大きく異なり、一概には間接照応の習得が難しいと断定できなかったが、過去の勉強方法や参考書等の提示のし方が冠詞選択に影響を与えていると考えられる。

学習者の中には「聞いたことがある」という既存の知識が、文脈におけるa. theの機能よりも優先されているものがいた。しかし、今回取り上げたtheの用法に関しては、記憶の中に存在する一般的な知識体系(たとえばフレーム)によって指示同定可能な名詞にはtheが付加されるという説明を学習者に加えることができる。その説明により、以下のような類例も理解し易くなると考えられる。

3) The man drove past our house in *a car*. *The exhaust fumes* were terrible. (Hawkins, 1978:121)

4) The man drove past our house in *a car*. *The dog* was barking furiously. (Hawkins, 1978:123)
(山梨,1992:87でも引用)

又、a, theの選択のゆれには読み手の解釈の異なりが関係するということも学習者の談話理解をうながす上で重要である。「はじめに」で挙げた例のthe picnic suppliesにthe beerが含まれるかどうかも個人によって差があるであろうし、文化が変わればその二つは全く関係しないかもしれない。このような説明は学習者の談話に於けるa, theのより深い学習につながると考えられる。

最後に、今回の調査の限界と課題について述べると、まず調査項目の問題数が少なく、被調査者も限られていたため確固たる結論を導くことが出来なかったことが挙げられる。又、自然な言語使用を重視したため物語の一部を抜粋したが、そのためにかえって学習者に文脈理解という負担を与えてしまったということが考えられる。今後の課題としては、より調査項目、被調査者の数を増やし、包括的な学習者の照応理解を調査することが上げられるであろう。

(注)

1. 2)の例文に対し山梨(1992)はbeerがthe picnic suppliesという語に関して連想しうるあらゆる語の必須の要素ではないとことわっている。
2. 山梨(1992)は例文2)の照応関係を間接照応とよび、前後の文脈に照応する語が明示されている場合の直接照応と区別している。直接照応の例を以下に挙げる。
   We got some beer out of the trunk. *The* beer was warm.
   (Haviland and Clark. 1974: 514-515)
   (山梨. 1992でも引用)
3. 一般英語熟達度を測るテストにはインターネット上で一部公開されているTOEFLのテストを利用した。
4. 冠詞・指示詞について調査を行ったが、今回は冠詞についての調査結果のみに限る。
5. それぞれの観測度数にカイ2乗検定をかけ、その結果の残差をだしたものである。

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Appendix A

性別　　(男性 / 女性)
海外滞在期間　(　　週間/　　ヶ月/　　年　ヶ月)
TOEFL受験回数(受験したことない/　　回)

一般英語のテスト

①次の文を読んで、以下の質問1～10に対する答えをA～Dから1つ選んでください。回答欄は別です。

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village nearly Line 800 miles from where it begins. It is massive in size and extremely complicated to operate.

The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick

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Jeremy Harmer

Time past, time future: Language and methodology in century 21

Tokyo and Osaka only

Michael Rost

7 ways of energizing speaking-listening classes

Rod Ellis

Focussing on Form in Communicative Tasks

Craig Zettle

Harness New Possibilities with Longman English Online!

October 20, Saturday

Tokyo
10:45 - 5:00
British Council
1-2, Kagurazaka,
Shinjuku-ku, Tokyo
162-825

October 21, Sunday

Osaka
10:45 - 5:00
British Council
Dojima Avanza 4F,
1-6-20 Dojima, Kita-ku, Osaka
530-0003

October 27, Saturday

Nagoya
12:00 - 5:00
Sakae Gas Building 4F Room A / B
3-15-33 Sakae, Naka-ku, Nagoya-shi
0008

October 28, Sunday

Fukuoka
12:00 - 5:00
Fukuoka Tenjin Building11F Room 11
2-12-1 Tenjin, Chuo-ku, Fukuoka
810-0001

Time past, time future: Language and methodology in century 21

Presenter: Jermy Harmer

The point of this session (half workshop, half talk) is to look at changes in language - and the way it is delivered - and discuss what this means for practising language teachers. Starting out by looking at text messaging, e-mails etc we're going to discuss how language is changing (taking in Chaucer, Shakespeare, Ali G on the way), especially with new means of communication - the Internet 'rocket we have hitched a ride on, and none of us has a clue where it's heading.' (John Naughton, New Statesman July 2000)? What's wrong with the Internet (cf. Theodore Roszak's 16 reasons why schools should never buy computers)? What's right about it for people on their own and for students and teachers in-groups?

We will all have our say about how (if at all) the teacher's role needs to change when there's the Internet around. We may say that they need to be familiar with the new technology - but we've been there before; we will probably agree that preparation is vital for effective Internet use; perhaps we will conclude that the move towards a more facilitative teaching style (in the last 20 years) has been a perfect preparation for successful use. And with luck everyone will agree that on the whole, despite all the changes we are going through (in technological terms) it is still good to be with people, sharing their lives, breathing with them and learning from them. The classroom, real, not virtual, will be with us for a long time yet. Changed, perhaps, but not changed utterly

Tokyo and Osaka only

Harness New Possibilities with Longman English Online!

Presenter: Craig Zettle

Longman English Online, a new, multimedia course for self-access or distance learning adult students, gives teachers a powerful way to amplify or complement traditional classroom instruction. The presenter will highlight the benefits to both the teacher and the student, of personalized, interactive online learning and demonstrate how course management tools can boost classroom interaction and instruction.

7 ways of energizing speaking-listening classes

Presenter: Michael Rost

In this talk, Michael Rost will outline seven ideas for energizing your speaking-listening classes. These ideas help increase learner confidence and autonomy, as well provide students the opportunity for developing their attention, focus, and memory for language points. In addition, they provide the teacher with clear ways of providing useful feedback to learners, a feature that is often lacking in communicative language classes. The seven ideas that will be discussed are: 1. Rotating conversations, 2. Questioning games, 3. Survey reports, 4. "English Out There" presentations, 5. Audio reflections, 6. Group reconstruction activities, 7. Self-Other communication tasks. Teachers can adapt these activities and principles for listening-speaking classes at all levels.

Focussing on Form in Communicative Tasks

Presenter: Rod Ellis

What is the purpose of introducing a focus on form into a communicative task and how can this be achieved? This talk will address these questions by examining the psycholinguistic rationale for tasks that focus on form, drawing on theories of skill-learning and implicit language learning. Three ways of designing focussed communicative tasks will be considered; (1) structure-based production tasks, (2) comprehension tasks and (3) consciousness-raising tasks. Examples of these tasks will be provided. In addition, various implicit and explicit methodological techniques for drawing attention to form while a communicative task is being performed will be considered. These techniques will be illustrated with extracts from communicative lessons involving attention to form. The talk is intended to be of interest to teacher educators and second language acquisition researchers and also of practical value to teachers.

Schedule for Tokyo and Osaka		
10:45 - 11:15	Registration	
11:15 - 11:30	Opening Remarks	
11:30 - 12:30	Harness New Possibilities with Longman English Online!	Craig Zettle
12:30 - 12:45	Break	
12:45 - 1:45	Focussing on Form in Communicative Tasks	Dr. Rod Ellis
1:45 - 2:00	Break	
2:00 - 3:00	Time past, time future: Language and methodology in-century 21	Jeremy Harmer
3:00 - 3:15	Break	
3:15 - 4:15	7 ways of energizing speaking-listening classes	Dr. Michael Rost
4:15 - 5:00	Meet the presenters／Book Display	

Schedule for Nagoya and Fukuoka		
12:00 - 12:30	Registration	
12:30 - 12:45	Opening Remarks	
12:45 - 1:45	Harness New Possibilities with Longman English Online!	Craig Zettle
1:45 - 2:00	Break	
2:00 - 3:00	Focussing on Form in Communicative Tasks	Dr. Rod Ellis
3:00 - 3:15	Break	
3:15 - 4:15	7 ways of energizing speaking-listening classes	Dr. Michael Rost
4:15 - 5:00	Meet the presenters／Book Display	

Registration form

How to Apply: Advance reservation is necessary for all events.
Please mail or fax us the reservation form below.

I/We would like to register for the seminar in: ☐ Tokyo / ☐ Osaka / ☐ Nagoya / ☐ Fukuoka

Name (s): _____ School: _____

School Adress: _____

Tel: _____ Fax: _____ e-mail: _____

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forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

One of the largest in the world, the pipeline cost approximately $8 billion and is by far the biggest and most expensive construction project ever undertaken by private industry. In fact, no single business could raise that much money, so 8 major oil companies formed a consortium in order to share the costs. Each company controlled oil rights to particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

質問

1. The passage primarily discusses the pipeline's
A. operating costs B. employees
C. consumers D. construction

2. The word "it" in line 5 refers to
A. pipeline B. ocean C. state D. village

3. According to the passage, 84 million gallons of oil can travel through the pipeline each.
A. day B. week C. month D. year

4. The phrase "Resting on" in line 15 is closest in meaning to
A. Consisting of B. Supported by
C. Passing under D. Protected with

5. The author mentions all of the following as important in determining the pipeline's route EXCEPT the
A. climate B. lay of the land itself
C. local vegetation D. kind of soil and rock

6. The word "undertaken" in line 30 is closest in meaning to
A. removed B. selected
C. transported D. attempted

7. How many companies shared the costs of constructing the pipeline?
A. 3 B. 4 C. 8 D. 12

8. The word "particular" in line 34 is closest in meaning to
A. peculiar B. specific C. exceptional D. equal

9. Which of the following determined what percentage of the construction costs each member of the consortium would pay?
A. How much oil field land each company owned
B. How long each company had owned land in the oil fields
C. How many people worked for each company
D. How many oil wells were located on the company's land

10. Where in the passage does the author provide a term for an earth covering that always remains frozen?
A. Line 3 B. Line 13 C. Line 19 D. Line 32

回答欄

1	2	3	4	5	6	7	8	9	10

②1 ～4は下線に当てはまるものを、5～10は誤っている箇所を、A～Dから1つ選び記号で答えてください。回答欄は別です。

1. Refrigerating meats _____ the spread of bacteria.
A. retards B. retarding
C. to retard D. is retarded

2. Throughout the animal kingdom, _____ bigger than the elephant.
A. whale is only the B. only the whale is
C. is the whale only D. only whale is the

3. The fact _____ money orders can usually be easily cashed has made them a popular form of payment.
A. of B. that C. is that D. which is

4. The first article of the United States Constitution gives Congress _____ to pass laws.
A. the power B. has the power
C. the power is D. of the power

5. Electrical (A) disturbances on Earth are frequently (B) caused with storms on the surface (C) of the sun. (D)

6. Inventor Granville Woods received him (A) first patent on (B) January 3 1884, for (C) a steam (D) boiler furnace.

7. A deficient (A) of folic acid is rarely found (B) in humans because (C) the vitamin is contained in (D) a wide variety of foods.

8. The gopher digs (A) with the big strong claws of its (B) two front foot (C) and with its overhanging (D) front teeth.

9. An internationally famous ballerina (A), Maria Tallchief demonstrated (B) that the (C) quality of ballet in North America could equal those (D) of the ballet in Europe.

10. As two nuclei move closer together, their mutual
A B
electrostatic potential energy becomes more large and
C D
more positive.

回答欄

1 2 3 4 5 6 7 8 9 10

Appendix B

テストに使った物語
Scieszka, J. (1993). *Knights of the Kitchen Table*. New York: Puffin Books.

[指示詞]には「this ・that・it」から、(冠詞)には「a ・an・the・×」から最も適当と思われるものを選んでください。回答欄は別にあります。

[指示詞 1] all started with my birthday. My two best friends, Fred and Sam, were over at my house. We were just sitting around (冠詞 A) kitchen table doing birthday kind of things.

My mom started scooping up wrapping paper to throw away. [指示詞 2]'s when Sam found the other present.

"Hey, Joe, here's one you missed." Sam held up (冠詞 B) small rectangular present.

[指示詞 3] was wrapped in black and gold paper.

"Who's [指示詞 4] from?"

My mom read (冠詞 C) card and made a sour face. "Your uncle Joe."

"Yahoo!"

Uncle Joe was the best uncle anybody could have. He was (冠詞 D) magician for (冠詞 E) traveling circus. And his presents were always the best. Uncle Joe's stage name was "Joe the Magnificent." I was named after him.

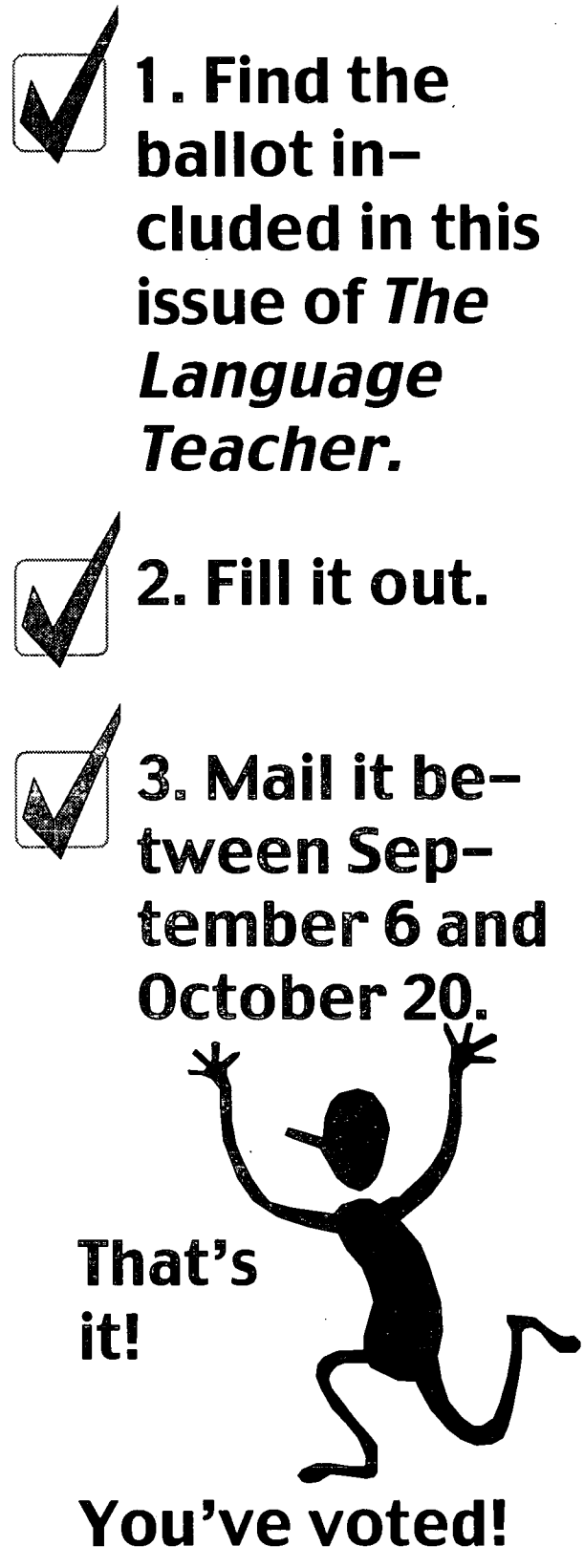
(冠詞 F) card says 'Happy Birthday, Magician_in_training. Be careful what you wish for. You might get [指示詞 5].'

"[冠詞 6] is weird paper," said Sam, wiggling (指示詞 G) present back and forth in the light.

回答欄

1[ ] 2[ ] 3[ ] 4[ ] 5[ ]
6[ ]
A( ) B( ) C( ) D( )
E( ) F( ) G( )

Midori Tanimura is affiliated with the Graduate School of Integrated Studies in Language and Society, Osaka University of Foreign Studies. 略歴：大阪外国語大学大学院言語社会研究科博士後期課程に所属しております。英語学習者の談話（又はテクスト）における一貫性(coherence)と結束性(cohesion)の習得について研究しています。
住所: 631-0811奈良県奈良市秋篠町７６７; 電話/Fax 0742-45-3803
Email: tani@hat.hi-ho.ne.jp



edited by joyce cunningham & miyao mariko

Language teachers in Japan, Korea, Thailand, and Taiwan are preparing to bring young people from their countries to the Asian Youth Forum (AYF), an international youth event to be held at the November PAC3 conference at JALT2001 in Kitakyushu. This report looks at the story of one such teacher and an AYF project she initiated.

The Asian Youth Forum: Creating Opportunities for Real World English

In September of last year, I had the fortunate experience to cross paths with Kip Cates at the national KoTESOL Conference in Taegu, South Korea. Unbeknownst to me, he would have a great impact on my next academic year of teaching.

At KoTESOL, I listened to Kip explain about the Asian Youth Forum (AYF), a unique experiment in cross-cultural communication and understanding between young people from Japan, Korea, Thailand, and Taiwan. The concept of college-aged students from all over Asia coming to the PAC3 conference in Japan to use English-as-an-Asian-Language to problem-solve, discuss world issues, and promote peace was exactly what my students needed. I'd been looking for a real world experience for them and flew back to Japan to initiate an Asian Youth Forum English speech contest at my university.

Wouldn't it be great, I thought, if the top three speech contest winners each got an all-expenses paid trip to participate in the three-day Asian Youth Forum at PAC3 in Kokura, Kitakyushu? Having an idea is one thing; putting it into action another. Luckily, the timing was right, since my university had just launched a new International Communication Department. A speech contest that motivated students to use their skills in an international forum complimented this new educational effort. Consequently, the idea was well received.

I tried to think of a speech contest theme linked to the Asian Youth Forum and, after discussions with colleagues, decided on "English as a Tool for Intercultural Communication and Understanding," with students speaking on what the theme meant to them. My colleagues and I formed a speech contest committee and set about managing details ranging from chairs needed to the selection process for the final eight students.

We decided to limit the contest to full-time KUIS (Kanda University of International Studies) undergraduate students. For publicity, Kip mailed me AYF posters which I enlarged to post throughout the KUIS campus. I distributed memos to teachers and students advertising the contest and explaining the application process. I also researched speech contests on the Internet and chose a format based on the American Legion's annual speech contest.

By June 1, 2001, 37 students had applied with their tapes and manuscripts. Getting students to do extra outside regular classroom work and participate in special activities is not easy for any university. Therefore, we were happy with the number of applicants. The deciding factor in making the event a success was the cooperation of my colleagues in encouraging students to apply, giving them moral support, and volunteering to help with the judging.

As long as actual contest costs were kept to a minimum, our university administration was very generous in supporting the "all expenses paid" trips to the AYF for the three contest winners. The top three winners were given gift vouchers and all finalists received small monetary tokens of appreciation. Using available software, certificates were printed at no cost, and a simple stage with appropriate lighting and podium was set. To help the audience understand the judging, an overhead transparency was used to explain the American Legion format.

At 2:00 p.m. on June 16, 2001 at Millennium Hall on the KUIS campus, the first Asian Youth Forum Speech Contest began with the theme "English as a Tool for Intercultural Communication and Understanding." Although the audience was small, the speakers delivered their speeches with a combination of nerves and enthusiasm. For all of them, it was the first time they had given a speech in English in such a formal setting. In the end, however, more important for the students than winning was the opportunity to really use English, instead of just studying it.

For most Japanese college students, going abroad is cost prohibitive, but this year, they can meet Asia right here in Japan. As an educator who has lived, taught, and studied in both South Korea and Japan, I would like to congratulate Kip Cates and the AYF team for their courageous but hopeful initiative.

Using English as an Asian Language for peacebuilding and international understanding is something we can all support. My students will be at the Asian Youth Forum in Kitakyushu this November, and my administration has said that next year's speech contest winner can go to the next Asian Youth Forum at PAC4 in Taipei, Taiwan. I encourage you to give your own students the chance to use real world English and experience international youth exchange. Finally, I hope your school can send its own winners to a future AYF, too.

For further information: AYF website: <www.asianyouthforum.org>; Kip Cates, AYF Coordinator, t/f: 0857-31-5650, <kcates@fed.tottori-u.ac.jp>

Reported by Beth Barry, Kanda University of International Studies <bbarry@hotmail.com>

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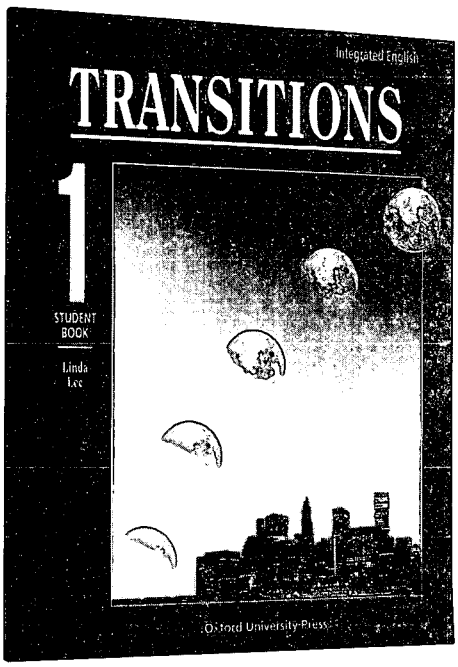

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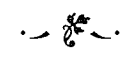
edited by brian cullen & erin burke

The annual "My Share Live!" Materials Swap Meet will be going on again this year at JALT2001 in Kitakyushu. Bring 50 copies of an original lesson or activity to the Materials Writers SIG table, and you can take home a copy of each of the materials your fellow conference-goers submit. For more info, contact MW SIG at <john-d@sano-c.ac.jp>.

The Recipe Forum



Glenn Gainer, *Toyo University*
<gtgainer@gol.com>

Quick Guide
Key Words: Communication project, recipes
Learner English Level: Intermediate
Learner Maturity Level: University
Preparation Time: Considerable
Activity Time: One hour

In Toyo University's Department of English Communication, we occasionally combine several classes for one period to provide an enriched, energized atmosphere for communication. For these special sessions, one class has the responsibility of planning the program or activity. My group decided to use food recipes as the focus for their event. This decision led to a term project that culminated in a grand finale of student presentations. This article describes how student-generated recipes can be turned into a major communication event called *The Recipe Forum*.

Background

The use of food recipes in communicative language classes is nothing new. Many textbooks contain examples, and suggest that students write original recipes. (See Jones, 1996, pp. 8-9 for an example.) These basic activities have merit, and I find that students respond appropriately. However, it was a revelation for me as a teacher to discover that a great deal more could be done with these student recipes.

Initial Preparations

In preparation for the Recipe Forum, each student in my section was to write a food recipe. The food had to be delicious, and the recipe clear, exact, and easy to follow. I also felt that the food should be somewhat unusual, or, perhaps, contain a secret ingredient. (Some of the more interesting offerings were fried gumbo, *shiso* spaghetti, strawberry mousse, and a tuna omelet.) Each student also had to make a supporting poster.

Difficulties

In a project of this type, there are bound to be difficulties; however, the difficulties provide learning opportunities for both student and teacher. For example, the first drafts of the recipes contained a large number of misspellings and word choice problems; e.g., many students were not clear on the difference between a *frying pan* and a *flying pan*. The over use of dictionaries also had to be addressed. In one case, I suggested that the Japanese expression *oyako donburi* was more appropriate, and certainly more appetizing, than *parent and child rice bowl*.

Some of the posters also had to be revised. Even though I required the posters, I was not sure what they should contain. I left this to the students, and, naturally, I got a variety of poster types. Some of the students simply listed the steps in their recipe. I realized that these posters would not lead to the desired type of communication, as presenter and audience would simply read the information given. However, other students developed very attractive posters that were quite artistic and informative. These posters contained pictures of the ingredients and also showed the necessary steps with arrows and other devices. They used only essential words, such as, *slice*, *stir*, and *dice*. These posters were far superior to the ones described earlier because they required the presenter to use his or her own words to communicate the message. After this discovery, I required all students to produce the second type of poster.

Rehearsals

After the recipes and posters were revised, I felt that a rehearsal was necessary. I divided my class of 28 into two groups of 14, designating one group as presenters and the other as audience. Each presenter had a booth and the audience circulated freely around the classroom observing and asking questions. Later, roles were reversed. During these practice sessions the atmosphere and energy level were excellent. At this point, I knew the activity was going to be a hit at least as far as student enthusiasm was concerned. The classroom was literally humming.

Final Preparations

The success of any major event relies heavily on final preparations. The students had to revise their recipes and posters, and make copies of their recipes for the audience. (Naturally some students forgot the copies until the very last minute.)

As the overall coordinator, I had to

- reserve a classroom for about 90 participants.
- make invitations explaining the event to other classes.

- borrow a microwave oven from the *Somuka* Office to heat some samples.
- arrange the desks into an appropriate configuration.
- set up a CD player for background music. (Though not absolutely necessary, music contributes to the atmosphere.)
- set up a video camera.
- arrange for everything to be cleaned up after the event.

Conclusion

The Recipe Forum met with enthusiasm from the presenters, the observers, and other faculty. Familiarity with the topic, intrinsic interest in food, and the artistic posters created an environment in which the students could communicate effectively and enthusiastically. Holding all 28 presentations simultaneously created excitement, and reduced the stress associated with making a presentation. It also allowed the students to make their presentations several times during the hour. The presenters and their observers actively engaged in two-way communication and also seemed to have a great time. For the event coordinator/teacher, it was a great deal of work, but the results were well worth the effort. (To view pictures of the actual event, see the Toyo University, 2000, webpage listed in the reference list. There will also be a demonstration and video of this activity at JALT2001 on Friday, November 23, at 6 p.m. in Room 21C.)

References

Jones, L. (1996). *Let's talk*. Cambridge: Cambridge University Press.

Toyo University, Department of English Communication (2000). *The Recipe Forum*, <http://bunbun.toyo.ac.jp/ei-com/lecture/gahawo/cook.html>.

Name Cards for Monitoring Attendance and Motivating Students

Rob Alan Brown, *Bunkyo University, Chigasaki, Axis Jiu-Jitsu Academy, Tokyo*

<relvisab@hotmail.com>

Quick Guide
Key Words: Attendance, motivation
Learner English Level: All levels
Learner Maturity Level: All levels
Preparation Time: About 30 minutes
Activity Time: N/A

Large classes and the need to record attendance are facts of life in most programs. Here is a simple and practical way to minimize wasted classroom time while actually achieving a motivational effect.

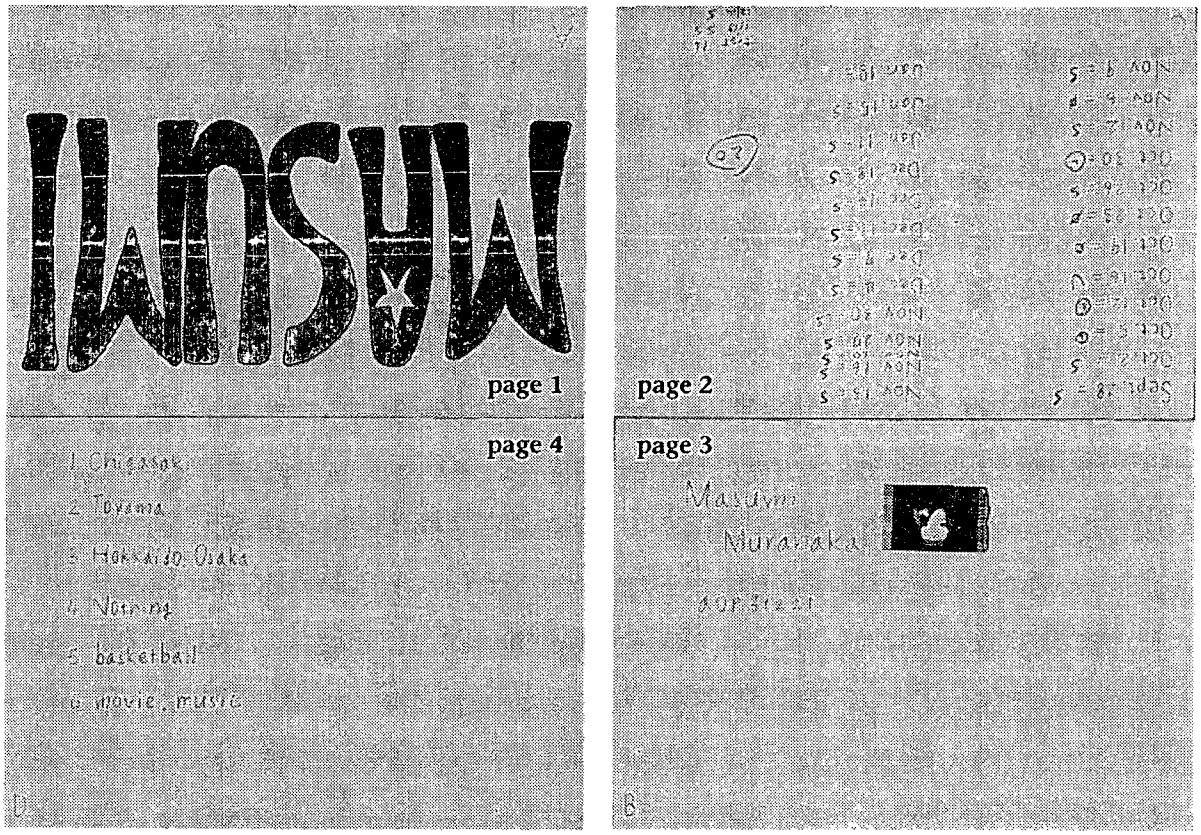
Ask the office to provide you with a stack of A3-size thin cardboard sheets. Following the example in Figure 1, fill out one card as a sample for the students. First, fold the card in half. Second, on one outside surface write the name you wish to be addressed by in class, in large, clear, dark letters, with the top of the letters toward the fold. This will be page 1. Third, on the other outside surface, write *hometown, countries I have visited, hobbies, interests* (for examples), with enough space to fill in the name of one's hometown, etc. This will be page 4. Next, open the card. The top part of the card will be page 2, and the bottom part will be page 3. Now on page 3, write from the top down and left to right, the day and date of each scheduled class meeting for the entire term. Write "=" after each date and make sure that there is at least an inch of space between the columns, and a half inch, more or less, between the rows. Now, on page 3, write on the center of the page, clearly and neatly, your full name the way it will appear on school records. Write it first in *romaji*, and below that, write it in *kanji* (if it can be). Now, below your name, write your student number. Finally, paste a small photograph of yourself in the right hand upper corner of the page.

Your name card is now complete. Photocopy enough that every student will have one to use as a model. Hand this out first. Then give them the A3 cardboard and ask them to fold their card like the sample that you will hold up for them to see. After they have done this, ask them to use the photocopy as a model, substituting their own name and personal details. You can also mention that the name on page 1 can be a nickname or a complete pseudonym.

In order to be able to efficiently record their grades after every class, you will need the information on all pages of the name card to follow the same pattern as the model. It will probably take the students about 30 minutes to fill out their cards in this way the first time.

At this point, ask the students to check their neighbor's card against the model. After this has

Figure 1.



been done, you will collect all of the cards that are satisfactorily filled out. At the start of every class, you will hand the students their name cards, which they will set up like little tents on their desk with page 1 facing the instructor. This will not take any longer than it would to read the attendance, and it will yield more accurate results (i.e., by eliminating "assisted attendance"). As the student receives his or her card, the instructor might easily make a comment or ask a question concerning the student's interests, when relevant, addressing each student by the name they chose to be addressed by. You will also be able to circulate among them and at a glance take note of information that will give you a sense for who that student is outside of the classroom.

On page 3, you will record the student's grade for the day—yes, for the day, each and every day, each and every student. Actually, it isn't as difficult as it might seem. I inform them that the grading will be S (for satisfactory) which will reward a minimal meaningful attempt to participate in the class that day, which is operationalized as being in class, being awake, having a book, having it open to the relevant page, not talking to their classmates in Japanese, and responding to the occasional questions that I will ask them. If they fail to achieve an S for the day, they receive a U. This may seem excessively either-or, and all or none, as it does not distinguish between degrees of satisfactory participation. But that is the point. It is not intended to. Degree of satisfactory participation is accomplished over time, and the final grade represents consistency of effort. To encourage this sort of effort, students are rewarded on a daily basis for satisfactory performance but not punished for unsatisfactory performance, other than by not receiving an S. (We know that in all but a few special cases, reward is a more effective than punishment in facilitating learning.) I write an O with a slash through it as a placeholder to discourage anyone from attempting to alter their record.

Recording the daily grades is easy because the cards for the absent students are still on my desk, and the students' name cards are prominently displayed so I can make a discrete note in advance as to who will not be receiving their daily S. I enter the U's first, immediately after collecting the name cards. All of the remaining cards receive S's by default. The photographs on the upper right hand corner of page 4 help me remember the students

even when they are not there, and in general, and especially at grading time, help to put a face to the numbers. Within two or three class meetings, the students will have grasped the cause and effect relationship between minimal meaningful participation one day and the presence of a nice large S on their name card the next class day, and it will subsequently be unnecessary to record more than an occasional U.

The final grading policy is also posted. The policy rewards the student with a particular letter grade according to how many Ss they have accumulated, for example, 14 Ss = C, 18 Ss = B, and so on. (I treat this as a minimum; depending on such factors as progress and their general attitude and earnestness, I feel free to give them a somewhat higher grade, and at this point the photograph on page 4 becomes essential.)

At the beginning of each class, all students know how they did in the previous class and how they are doing overall. They also know how many Ss they need to achieve the grade they want and accordingly, how many classes they can afford to miss. There are no secrets, either in how they are being evaluated or in what that evaluation is. In fact, they can clearly see that their grade is entirely dependent on their own effort. This seems to have a positive motivational effect, in that both attendance and participation improve as the term proceeds.

Novel Ideas for Using Authentic Student-Generated Materials

Eleanor A. Kane
Hiroshima Bunkyo Women's University
<ekane@h-bunkyo.ac.jp>

Quick Guide
Key Words: Authentic texts, student-generated materials, reading, writing
Learner English Level: Intermediate and above
Learner Maturity: Senior high school and above
Preparation Time: None (or about one hour if one does the same homework in Japanese). Responding to students' notebooks: variable
Activity Time: 40-60 minutes

After attending a very interesting presentation on student-generated textbooks at JALT98 by Richard Humphries and Paul Borg, I wished to try some of their ideas using authentic texts in my own classroom, on the assumption that students would be more interested in materials they had chosen themselves. I decided to use authentic texts as they offer a wide range of interesting topics as well as providing rich examples of current English usage.

Procedure

At the beginning of the semester I asked students to find an English text from newspapers, magazines, or the Internet every week. They were asked to find a text relating to our textbook one week and to choose their own topic every other week. They were then asked to write down definitions for at least ten words, and write about 100 words in response to the text. In class they would work in small groups and explain their texts to each other. While students were presenting I would go from group to group, checking that the homework had been done, listening in, or participating.

Accordingly in the first two classes, students were asked to form small groups, explain their texts to each other in simple English—verbatim reading was forbidden—and to ask questions about the texts. Next students chose the most interesting text, or the person who had worked hardest, and that person presented her text to the class. Students who were chosen by their peers received 5% toward their final grade.

Problems and Solutions

Most of the problems and solutions which follow also relate to classrooms in general.

Problem 1: The first problem was that of student workload. Non-English majors complained of spending three or four hours a week on this homework, mainly because they couldn't find appropriate texts. Many students brought completely unrelated texts and claimed they had only realised the text was inappropriate after having spent several hours translating it.

Solution: This problem was dealt with by simply halving the amount of homework. Students were asked to find a text once a fortnight. I also persuaded more of them to use the Internet to find texts. In addition, I began to do the same homework as the students but in Japanese. I exchanged my notebooks with students, for them to comment on and correct. At that point, I realised just how hard the homework actually was!

Problem 2: Exploiting the texts in the same way each week seemed rather stale after two attempts. Humphries and Borg had used their students' texts to spark discussions and for writing exercises but my students' English was not so advanced. I

wanted to continue small group work, which most students seemed to enjoy and could do well, without having them do the same thing each week.

Solution: This second problem was dealt with by varying the group patterns. Sometimes I manipulated who sat with whom, as suggested by Klippel. In one class I gave each group a ball of string. Every time a student spoke English she had to take the string so that a web was created among the students. That week the student who spoke the most, as evidenced by the amount of string, presented her text to the class. In some classes, students were asked to sit in two concentric circles facing their desks toward each other. The inner circle students remained static while the outer circle students moved to the next seat every three or four minutes. In this way they were able to present their texts about 10 times and hear another 10 students' texts. Then the "best" students, as chosen by their peers from both the inner and outer circle, presented to the class as a whole. The following class was done using buzz groups: students presented in their own groups, and then formed a group with one student from each of the other groups. Next they summarised their original groups' texts; finally students chose whose presentation they would like to hear. In another class, students chose the best text from their small groups and each chosen student was asked to go to a different corner with her notebook. The teacher then told the class what topics had been chosen and students decided whose presentation they would like to listen to most and went to the corresponding corner. No doubt there are many more ways to exploit the texts with lower-level learners and I would be grateful for any suggestions.

Problem 3: The same students seemed to be contributing well each week while other students failed to participate.

Solution: This problem was addressed through the grading system. The notebook was to count towards 49% of a student's final grade, i.e., seven points for each of the seven entries. Students were also required to write down a question for each other member of their group and this was also checked when notebooks were submitted. Students also gained points towards their final grade by asking a question to the student who presented at the front of the class; therefore students knew that it was in their best interests to practice a few questions in small groups.

Problem 4: Texts taken from the Internet were often poorly written.

Solution: This problem was solved by requiring students to search only certain Internet sites, such as newspapers and magazines. Homepages were not to be used.

I have found that students are meticulous about their notebooks and enjoy having them as a record of their study. Notebooks were collected and read every second week.

Exploitation of the texts takes at least 40 minutes per class, longer if concentric circles are used. As I am not required to prepare anything for this part of the class, I find that I am able to plan more labour-intensive activities for the remainder of the class, or to use this extra time to read students' notebooks.

References

Klippel, F. (1984). *Keep talking.* Cambridge University Press.

Humphries, R. & Borg, P. (1998). *Content and creation: Student-generated textbooks.* Paper presented at JALT98.

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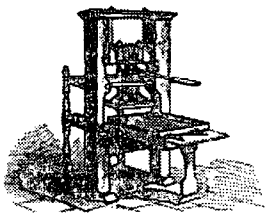

This is a fairly new (begun last fall) periodic column that gives JALT's publisher associates a chance to tell TLT *readers about themselves, their products, innovations, etc. outside of regular advertising. In this column, David Martin of EFL Press tells us about the history and philosophy of the company as well as a bit of info on a top-selling book.*

EFL Press: Learner- and Teacher-Friendly Materials for Japan

I'd like to take this opportunity to introduce EFL Press to the readers of the *TLT*. EFL Press is a Japanese corporation which publishes English textbooks for the Japanese market. The majority of texts claiming to be designed for the Japanese market are, in fact, aimed at a larger Asian/world market. Our books meet the needs of Japanese students better because we focus on the needs of a specific population.

Our company is called EFL Press because our textbooks are designed for the EFL market, rather than the ESL market. Teachers sometimes (incorrectly) refer to themselves as ESL teachers while teaching in Japan when they are really teaching EFL. Technically, in the professional literature, ESL refers to English as it is used *outside* the classroom in an *English* speaking country. In this case, English is used as the students' *second* language. On the other hand, EFL refers to English as a *foreign* language, where English is learned in the classroom and is not used outside the classroom for everyday purposes.

On the surface this distinction may seem trivial. However, most textbooks do not work well with EFL students because these students have different needs. Likewise, Japanese students have different needs (and interests) than students from other Asian cultures. Thus, to make the best possible materials for the Japanese market, EFL Press focuses exclusively on the Japanese student. One glance through any of our texts will show you what we mean.

I'm often asked about how our company got its start. We published our first textbook, *Talk a Lot: Communicating in English*, back in 1995. Since then we have grown and now offer nine courses, covering all the skills. I think our company is unique in that we did not start out as a commercial enterprise, but rather out of a desire to provide books that would truly work well with Japanese students. EFL Press was started by myself while I was still teaching full-time. Over the years teaching here in Japan, I was constantly frustrated with textbooks that failed to live up to their promises. I felt compelled to write materials that would work, out of a responsibility to my students. So even before EFL Press was formed, I had written and self-published several courses which had proven to be very successful, both for my own classes and for colleagues' classes as well. I couldn't understand why there was such a lack of quality textbooks for Japanese students on the market, and so I became frustrated to the point of making a decision to do something about it. I would write a conversation course designed exclusively for Japanese students, one that *really* worked, and one that would really motivate students. I was determined that a large publisher would publish the course, and that it would become a bestseller.

After a year of writing, piloting, and rewriting the course, I knew I had something special, something both teachers and students would really get excited about. Upon completion, *Talk a Lot: Communicating in English* was submitted to several major publishers. Most publishers were very interested, but all eventually rejected publication for either vague or silly reasons. The most interested publisher had sent the course to five anonymous reviewers (teachers) to get their feedback. Below are excerpts from the actual conclusions made by the reviewers. Reviewer A: "*Talk a Lot* is an interesting and unique text with a broad range of activities and varied syllabus. The variety of activities, which are task based and encourage active student interaction, is perhaps the most impressive aspect of the text, and sets it apart from any other texts currently on the market. The market for this textbook in Japan could be considerable in that there seems to be a dearth of high-quality textbooks. Overall, with some changes, it could capture a sizable share of the market. I would, therefore, not hesitate to recommend the publication." Reviewer B: "If I were recommending a textbook for my school, I would probably suggest this one." Reviewer C: "I recommend publication. I would definitely use this text in my junior college conversation classes." Reviewer D: "The textbook fills a need that my colleagues and I have felt for a long time. The fact that the course is designed for Japanese students and contains Japanese language and references to Japanese culture is another plus. I recommend publication." Reviewer E: "The text has many positive qualities. It is short and to the point and provides a full array of clever activities. I would recommend the publication of this text with an eye for the EFL market."

Naturally, I was thrilled to read such positive reviews and became even more confident the course would be published. However, months later I became very disheartened (and downright angry) upon receiving the publishers' reasons for not wanting to go ahead with publication: "It will overlap too much with our basic course materials;" "There is

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no room for this mateiral [sic] in our range at this time;" "It doesn't fit with our needs for the next few years;" "It unfortunately doesn't fit into our current publication priorities;" and the most ludicrous excuse of all: "It's too FUN."

Still convinced that the book had huge potential, I took the plunge and established my own publishing company to market and sell the book in Japan. And thus EFL Press was born. *Talk a Lot* quickly became a huge success, and we have received a never-ending stream of praise for the series: "These books are the best for Japanese students!" "I don't know what I'd do without it!" "I love the activities in *Talk a Lot*!" "*Talk a Lot* is a fantastic, fantastic book!" "*Talk a Lot* is fabulous! Brilliant!" "The lessons really work!" "The *Talk a Lot* texts are the most enjoyable I've ever used. I've recommended them to a number of teachers and their response has been the same," ad infinitum.

You can find out more about EFL Press by visiting our website at <www.EFLPress.com>. There you will find an online catalog, online ordering, forms for requesting free samples, articles on how to teach English effectively in Japan, and a very useful links page to other EFL resources. If you should have any questions or comments about our materials, please feel free to call, fax, or email us.

David Martin, EFL PRESS

Departments

Book Reviews

edited by steven snyder and oda masaki

Language in Use: Pre-intermediate. Adrian Doff and Christopher Jones. Cambridge: Cambridge University Press, 2000. Student Book: pp. 128. ¥2650. ISBN. 0-521-77407-1.

Language in Use is a four-level series conversation textbook with a dual task-based syllabus: grammatical and topical. Grammar and vocabulary units are alternated with the aim of recycling learnt language and incorporating "learning" and "acquisition." Grammar units focus on grammar but utilize vocabulary from previous work, and vocabulary units introduce new vocabulary while allowing students to practice previously learnt grammar. A study section follows each pair of units, and this can be used as either a self-study/homework exercise or as extra class work to check understanding. The units consist of open-ended, creative exercises that allow students of different abilities to each contribute to the task and require the students to use the grammar point in conversation rather than just reproducing the language as in grammar exercises. This approach suits university students who have already studied the grammar but who are weak at using it in conversation or unable to recognize it when listening. However, for students who lack this background, a text that allocates more time to introducing grammar would be more appropriate. Topic selection is representative of the level of the text: They provide the basic skills for everyday communication.

The self-study workbook chapters correspond with the classroom book and are ideal for homework or for students who wish to review on their own. This book can be purchased with or without an answer key. This selection should be made with the motivation level of your students in mind.

The teacher's book has pages of the student book interleaved between helpful instructions which include: an explanation of the exercises, a variety of options and alternatives, homework, sentence writing, comprehension checks, vocabulary work, roleplays, alternative procedures for different types of classes, and explanations of further language points.

There are cassettes for both the classroom book and the self-study book. A variety of accents are featured on the cassettes, exposing students to both native speakers and other learners of English. The extracts are spoken at natural speed and are quite challenging for my first-year English major students. This is excellent preparation for listening to real conversations. Students often seem discouraged however, and expect that they should be able to understand the whole dialogue. Videos have been added to the collection for the new edition.

This revised edition consists of basically the same topics with more information per page resulting in a lighter textbook and a fuller page. The workbook units have also been condensed. With 24 units, *Language in Use* is well suited to a university class that meets twice a week for a year. Each unit has plenty of material for three hours of class time and the self-study book can be used as the homework component of the course. I recommend this textbook

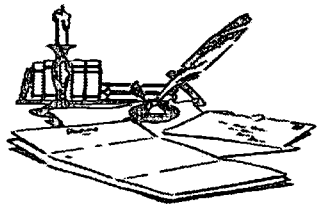
especially to teachers who want to provide creative exercises for students to communicate freely, thereby acquiring language rather than simply learning it.

Reviewed by Amanda O'Brien
Kansai Gaidai University

Heinle and Heinle's Complete Guide to the TOEFL Test: CBT Edition. Boston: Thomson Learning, Inc., 2001. pp. xxiv+584. List price: ¥5213. Guide, answer key, tape script, 4 cassettes, CD-ROM. ISBN: 083840226-7.

July 1998 marked the beginning of the computer-based TOEFL (CBT) examination. People throughout the world are now writing the examination in front of terminals, though there is still a pencil and paper version available in many places. A brief look through the official TOEFL website revealed that there are presently computer-based testing centers in most major Japanese cities; however, examinees in places such as Ishikawa, Kochi, and Miyazaki still must not forget to bring pencils. While it is useful to the pencil and paper TOEFL examinee, Heinle and Heinle's *Complete Guide to the TOEFL Test* was written with the computer user in mind. It is a comprehensive and welcome study aid.

The layout to the guide could not be simpler. There is an introduction followed by four sections, each one corresponding to a section of the exam; at the end of the book are two practice tests. Each section is prefaced by a couple of *About* paragraphs (*About Reading, About Structure,* etc.) which give sensible and often candid advice. For example, in *About Listening*, author Bruce Rogers usefully notes: "On the computer-based test, you will hear the Listening material through headphones . . . The *TOEFL Sampler* says that you can only change the volume before the test starts, but in fact, you can make volume changes by adjusting the on-screen volume icon at any time . . ." The guide offers such practical advice on nearly every page, greatly reducing the chance of exam-day surprises.



This guide is strikingly large. Reading through the sections and working through the problems, it soon becomes apparent that the clear explanations and the wide variety of exercises could help any examinee. How many students would make the effort to digest the 550-plus pages and 4 cassette tapes is another matter. Rogers claims students need 57-80 hours to cover the book thoroughly. For the teacher of a one-semester preparatory course, that would mean a vigorous four months with plenty of homework. For the student studying on his own, many late nights at the *kotatsu*. Certainly, this is a guide for keen students and driven instructors, and its immensity underscores two important facts: Only the experienced score well on TOEFL, and there are no shortcuts to TOEFL success.

That being said, Heinle and Heinle do their best to provide a shortcut by including the *TOEFL Mastery* CD-ROM. Once installed, this program is invaluable to students writing the CBT; it provides both an overview of the exam and sample questions for each section. Students apprehensive of taking the exam on a computer will get hands-on experience. However, there is no real reason for people possessing even the most rudimentary computer skills to worry about this exam; anyone who has used a mouse to click and scroll on the Internet has the manual dexterity and computer skills required to sit for the CBT.

Perhaps the most useful aspect of the CD-ROM is the question review. After the student completes an exam practice section, the computer displays his score and offers him the option to go over his incorrect answers. When reviewing, the computer reveals why the answers were wrong and then asks the student to try again, thereby providing some constructive criticism. Unfortunately, the computer shows little compassion if the student answers the question wrongly a second time: "No, that's still not right. The correct answer is . . ."

The CD-ROM essentially offers everything found in the text and tapes but in a shortened form. Anyone who ignores the text, and the help it suggests, does so at his own peril; but all the same, students studying at the last moment for the exam would be well advised to spend a couple of hours in front of the computer working through the CD-ROM. It is not the same as spending 57-80 hours earnestly poring over the text, but it is certainly better than nothing.

The guide and CD-ROM have much to recommend: They are thorough, they are clear and understandable, and they prepare the student for facing the computer on exam day. The tape sound quality is also excellent. Rogers and his publishers have done a first-rate job in preparing this edition.

On the other hand, this quality guide comes at a hefty price, is not geared specifically to the Japanese student (though there are a number of other guides that are), and will take up plenty of the students' time. Heinle and Heinle do not offer instant results or gratification, but their customers' ultimate reward may turn out to be several years of study abroad at the university of their choice.

Reviewed by Jon Rozhon
Gifu Shotoku Gakuen University

Recently Received

compiled by amanda o'brien

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of September. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Business

*Business Basics** [new ed.], (classbook, teacher's, workbook, and cassettes). Grant, D. & McLarty, R. Oxford: Oxford University Press, 2001.

Course books

*Clockwise Elementary** (classbook, teacher's, resource pack, and cassette). Potten, H. & Potten, J. Oxford: Oxford University Press, 2001.

*Clockwise Pre-Intermediate** (classbook, teacher's, resource pack, and cassette). McGowen, B. & Richardson, V. Oxford: Oxford University Press, 2001.

Reading

*Select Readings** (student book, quizzes & answer key, and cassette). Lee, L. & Gundersen, E. Oxford: Oxford University Press, 2001.

Supplementary Materials

Talking to Yourself in English: An Alternative Approach to E.F.L.: Book 1-Intermediate. Sion, C. Heerlen. The Netherlands: Training Etcetera, 1995.

Talking to Yourself in English: An Alternative Approach to E.F.L.: Book 2-Advanced. Sion, C. Heerlen. The Netherlands: Training Etcetera, 1995.

*Words Around Us . . . and Effective Ways to Use Them. Sheeler, W. D. & Markley, R. W. Ann Arbor: Michigan Press, 2000.

For Teachers

Contact the *JALT Journal* Reviews Editor directly to request the following:

*English for Primary Teachers** (book and CD). Slattery, M. & Willis, J. Oxford: Oxford University Press, 2001.

!The Practice of English Language Teaching. Harmer, J. Essex: Pearson Education Limited, 2001.

*Understanding Language Structure, Interaction, and Variation. An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists. Brown, S. & Attardo, S. Ann Arbor: The University of Michigan Press, 2000.

Vote!

JALT News

edited by amy e. hawley

今月のこのコラムでは、６月２４日に上智大学で開催された、６月のOGMの内容をお知らせいたします。6月のEBMおよび6月のOGMの両方の議事録をご覧になりたい方は、お気軽に私のほうまでご連絡ください。それらは、メーリングリストのメンバーに送付されますし、１１月のJENLにも掲載されます。ご質問やご意見がある場合にも、私のほうまでご連絡ください。

さらに今月のコラムでは、企画担当理事Ｌａｒｒｙ　Ｃｉｓａｒから、JALT2002年次大会委員会に関わる三つのポジションについてのお知らせもあります。記事をご覧になり、ぜひ年次大会の企画に関わってください。これは、いろいろな人と知り合い、かつ静岡での重要な年次大会のチームの一員となる機会です。

This month's column contains the reports from the June Ordinary General Meeting (OGM) held at Sophia University on June 24. For the complete minutes of both the June Executive Board Meeting (EBM) and the June OGM, please feel free to contact me at anytime. They have been posted on all the email lists and will appear in the November JENL. If you have any questions or comments, please feel free to contact me.

Also in this month's column is a request from Larry Cisar, the National Director of Programs, for three positions on the JALT2002 conference committee. Please look them over and think about getting involved with the conference. It is a great chance to meet others and be part of an outstanding conference team in Shizuoka.

JALT Business Report for the Fiscal Year 2000

Conferences

International Conference

At the 26th Annual International Conference, JALT2000, held in Shizuoka City, Shizuoka Prefecture approximately 1,650 people were in attendance over a three-day period. Of this number, approximately 1,400 paid fees and were not included as guests or employees of Associate Members or Commercial Members presentations. All of JALT's Special Interest Groups held their annual meetings and their annual colloquia or roundtable discussions. All committees met to discuss the upcoming year. In addition, JALT held its third Executive Board Meeting (EBM) of the year and its 2nd Ordinary General Meeting (OGM).

Chapter/SIG activities

JALT had 19 Special interest Groups (three with forming status) and 40 Chapters (one forming and 1 on dormant status). Kyoto Chapter was restored to full status while Tochigi remains dormant.

Every Chapter active throughout the 2000-01 fiscal year held a minimum of six meetings, a few

meeting as often as once every month. A number of Chapters and SIGs held events during the year:

JALT Hokkaido held its 17th annual language conference on June 10-11, 2000 in Sapporo. Thirty-six people presented. There were 175 people attending, not including AM (Associate Member) representatives. There were nine AM display booths. The theme was "Education for the 21st Century."

(Alan M. Cogen, JALT Hokkaido President)

JALT Hokkaido and the GILE SIG cosponsored a mini-conference, September 24, 2000 in Sapporo. Sixteen people presented and there were five panel discussions on various topics such as environmental protection, discrimination, human rights, cross-cultural communication, youth exchanges, and NGOs. There were 80 people attending, not including AM representatives. There were six AM display booths and several NGO display booths.

(Alan M. Cogen, JALT Hokkaido President)

Fukuoka JALT held its annual Book Fair on Sunday, January 28, 2001 from 10:00 a.m. to 5:00 p.m. There were 21 scheduled presentations (two of which were in Japanese) and 298 participants signed in (not including publisher reps, children, & students.)

There were 21 associate members registered for booths and the PAC3/JALT2001 promotional booth was designed and staffed by Kitakyushu JALT Chapter.

(Bill Pellowe, Fukuoka Chapter President)

JALT Hiroshima Chapter had its annual Book Fair on Sunday, January 21, 2001 at the Hiroshima YMCA. Approximately 200 people attended (not including Associate Members). There were 15 Associate Member displays and 18 presentations.

(Fujishima Naomi, JALT Hiroshima Chapter President)

On June 24-25, the GALE symposium was held in association with Hiroshima JALT at Aster Plaza in Hiroshima. There were approximately 50 people who attended the two-day symposium.

(Fujishima Naomi, JALT Hiroshima Chapter President)

Publications

JALT published the following juried publications (with registered International Standard Serial Numbers): 12 issues of *The Language Teacher* (including one CD that included volumes 23 and 24, 1999 and 2000 respectively), two issues of the *JALT Journal*, and a conference proceedings. In addition, JALT published a *TLT* supplement, and a conference handbook. Many of the Chapters and each SIG published newsletters, in addition to some monographs, regional conference proceedings, and journals.

JALT's monthly *The Language Teacher* and semi-annual *JALT Journal* were distributed to all members including associate and overseas members and institutional subscribers. JALT's publications staff numbers in excess of approximately 50 volunteers including editors and proofreaders and the webpage editors. Our printing and layout are done commercially. *TLT* continued its Writers Peer Support Group, a free volunteer service to contributors to the magazine to help train them as writers of articles related to their profession. JALT's Writers Peer Support Group has proven itself to be especially valuable to JALT's Japanese members writing English language articles for publication for the first time.

Central Office

JALT's Financial Manager's contract was not renewed and the books and the auditing have been contracted to a certified and bonded auditing firm. The Central office has hired a new bookkeeper to prepare the books for the external auditing firm. The JCO continued to administer the logistical and financial support throughout the year. There is one full-time staff member (the JCO Office Supervisor) and several part-time staff members.

Submitted by Thomas Simmons, NPO JALT President

年次大会

国際年次大会

静岡県静岡市で開催された第26回年次国際大会JALT2000には、3日間の大会期間中およそ1650人の参加者を迎えました。このうち、およそ1400名は参加費を支払い、賛助会員、大会委員などのゲスト、スタッフは含まれていません。全てのSIGが年次ミーティング、毎年のセミナーか、ラウンド・テーブルを開催しました。委員会では、次年度の検討を行うため、会合を持ちました。さらに、JALTは、第3回EBM、および第二回OGMを開催しました。

支部/分野別研究部会(SIG)活動

JALTは19の分野別研究部会(三つの準分野別研究部会を含む)、および40の支部(準支部1，休止中1)を擁しています。京都支部は支部として再開しましたが、栃木は休止中のままです。2000-01会計年度を通じてすべての支部は最低6 つのミーティングを開催しましたが、毎月会議を開催できたのはわずかでした。多くの支部およびSIGではイベントも開催しました。

JALT北海道は、2000年6月10-11日に札幌で第17回年次大会を開催しました。36人が発表し、(賛助会員の除く)175人が参加しました。午前には9つの展示ブースが置かれ、そのテーマは「21世紀における教育」でした

(アランM、JALT北海道支部長)

福岡JALTは2001年1月28日(日)10:00～5:00にブックフェアを開催しました。21(日本語2を含む) のプレゼンテーションが行われ298人の参加者がありました。21の賛助会員のブースと北九州JALT支部によるPAC3/JALT2001の宣伝用のブースが設けられました。

(Bill Pellowe、福岡支部長)

JALT広島支部は2001年1月21日(日)に広島YMCAでブックフェアを開催しました。(賛助会員の除く)約200人が参加し、15の賛助会員の展示と18のプレゼンテーションが行われました。(Naomi Fujishima, JALT広島支部長)6月24-25日に、GALEシンポジウムが広島Aster Plazaで、広島JALTの協賛のもと開催されました。2日間のシンポジウムに約50人が参加しました。

出版

JALTは以下のInternational Standard Serial Numbersを備えた出版物を刊行しました:The Language Teacher 12冊(1999-2000年度Volume23, 24を収めたCD1枚を含む)、JALT Journal 2冊、conference proceedings。さらに、JALTはTLT supplementと年次大会ハンドブックも刊行いたしました。多くの支部、それぞれのSIGではニューズレターに加えて、いくつかの学術論文、会議議事録およびジャーナルも刊行いたしました。

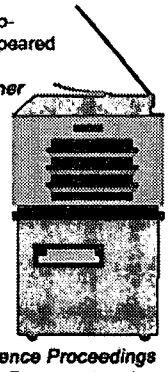
JALTの毎月の「Language Teacher」、および半年に一度の「JALT Journal」は、海外の会員および賛助会員を含む全ての会員に届けられました。編集者、校正者、およびWeb page担当者を含む約50人のボランティアを数えます。印刷およびレイアウトは市販を目的として行われます。TLTはメWriters Peer Support Groupも、つまり、専門性と関連した記事を書くことを訓練する投稿者に対する無償のボランティアサービスグループであることを継続してきました。JALTのPeer Support Groupは、特に日本人の会員が英語で最初の記事を書く際には、非常に価値あるものであることが実証されています。

Central Office

JALTの財政担当の契約は更新されませんでした。また、会計簿と会計監査は相違ない物として証明されました。事務局は、会計簿管理者を外部監査の会計簿準備のために雇用いたしました。JCOは、年間を通じて論理的に財務を処理し続けました。現在、専任職員1人と何人かの非常勤職員がいます。

Thomas Simmons (JALT 理事長)

JALT Copy Service



Want copies of hard-to-locate articles that appeared in *JALT Journal* or *The Language Teacher* as a reference in another publication but can't find them?

The *JALT Central Office* offers a copying service for all titles since 1976, including articles from *JALT Applied Materials* volumes and the *JALT Conference Proceedings* series, for a small fee. To request copies, send a written request to the JALT Central Office (see back page for details).

Clearly stipulate title, author, volume, and issue numbers, date, and page numbers. JCO assumes no responsibility for doing article searches. Please allow 4-6 weeks for delivery.

jalt@gol.com

JALT Financial Report for the Fiscal Year 2000

Balance Sheet as of March 31, 2001

ASSETS	
CURRENT ASSETS	
Total Cash on Hand and in Bank	22,158,788
Time Deposit	5,000,000
Accounts Receivable	
Chapters	3,982,920
SIGs	117,501
Others	2,254,766
Prepaid Expenses and other current assets	1,486,448
Total Current Assets	35,000,423
Property and Equipment	
Computer Equipment	2,090,915
Accumulated Depreciation	1,727,130
Net Property and Equipment	363,785
Total Assets	35,364,208
LIABILITIES AND FUND BALANCE	
CURRENT LIABILITIES	
Accounts payable	
Officers and Committees	61,200
Other	1,544,871
SIG Suspense Receipts	1,629,000
Advance Payments from Customers	15,453,970
Taxes Payable	434,000
Total Current Liabilities	19,123,041
TOTAL CAPITAL	
Beginning Fund Balance	8,157,435
Period Surplus	8,083,732
Ending Fund Balance	16,241,167
Total Liabilities and Capital	35,364,208

Income Statement for the period 4/1/2000-3/31/2001

REVENUES	
Membership Fees	33,270,773
Sales and Services	1,270,366
Publications	10,002,786
Conferences	33,707,876
Total Revenues	78,251,801
EXPENSES	
Grants	7,790,000
Administrations	23,811,275
Meetings	1,778,510
Services and Fees	4,558,143
Publications	20,242,648
Conferences	11,987,493
Total Expenses	70,168,069
Net Income	8,083,732

Submitted by David Neill
NPO JALT Director of Treasury

貸借対照表（平成13年3月31日現在）

資産の部	
流動資産	
現金預金	22,158,788
定期預金	5,000,000
未収入金	
支部	3,982,920
分野別研究部会	117,501
その他	2,254,766
前払費用及び他の流動資産	1,486,448
流動資産合計	35,000,423
固定資産	
器具備品	2,090,915
減価償却累計額	-1,727,130
固定資産合計	363,785
資産合計	35,364,208
負債と資本の部	
流動負債	
未払金	
役員と委員会	61,200
その他	1,544,871
分野別研究部会仮受金ts	1,629,000
前受金	15,453,970
未払法人税等	434,000
流動負債合計	19,123,041
資本	
元入金	8,157,435
当期利益	8,083,732
資本合計	16,241,167
負債資本合計	35,364,208

損益計算書（自平成12年4月1日至平成13年3月31日）

収益	
会費	33,270,773
会員名簿販売収入等	1,270,366
出版収入	10,002,786
年次大会収入	33,707,876
収益合計	78,251,801
費用	
地方支部等経費	7,790,000
管理運営費	23,811,275
会議費	1,778,510
専門的業務用経費	4,558,143
出版経費	20,242,648
年次大会経費	11,987,493
合計費用	70,168,069
当期利益	8,083,732

（訳ー石田正副理事長）

Independent Auditor's Report

To the Audit Committee of NPO The Japan Association for Language Teaching:

I have examined the balance sheet of NPO The Japan Association for Language Teaching (JALT) as of March 31, 2001, and the related statement of income and fund balance for the year then ended, expressed in Japanese yen. My examination was made in accordance with auditing standards, procedures, and practices generally accepted and applied in Japan and, accordingly, included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances. In my opinion, the financial statements referred to above present fairly the financial position of JALT as of March 31, 2001, and the results of its operations for the year then ended in conformity with accounting principles and practices generally accepted in Japan applied on a consistent basis.

Submitted by Kimiichiro Kuramochi
Certified Public Accountant

会計監査レポート
JALT会計監査委員会への報告

私は、２００１年３月３１日時点でのＪＡＬＴの貸借対照表を監査しました。監査は、日本で一般に容認されている監査基準、手続きおよび慣習に従って行なわれました。２００１年３月３１日時点でのＪＡＬＴの財務状態、およびその年度の管理は、適正であると判断されます。

Kimiichiro Kuramochi（会計監査）

Accepted 2001-2002 Budget Summary

Membership	34,235,500
Sales and services	1,765,881
Publications	13,168,000
Conference	22,000,000
Transfer from reserve	3,566,809
TOTAL	74,736,190
Chapter/SIG grants	7,990,000
Meetings	1,900,000
Administration/JCO/Nat. Off.	27,620,000
Services and fees	2,281,690
Publications	19,179,500
Conference	15,765,000
TOTAL	74,736,190
Gain/Loss	0

Submitted by Dave Magnusson, FSC Chair

ERIC 01

2001-2002予算案

会費	34,235,500
会員名簿販売収入等	1,765,881
出版収入	13,168,000
年次大会収入	22,000,000
繰越金	3,566,809
収益合計	74,736,190
地方支部等経費	7,990,000
会議費	1,900,000
管理運営費	27,620,000
専門的業務用経費	2,281,690
出版経費	19,179,500
年次大会経費	15,765,000
合計費用L	74,736,190
収支	0

Dave Magusson(財政管理担当理事)

Call for Future Conference Handbook Editor, Inputter, and Layout

The program committee for JALT2002 is seeking people for three positions: Conference Handbook Editor, Inputter, and Layout.

The Conference Handbook Editor collects and edits material relating to the annual conference (such as presentation information and events listings) to be published in a handbook given to all conference attendees. In addition, the editor is responsible for the Pre-Conference Supplement and, under the *TLT* editor, preparing the articles from the Main Speakers and Featured Speakers for *TLT*. In addition, the person prepares the Call for Papers for JALT2003. This person should have competent email and computer skills, a reliable Internet connection, creativity, and patience. This is a nonpaid position.

The Inputter is responsible for inputting the presentation information for all who answer the Call for Papers, for preparing the abstracts for the Reading Committee Chair, and for submitting the accepted abstracts and additional information to the Program Chair and others. This is a paid position. This person should have competent email and computer skills, a reliable Internet connection, creativity, and patience.

The Layout person is responsible for the laying out of the Pre-Conference Supplement, the Conference Handbook, and the Call for Papers for JALT2003. This is a paid position. This person should have competent email and computer skills, a reliable Internet connection, creativity, and patience.

Larry Cisar, National Director of Programs

コンファレンス・ハンドブック編集者、入力担当者、レイアウト担当者募集JALT2002のプログラム委員会は、コンファレンス・ハンドブック編集者、入力担当者、レイアウト担当者の三つのポジションの候補者を募集しています。コンファレンス・ハンドブック編集者は、年次大会の出席者全員に配布されるハンドブック発行のため、発表に関する情報やイベントリストなどの年次大会に関わる情報を収集し、編集します。さらに、編集者はTLT編集者のもとで、Pre-Conference Supplementについての責任者となり、メインスピーカーや特別講演者からの原稿を準備する仕事にも関わります。また、JALT2003の原稿募集も準備します。e-mail、コンピュータに関する技術、安定したインターネット接続環境が求められるとともに、創造的で忍耐が必要とされます。この職は、無給です。

入力担当者は、委員長査読用の概要を準備し、受理された要旨と追加情報を企画委員長およびその他の役員に提出するため、投稿募集に応じた全ての人についての発表情報を入力する責任を負います。これは、有給の職です。この職も、e-mail、コンピュータに関する技術、安定したインターネット接続環境が求められるとともに、創造的で忍耐が必要とされます。レイアウト担当者は、Pre-Conference Supplement、コンファレンス・ハンドブック、およびJALT2003の投稿募集のレイアウトに関する責任を負います。この職は有給の職です。この職も、e-mail、コンピュータに関する技術、安定したインターネット接続環境が求められるとともに、創造的で忍耐が必要とされます。

Larry Cisar, National Director of Programs

Special Interest Groups News

edited by coleman south

CALL—Fantastic "Changing Face of CALL" T-shirts to be won! Continuing our 2001 SIG conference theme, we are holding a competition to find the future face of CALL: "The Fourth Face." Vote on the contenders at our website: <www.jaltcall.org/competition>, or send your own suggestion as a JPEG or GIF to Richard Gitsaki-Taylor <taylor@hum.nagoya-cu.ac.jp> (deadline, November 18, 2001). Winners will be notified by email and can collect their prizes from the CALL SIG desk at JALT2001.

GALE—There will be a joint international, interdisciplinary conference, sponsored by JALT Hokkaido, GALE (Gender Awareness in Language Education), and EASH (East Asian Studies Hokkaido), at the Hokkaido International School on September 29 and 30, 2001.

Learner Development—Retreat 2001: Explorations in Learner Autonomy and Development, October 13 and 14 at Mount Rokko YMCA, Kobe. Two days of informal, participant-centred, convivial discussions on: a) fostering learner autonomy and development in practice and in experience; b) raising questions about the problems and pitfalls of

learner autonomy; c) reflecting on your own learning and listening to the language learning challenges and experiences of others; d) presenting learners' views of language learning and autonomy; and e) developing your own research into learner autonomy.

The retreat will be conducted in English and Japanese. We welcome teachers of English, Japanese, and other languages, working in language schools, junior high and high schools, colleges, universities, and other institutions.

- Weekend package (including accommodation Fri. and Sat., and five meals): LD SIG members: ¥19,000; JALT members: ¥21,000; Others: ¥23,000
- Overnight package (including accommodation Sat., and meals): LD SIG members: ¥13,000; JALT members: ¥15,000; Others: ¥17,000
- One-day attendance only (Sat. or Sun., includes lunch): LD SIG members: ¥4,000; JALT members: ¥5,000; Others: ¥6,000

Deadlines: For weekend and overnight registration: Sat., September 29; for one-day registration: Thurs., October 11. Please check the Retreat Home Page for further information and online registration: <http://www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/retreat/>. Inquiries to Hugh Nicoll, LD-SIG Co-coordinator, <mailto:hnicoll@miyazaki-mu.ac.jp>.

Pragmatics—The Mini-Conference on Pragmatics in Language Teaching was a great success, according to both the organizers and participants. The mini-conference was jointly sponsored by the Pragmatics SIG and Kobe JALT and was held from 12 noon to 5:15 p.m. on June 24, 2001 at the Kobe YMCA. SIETAR Kansai (Society for Intercultural Education, Teaching and Research) also cooperated by bringing in their members and by providing the final workshop. The program was packed with six 20-minute presentations and one 90-minute workshop.

The program began with David Woodfield, "Talking About Talk Again—A Vygotskian Approach to the Learning of Pragmatics"; followed by Jack Barrow, "Pragmatics and the Development of Fluency"; Brent Poole, "Speech Acts in Nonsynchronous Computer Mediated Communication"; Matsuoka Rieko on "A Study of Complimenting Behavior"; and Sakui Keiko on "Pragmatic Studies on Immersion Students." Donna Tatsuki's presentation on "The Place of Pragmatics in the Teaching of Language and Culture" was especially useful in making the link between the previous presentations and the following workshop on the Contrast Culture Method, an intercultural training approach, which helps people become more aware of their use of intercultural and pragmatic skills in a realistic situation.

Participants were enthusiastic about the new information and new contacts they gained at the mini-conference and quite a few wanted to know when there would be another one!!

(For more details and photos go to: <http://asia.geocities.com/wm_hogue/kobejalt/meetings/mc010624/>)

Pragmatics SIG will be active at PAC 3 JALT2001. Check the Conference handbook to find our activities and be sure to join us.

WELL/GALE—On July 1, 2001, a mini-conference was held at Daito Bunka Kaikan (Daito Cultural Center, associated with Daito Bunka University) in Nerima-ku, Tokyo. This mini-conference represented a collaboration between the JALT GALE (Gender Awareness in Language Teaching) and WELL (Women Educators and Language Learners) SIGs. WELL is an international but Japan-based group of teachers and learners, many of whom are also JALT/GALE members.

Conference workshops, all of which were conducted in Japanese (including two by non-Japanese presenters) included the following themes: 1) Foreign language classes in Japan that aim to provide equitable instruction in both content and approach as regards membership in gender, racial, sexual orientation, sexual identity, or other cultural groups. Cooperative learning, Gardner's multiple intelligences, and the effects of personality on learning and teaching were touched upon. 2) The "comfort women" issue, which has been erased or diluted in junior high school textbooks, and subjected to censorship in a recent NHK broadcast. 3) Negative effects of "globalization." 4) Self defense training from a gender-free point of view. 5) Identity and coming out issues for sexual orientation minorities in Japan. 6) Assertiveness training.

The idea for the mini-conference initially arose at the annual WELL conference in January 2001. GALE and WELL wanted to make an effort to attract prospective Japanese members, as foreigners currently dominate the membership ranks of both groups. This joint July mini-conference attracted mostly Japanese participants, but attendees included a substantial number of foreigners as well as both male and female participants.

For further information about WELL or GALE, or for JALT members and groups wishing to collaborate with us for future projects, please feel free to contact Jane Joritz-Nakagawa, Co-coordinator of GALE at <janenakagawa@yahoo.com>; t: 0293 30 1925 (Ibaraki prefecture).

Submitted by Jane Joritz-Nakagawa

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

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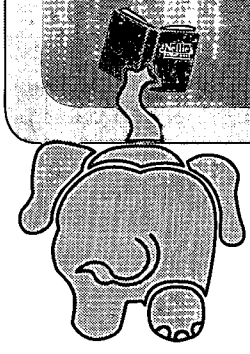

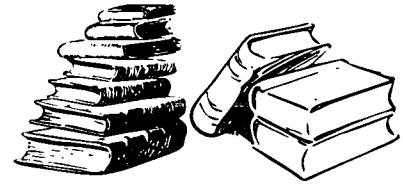

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Foreign Language Literacy—David Dycus;
Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/>; Jane Nakagawa; <janenakagawa@yahoo.com>
Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>
Help with Employment and Labor Policies—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>
Japanese as a Second Language—Shin Nitoguri; <nitoguri@isec.u-gakugei.ac.jp>
Junior and Senior High School—Robert "Bob" Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>
Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicholl/>
Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>
Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>
Pragmatics—Yamashita Sayoko; t/f: 03-5-5283-5861 <yama@tmd.ac.jp>
Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>
Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>
Testing and Evaluation—Tim Newfields; t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <testsig@jalt.org>; website: <www.jalt.org/test/>
Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); 0722-65-7005(f); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Forming SIGs
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>
Crossing Cultures—Robert Long; t/f: 093-884-3447; <long@dhs.kyutech.ac.jp>; Warwick Francis; t: 045-960-3323; f: 045-961-2542; <warwick@japan.email.ne.jp>

Chapter Reports

edited by richard blight

Fukui: May—*Learning Languages as a Way of Experiencing Different Cultures* by Monica Bargigli. During this presentation, we discussed and compared Italian and Japanese language teaching systems and attitudes to language learning. Bargigli described her experience of learning Japanese through mainly English and French texts and explained how this greatly improved her vocabulary and ability to assimilate languages. The presenter stressed the importance of having a sound grammar base if a language is to be retained, and explained how she had regained Japanese after not using it for two years. She has learnt four languages out of interest rather than duty, and believes it is a teacher's job to instill enthusiasm in students and make language learning interesting.

She described aspects of her work as a freelance interpreter, including cultural differences she had encountered as a foreign woman working with Japanese businessmen. She would research a job several weeks beforehand, and only accept well-defined jobs. It was important to talk to involved parties prior to meetings since this made the job easier. During meetings, sometimes it is necessary to stop people from talking, but doing this too soon could adversely affect the context. Bargigli worked as an interpreter in several fields including fashion, art, interior design, and hospitality. Interpreters need to show confidence in their ability in order to gain a client's trust. Interpreting jokes and other forms of humour is often stressful, as is the need to be constantly entertaining.

Translating literary texts is more difficult than interpreting work, and it's important to keep up to date with changes in the native language. Technical translations generally follow a standard pattern and are less stimulating, whereas literary translations are interesting but financially unrewarding. Translating a 100-page book by Abe Kobo into Italian took several months. In this type of work, it's crucial to remain true to the writer's intentions, maintaining the pattern of word positions, pauses, and stops. The full translation process involves several stages, including the initial translation, moving on, reviewing, and fine-tuning.

Reported by Neil Griffiths

Kyoto: June—***How to Use the Internet When You Don't Have a Computer in the Classroom*** by Thomas Robb. Robb started by introducing us to a selection of projects which his students have completed and put up on the Internet. One such project, which grew out of a writing class, is Famous Personages in Japan, which still continues to

expand with people sending in extra information from outside the university. Students generally regarded the prospect of having their work made available to the whole world as highly motivating. Robb's policy about correcting students' writing is to make sure that what they say is easy to understand, but not to worry if they do not express themselves as well as a native speaker. Some practical tips for selecting projects for students to put on the Internet are: 1) Choose a topic which is going to be useful to other people; 2) Choose projects which the students can research themselves; and 3) Make sure that students do not infringe upon copyright legislation, since they often need to obtain permission to use materials which they have not created themselves.

Robb also discussed using the Internet to access materials for classroom purposes. The key to finding suitable material quickly is skillful use of search engines. The presenter's favorite search engine is <www.google.com>, and he suggested putting in a number of keywords that you would expect to find in the information you are seeking, and then to add additional keywords if you want to further limit the results. For suggestions of useful websites with good content-based material, what to do with such material, as well as a detailed summary of his presentation, refer to Robb's website at <www.kyoto-su.ac.jp/~trobb/Jaltkyoto.html>. The presenter concluded with suggested sites for students to practice their English outside the classroom.

Reported by Amanda Gillis-Furutaka

Matsuyama: July—***New Directions in English Language Teaching in the 21st Century*** by Roger Davies. The English Language Teaching (ELT) industry in Japan is in need of reform. Davies discussed statistics of Japanese performance on the TOEFL test, which is used as an entry test to North American colleges and universities. Japan has performed poorly over a 20-year period, and was continuing this trend, ranking 181st of 189 United Nations countries, and 18th of 21 Asian countries, in the 1998-99 year. And these results occurred despite the major commitment Japan has made to the ELT industry. Davies cited two reasons for this poor performance. Firstly, the number of contact hours offered in many English programs is not enough to improve students from false beginner level to intermediate and advanced levels. The other reason is Japan's foreign language teaching tradition of *yakudoku*, according to which English is translated word by word into Japanese, then reordered and recoded in Japanese syntax. Davies stressed that *yakudoku* is a serious handicap for Japanese students in the modern world, and that the poor TOEFL performances are not the fault of students, but of the language teaching system. Japan needs to improve the quality of education for the next generation, or Japanese people will continue to be put at a considerable disadvantage on the world stage.

This April, Ehime University became the first national university to implement major reforms in their ELT program. As Academic Director at the new English Education Center (EEC), Davies regards this year's changes as a necessary first step in the reform process. The EEC is based on communicative language teaching principles and has three goals: to activate students' passive knowledge of English, to provide students with social skills in English, and to create a communicative foundation to allow students to pursue more advanced levels of study. Stage 1 began this year with 1,700 freshmen taking Course A, a course that stresses functions and notions and basic English social skills. Davies reported that preliminary first semester results are promising, with a very low dropout rate and high levels of student interest. In the fall, freshmen will take Course B, which will build upon communicative skills taught in Course A with the addition of lessons focusing on topics and situations that students are likely to encounter outside the classroom. The EEC will also offer C-courses (a first semester sophomore course), S-courses (summer intensive "skills" courses), and F-courses (for failed students). Plans for future Stage 2 and Stage 3 developments include a Writing Resource Center and a Community Outreach Program.

Reported by Tamara Milbourn

Nagasaki: May—***Essential Internet Activities for the Language Classroom: Four Lessons Learned From Experience*** by Nathan Edwards. Edwards began by explaining that there are some easy-to-learn strategies to combat "technophobia" among both teachers and learners who might hesitate to use computer software and Internet capabilities in the classroom. He commented that at his school, engineering students more readily adopted Internet activities, since they were required to have computer hardware and software as a part of their course. It was evident from the response during the meeting that many schools are not set up for mass student access to the Internet. We discussed various obstacles to implementing Internet activities in the classroom. Edwards also surveyed us before and after the presentation. The initial questionnaire was a humorous CALL Technical Aptitude Screening Test, while he concluded with a list of six CALL Group discussion questions, including the pros and cons of using CALL in the classroom, reasons why it is (or is not) actually implemented, and the general situation in Japan. He also gave some interesting and useful examples

of his experience within four areas: utilizing global "live" webcams in the language classroom, face to face video conferencing, transcripts and real-time interaction with Relay Chat, and Panoramic Live Pictures—especially through virtual houses at <www.bamboo.com>.

Reported by Tim Allan

Nagasaki: June—***Context*** by John McAndrew and Paula McAndrew. How important is context in understanding what language means and how can it be adequately described so as to make it relevant to student needs? Paula McAndrew began by discussing some current theory on these issues. Language never exists without some kind of surrounding context, which she explained as the social world. Aspects of the social world include the situational and cultural contexts. The latter is separated into field, tenor, and mode. Systemic discourse analysis into these areas has been popular in EFL teaching and research in Australia, based largely on the work of Halliday in the 1970s and the 1980s. John McAndrew used examples such as shopping for clothes, fruit, and vegetables to portray the situational context. Working in pairs and small groups, we analyzed various conversations for such features as the role of language, power, and relationships within encounters. We also made our own conversations within specified parameters, and discussed these using the methodology provided. The presenters commented that roleplays, types of contextualized activities, and descriptive tasks have worked well for them with their own students. Teachers can use many examples from authentic materials and language textbooks to give students a better understanding about how and why communication processes are effective.

Reported by Tim Allan

Omiya: April—***Star Taxi*** by DramaWorks (Theo Steckler, Ian Franklin, and Marc Sheffner). While resembling a standard script, *Star Taxi* is somewhat more than a play in which the protagonist works for a cab company by the same name. In 20 scenes of dialogue, it describes how a young man dreams of becoming a Hollywood star but ends up becoming increasingly involved with an organized crime group—until he meets a young Japanese would-be filmmaker, who helps him out. The scenes, though, are self-contained units set up for teachers to use as few or as many as they like. *Star Taxi* doesn't require any props or previous drama experience, which makes it easily adaptable to a wide range of contexts. It's a fun text, with interesting characters and an engaging plot. But it's also educational: the writers of *Star Taxi*, being EFL teachers themselves, took care to incorporate a large number of high-frequency language structures in natural contexts. Rather than encumber their work with grammatical explanations, they have developed and included a collection of brief warm-up activities that teach through performance. The presenters demonstrated a number of the warm-up activities, and followed this by discussing their approach to teaching the dialogues. They begin by modeling a short exchange of two or three lines, paying special attention to pronunciation, intonation, and the use of gestures. Pairs of participants then reenact what they have seen. The presenters next model and chain together each subsequent exchange, giving participants a chance to practice each stage themselves, until the entire dialogue is complete. The *Star Taxi* book includes a Japanese translation of the entire script, but actually since the dialogues are introduced in small steps, they are simple enough to teach without using printed materials in class. As we discovered, by the end of the presentation, we had easily memorized two entire scenes. We concluded by performing pair presentations, and left the meeting feeling not only informed, but entertained as well.

Reported by Paul Lyddon

Omiya: May—***Getting Ready for Speech and Debate*** by Charles LeBeau. LeBeau, a textbook author with Language Solutions Inc., demonstrated how to make speech and debate accessible (even to students with limited English proficiency) by utilizing two current texts. *Getting Ready for Speech* has a major focus on presentations, and clearly outlines criteria for effective verbal, as well as nonverbal, communication. Units in the text explore different speech acts, and include templates to help students usefully organize their thoughts for each task. Another strength of this book is the way the listening exercises are structured to foster active student participation. While many are based on tape recordings, other activities set up meaningful exchanges between students in pairs or small groups. We sampled a variety of tasks, which were both instructive and enjoyable. In the second half of the presentation, LeBeau discussed the text *Discover Debate*. As with *Getting Ready for Speech*, one of the key features was structure. We began by comparing the process of "constructing" a good argument to the metaphor of building a house. We listened to a recorded position statement designed to sensitize students to the traditional placement, frequency of the resolution, and reasons that serve as the "roof" and "pillars." Then LeBeau presented and illustrated the basic grounds for counter-argument. With the process segmented into such clearly defined and easy-to-follow steps, even those of us with no formal

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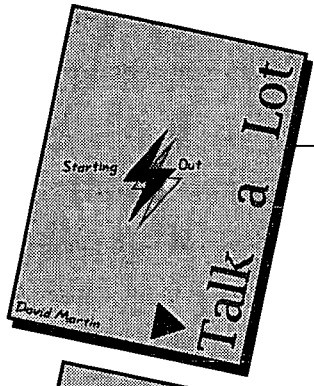
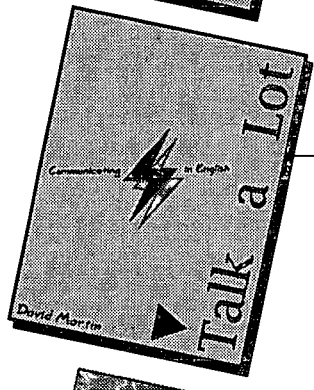


Talk a Lot
Starting Out

false-beginner level conversation



Talk a Lot
Communicating in English

low-intermediate level conversation

TOPIC TALK

high-beginner to low-intermediate level speaking and listening

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debating experience found ourselves better able to organize our thoughts and to construct more cohesive arguments. The final test was a small group debate in which both the issue and the positions were preassigned. It's sometimes tough to defend a view with which you don't agree, but we enjoyed this refreshing opportunity to engage in critical thinking, as much as we appreciated the energy that LeBeau brought to the presentation.

Reported by Paul Lyddon

Chapter Meetings

edited by tom merner

Akita—***Teaching English in an EFL Context*** by Yoshida Kensaku, Sophia University. In Japan, getting into a higher institute of education is a big objective. At the same time, there is also a more general need for the Japanese to learn English, which is to acquire it as a means to surviving in the international society of which Japan is a prominent member. I will present several criteria to clarify these points. *Saturday September 8, 14:00-16:00; GH-300, MSU-A (Minnesota State University Akita); one-day members, 1000 yen, students 500 yen.*

Chiba—***Adapting CALL to a Wide Range of Learner Levels and Learning Styles*** by Cheryl Martens, Hiroshima Kokusai Gakuin University. Martens will present how to adapt web-based language activities and CD-ROMs to suit your teaching needs, as well as how to create your own web-based language activities through freeware. *Sunday September 30, 14:00-16:00; Chiba Community Center (Take JR mono-rail from Chiba Station to Chiba Shiyakkushomae); one-day members 500 yen.*

Fukui—***Money, Politics, and Education: English in South Africa*** by Stefaan Steyn. Economic development and social equity are major goals for South Africa. Improved education is central to achieving these goals. Language issues are central to education, along with improving technical and scientific competence. The educational role of English in multilingual South Africa, and Africa as a whole, has been hotly debated for some years. The presenter will give an overview of the major debates, and also examine themes that are relevant to the teaching of English in Japan, as well as the international context. *Sunday September 16, 14:00-16:30; Fukui International Association; one-day members 1000 yen.*

Fukuoka—***Debate*** by Dominic Marini, Fukuoka International University. This presentation is on teaching debating to Japanese college students. Participants will be asked to reflect and share opinions on various aspects of teaching with special attention given to students' needs. The presenter will offer theoretical and practical approaches that have been successful in his own classes. *Saturday September 22, 19:00-21:00; Aso Foreign Language & Travel College, Building 5 (1-14-17 Hakataekiminami, Hakata-ku Fukuoka-shi); one-day members 1000 yen.*

Hiroshima—***Raising Japanese-English Bilingual Children in Japan.*** Panel moderator: Joe Lauer. After a 20-minute presentation by the moderator entitled "Recent Research Results in Raising Japanese-English Bilingual Children," we will have a panel discussion. Members: Adam Beck, Hiroshima International School; Susan Meiki, mother of three; Kato Kumiko, mother of two; David M. Mosher, father of three. *Sunday September 16, 15:00-17:00; Crystal Plaza; one-day members 500 yen.*

Ibaraki—***Paraphrasing: What's New? What's Old? What Works?*** by William Teweles, Kwansei Gakuin University. This talk will focus on ways to incorporate paraphrasing into a composition class. Paraphrasing is a well-structured way to help students with vocabulary development, sentence structure, and summary writing in general. Using practice activities from standard textbooks and human interest type articles from newspapers, the speaker will feature a few preferred intermediate-level paraphrase activities. *Sunday September 16, 13:30-17:00; Ibaraki Christian University (Hitachi Omika); one-day members 500 yen.*

Iwate—***First, what is Extensive Reading with Graded Readers?*** What makes it so important, and is it actually easy to start doing in my classes? Second, communication? And reading? Together?? Yes. In this workshop Jeff Herman from Oxford University Press will demonstrate in complete detail the reasons for and the practical implementation of Extensive Reading with Graded Readers. Teachers of all ages and levels will find this workshop useful for developing reading and speaking fluency, confidence, and motivation, as well as introducing a remarkably time-efficient strategy. *Sunday September 30, 10:30-12:30; Iwate International Plaza, Morioka.*

Kagoshima—Two chapter members will present their ideas based on their teaching practice. Yamasuso Shintaro will discuss his experience of team teaching with an ALT at the junior high school level. Brian Pedersen will discuss strategies for developing eagerness at the elementary and junior high school levels. *Saturday September 22, 15:00-17:00; Yoka Center (7th floor of Daiei in front of Nishi Station); one-day members 800 yen.*

Kanazawa—***Teaching Young Children*** by Kobayashi Rumiko, Matsuka Phonics Institute.

「1文からの自己紹介」子供達がすでに知っている、また使いたいと思う単語をコミュニケーションのレベルまで発展させ、自己表現をうながします。ワークショップでは単語を覚え、文章で話し、自己紹介スピーチをゴールとするアクティビティを具体的にご紹介します。またクラスメートのスピーチに対して、質問をし、コメント言うなど、積極的な態度を引き出すためのゲームも紹介します。MPIのTEE(Teaching English in English)メソードで、テキストを離れ、生徒のpersonalでreal な話題を題材に、先生⇔生徒、生徒⇔生徒のinteractiveなレッスンを体験してください。9月16日（日曜日）午後2時から4時。社会教育センター（金沢市本田町3－2－15）。

Kitakyushu—***Project Work for the University-Based Classroom*** by Joe Tomei, Kumamoto Gakuen Daigaku. Tomei will present the projects he has been doing with university students, and the organizational steps he uses to make them manageable. The presented projects will include; A Campus Survey, 1192-Making a New Country, A Campus Improvement Project, Designing a Restaurant, Handicapped Access Project, Foreign Language Presentation Project. He will also describe steps to make project work feasible with part-time teaching work. *Saturday September 8, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—***Mini-Conference on Teaching Children.*** Presenters will be listed on the website. Teaching English to Japanese primary and pre-primary aged children has become a huge enterprise. Recent changes made by the Ministry of Education make it likely that this trend will accelerate. This mini-conference will explore techniques and materials that can help you teach children more effectively. Up-to-date program information will be posted at <http://asia.geocities.com/wm_hogue/kobejalt>. *Sunday September 30, 13:00-17:00; Kobe YMCA, 4F (between Sannomiya and Shin-Kobe Stations); one-day members 1000 yen.*

Kyoto—***Introducing Public School Elementary English and the Monbushu Handbook*** by Tom Merner, Japan College of Foreign Languages. English instruction is about to become an option for the new "Period for Integrated Studies" in the Japanese public schools. Monbusho has published the "Handbook for Elementary School English Teaching Activities," to provide support to teachers. Merner, a member of the authoring committee, will introduce the handbook, share views about the direction public elementary school English seems to be heading, and introduce results of a survey about the current situation in schools which have already implemented English. *Friday September 28, time TBA (refer to chapter website); Kyoto Sangyo University; one-day members 1000 yen.*

２００２年に全国の公立小学校に新たに導入される「総合的な学習の時間」で扱われる、環境・健康／福祉・情報教育・国際理解という４本の柱の中で英語活動が加えられることとなりました。文部省では「小学校英語活動指導の手引きを作成し、小学校の先生方を支援しようとしています。この手引書作成協力者会議の一員でもあった、トム　マーナーがこの手引書の内容を紹介します。また、昨年実施した英会話活動実施校へのアンケート調査の結果を報告し、公立小学校の英会話活動の今後の方向等について論じます。

Matsuyama—***Internet Activities for the Language Classroom: Four Lessons Learned from Experience*** by Nathan Edwards, Kanazawa Institute of Technology. The four areas explored are: 1) Utilizing global "live" webcams in the language classroom; 2) Using Panoramic 3D Images: Free, easy to use "Livepicture" software; 3) Discovering Internet Relay Chat: Analyzing authentic texts; and 4) Easy-to-use, free videoconferencing: "Microsoft Netmeeting" used by an EFL learner. Please note that even teachers who do not currently have or use a computer will benefit from the discussion of teaching methodology and exchange of ideas. *Sunday September 9, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen; local members 4000 yen per year.*

Miyazaki—***Integrating Skills for Success in Learning with*** **Tapestry**. Alastair Lamond, Thomson Learning Japan. The presenter will introduce the *Tapestry* series' approach to integrating language-learning and studying strategies with language skills development activities and show how this is achieved through the use of engaging materials on high-interest topics, learner-centered tasks, stimulating CNN video, and optional web-based activities. *Saturday September 8, 14:30-17:00, Miyazaki Municipal University; members and newcomers free.*

Nagasaki—No meeting scheduled this month. However, we are looking for interested people to assume some of the 2002 chapter officer positions, come the next round of elections late in the cooler climes of fall. We are also soliciting ideas and presenters right now for our 2002 program. If you would like to talk to us about either of these areas of concern, please feel free to contact us at any time. For more information about Nagasaki, teaching resources, and our meetings planned for October 14, November 16, and December 8, please sign up for our free, monthly email newsletter.

Nagoya—Robert Habbick of Oxford University Press Nagoya and long-term resident of Japan will give a workshop which presents materials and activities for elementary to high school aged students. There will be a materials display and prizes. Admission is free and open to all. *Sunday September 23, 13:30-16:00; Nagoya International Center, 3F, Rm. 1.*

Niigata—***My Share Brunch.*** A chance to get together and share teaching ideas. Bring one prepared dish for a potluck brunch while we socialize. *Sunday Sept 9, 11:00-12:30; Niigata International Friendship Center, 3F.*

Okayama—***Japanese Language Proficiency Testing***

by Yamane Chie, Sanyo University. Language Testing International uses the ACTFL Oral Proficiency Interview (OPI), a standardized procedure for the global assessment of functional speaking ability. This means that an OPI is a testing method which measures how well a person speaks a language by comparing their performance of specific language tasks, not with some other person's, but with the criteria for each of ten proficiency levels described in the ACTFL Revised Proficiency Guidelines. The presenter demonstrates how to check the native English-speaking interviewee's Japanese Oral Proficiency. Then the presenter tells the nonnative Japanese speakers in the audience how to progress in Japanese oral ability. *Sunday September 16, 15:00-17:00; Sankaku Bldg. 2f; one-day members 1000 yen, students 500 yen.*

Omiya—***Making Dictionaries Fun*** by Aoki Kanako, Cambridge University Press. This presentation will consider how CD-ROMs can change the way we use dictionaries in class and aid in the developing of students' dictionary skills. It will show how CD-ROMs have made dictionaries much more interactive and customizable, and most importantly fun. Finally the presenter will demonstrate some practical classroom uses of the dictionary such as how students can prepare for a class on a particular topic or research an essay on a particular topic. *Sunday September 16, 14:00-17:00; Omiya Chuo Kominkan (a 5-minute walk from JR Omiya station, the west exit).*

Toyohashi—*1)* **Alphabet Starters** ***Gets the Kids Going, 2) Getting Students to Express Themselves*** by Derek Mackrell, Thompson Learning. The presenter will show how *Alphabet Starters*, a communicative approach to presenting phonics to preschool learners, effectively excites and motivates kids' interest in English. He will also demonstrate activities for older students from *Expressions*, a new 3-level, 4-skill series by David Nunan. *Sunday September 16, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus.*

Yamagata—***Southampton, London, and England in Every Possible Term*** by Esther Waer, Nova English Conversation School, Yamagata. Waer will make a presentation on the above-mentioned topic, focusing on the possibility of a Japanese variety of English based on her teaching experience in Japan. *Sunday September 9, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-45-6163); one-day members 1000 yen.*

Advertiser Index

IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

CUP ..... IFC	Pearson ..... Center (39-42)
EFL Press 4, 28, 50, 64	Thomson 20
Nellie's 60	TEL Book Fair ..... OBC
OUP ..... IBC, 10, 44	

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com; website <hamamatsujalt.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal.yasuda-u.ac.jp/student/jalthiroshima.html>.

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/for>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <iwatejalt@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Hirayanagi Yukio; t/f: 078-794-0401; hirayanagi@aol.com; website <asia.geocities.com/wm_hogue/kobejalt>

Kumamoto—Christopher A. Bradley; t/f: 096-346-

1553; <dkchris@shokei-gakuen.ac.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>
Matsuyama—Richard Blight; t/f: 089-927-8341; <rblight@eec.ehime-u.ac.jp>; website <MatsuyamaJALT.50megs.com/>
Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <aab28032@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Chikahiko Okada; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Phil Julien t/f: 0492-31-9896 <phjulien@pg7.so-net.ne.jp>; website <jalt.org/chapters/omiya/index.htm>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus September 15th is the deadline for a December conference in Japan or a January conference overseas, especially for a conference early in the month.

Upcoming Conferences

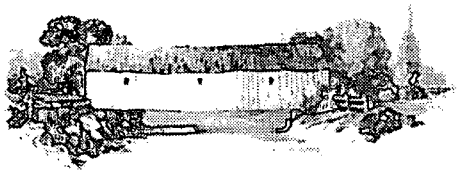
September 3-7, 2001—***Eurospeech 2001—Scandinavia: 7th European Conference on Speech Communication and Technology***, an interspeech event in Aalborg, Denmark, consisting of conference papers, posters, and materials displays plus a large number of satellite events which could stand as independent small conferences, these on topics such as linguistic modeling of spoken language, phonetics and phonology, speech perception, discourse and dialogue (including prediction techniques, estimation of specific information, echo control, and topic detection), speaker authentication, spoken dialogue systems, and resources, assessment, and standards. The website at <http://eurospeech2001.org> is substantial, or you can email Paul Dalsgaard at <pd@cpk.auc.dk> or post him at the Center for Person Kommunikation (CPK), Aalborg University, Aalborg, Denmark; t: 45-96-35-8642.

September 14-16, 2001—***GALA 2001: Generative Approaches to Language Acquisition***, which is being hosted this year by a number of Portuguese institutions, will be held in Palmela, Portugal, an old village built around a castle. The program is as new as the village is old. Invited speakers include Nina Hyams, Paula Fikkert, Maria Teresa Guasti, and Anne Cristophe; the presentations deal with a wide range of phenomena, from pragmatics to neurolinguistics to second language acquisition. The complete schedule of plenaries, papers, colloquia, etc., including titles, is posted on the website at <www.fcsh.unl.pt/clunl/gala_index.htm>. For further information, email <gala2001@netvisao.pt>.

September 28-29, 2001—The GALE SIG's joint international conference with the East-Asian Studies Association of Hokkaido (EASH) will be held at Hokkaido International School in Sapporo, Hokkaido. The conference will be organized around five themes—gender and education, gender issues in Japan, minorities in Hokkaido, educational issues in Hokkaido and Japan, and the Japanese family—usually with a guest speaker, several papers and a panel discussion for each theme. Guest speakers include Cynthia Nelson,

Marie Wilson Nelson, and Vera Mackie. The conference fee is just 3,000 yen, and you can register on site. For further details, email the Conference Committee at <eashgale2001@hotmail.com>.

October 4-7, 2001—*Pacific Second Language Research Forum (PacSLRF) 2001*, at the Imin Conference Center, University of Hawaii at Manoa, Honolulu, Hawaii, USA. The papers, posters, and colloquia of this conference will focus on the acquisition of second languages in instructed and naturalistic settings, particularly in East Asian, Southeast Asian, and Pacific languages. Plenary speakers include Kevin Greeks (St. Andrews University, Osaka, Japan), William O'Grady (University of Hawaii at Manoa, Hawaii, USA), Jeff Siegel (University of New England, New South Wales, Australia), Karen Watson-Gegeo (University of California at Davis, California, USA), and Lydia White (McGill University, Montreal, Canada). Two colloquia of special interest to Japan teachers may be "Japanese as a Second Language from Different Perspectives" (Kazue Kanno of UH Manoa) and "Issues in Instructed SLA" (Catherine Doughty, UH Manoa). For information on preregistration, the conference schedule, lodging, and social events, see the website at <www.LLL.hawaii.edu/pacslrf/>, email <pacslrf@hawaii.edu>, or post to Pacific Second Language Research Forum (PacSLRF) 2001, c/o National Foreign Language Resource Center, University of Hawaii at Manoa, 1859 East-West Road #106, Honolulu HI 96822; t: 1-808-956-9424; f: 1-808-956-5983.



October 25-26, 2001—*Discourse, Communication and the Enterprise*, an international conference at the University of Lisbon Centre for English Studies, Lisbon, Portugal, aims to bring together academics, researchers, and professionals from a variety of disciplines who wish to make macro- or micro-analyses of discourse and communication in the world of business, particularly concerning language in use and the framing of discursive and cultural practices in that world. Invited speakers include Francesca Bargiela (Nottingham Trent University), Britt-Louise Gunnarsson (Stockholm University), and Maria do Carmo Leite de Oliveira (Pontif'cia Univ. Católica do Rio de Janeiro). For more information, contact Emília Ribeiro Pedro or Carlos A. M. Gouveia by email at <epedro@mail.doc.fl.ul.pt> or <carlos.gouveia@mail.doc.fl.ul.pt>, or by post to either person at Centro de Estudos Anglísticos, Faculdade de Letras da Universidade de Lisboa, Cidade Universitária, 1600-214 Lisboa, Portugal; t: 351-21-792-0000; f: 351-21-796-0063.

Calls for Papers/Posters

(In Order of Deadlines)

November 14, 2001 (for March 20-23, 2002)—*The Eighth Annual TESOL Arabia International Conference: Critical Reflection & Practice* will be held at the Abu Dhabi Hilton, United Arab Emirates. Speakers include Keith Richards (Aston University, UK), Stephen Gaies (University of Northern Iowa, USA), Tove Skutnabb-Kangas (University of Roskilde, Denmark), Bonny Norton (University of British Columbia, Canada), Robert Phillipson (Copenhagen Business School, Denmark), Adrian Holliday (Canterbury Christ Church University College, UK), Suresh Canagarajah, Graham Crookes, and Barbara Sinclair. For more information and for forms, check the website at <tesolarabia.org/conference/index.htm>.

For information on proposals, contact Christine Coombe at <christinecoombe@hotmail.com> or Phil Quirke at <phil.quirke@hct.ac.ae>. Preregistration by December 12, 2001 significantly lowers the conference fee. Registration forms are also available online. The conference entertainment program will offer many unique activities, among them a half-day Desert Safari Tour (dune bashing, camel riding, *shisha* smoking, hennaed hands dyeing, and more) and a Dhow Dinner Cruise. Healthy discount on roundtrip airline tickets to Abu Dhabi originating anywhere are also available. Contact Jane Hoelker, Hospitality Committee, directly for social event information or to register for social events at <hoelkerj@hotmail.com>.

Reminders—Calls for Papers

September 7, 2001 (for December 1-2, 2001)—*2nd IALIC (International Association of Languages and Intercultural Communication) Annual International Conference—Living in Translated Worlds: Languages and Intercultural Communication*, at Leeds Metropolitan University, UK. Proposals for papers, workshops, panels, and posters on the conference theme of an ideological, theoretical, or pedagogical nature are welcome from a wide range of disciplines. See the July *TLT* for more detail or go to <http://www.cf.ac.uk/encap/sections/lac/ialic/conference/background.html> for a very full discussion of aims and contexts. Please note that proposals must be accompanied by conference registration, available via the conference homepage at <www.cf.ac.uk/encap/sections/lac/ialic/conference>. Contact: Joy Kelly <j.kelly@lmu.ac.uk>,

Conference Administrator; Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds, LS6 3QS, England; t: 44-113-2837440; f: 44-113-2745966.

Reminders—Upcoming Conferences

September 20-23, 2001—***Form-Meaning Connections in Second Language Acquisition***, hosted by the University of Illinois at Chicago at the Holiday Inn Chicago-Mart Plaza. The conference website at <uic.edu/depts/sfip/formmeaning/> is very extensive, or one can email requests or questions to <formconf@uic.edu>.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Aichi-ken—The Department of Cross-Cultural and Social Studies, Aichi University of Education, invites applications for a full-time associate professor to commence from April 1, 2002. **Qualifications**: native-speaker English competency; MA or Ph.D. in TEFL/TESL or a related field; appreciable number of publications; substantial teaching experience; working knowledge of Japanese. **Duties**: teaching a minimum of six English Communication classes for majors and non-majors. **Salary & Benefits**: salary and commuting allowance are based on the university's scale. **Application Materials**: CV with a photograph and a copy of the certificate of your highest degree; letter of recommendation; list of publications; a copy of each publication or documents supporting them; a letter from a public hospital or health center testifying to your health condition; a list of the previous items. **Deadline**: Application should be postmarked not later than October 20, 2001. **Contact**: Application to be sent by registered post to: The Personnel Office, Aichi University of Education, 1 Hirosawa, Igaya-cho, Kariya, Aichi 448-8542. For further information, contact Anthony Robins at the above department.

Aichi-ken—Bianchi International Services is seeking full-time native English teachers for postings in public elementary and junior high schools in the Nagoya and Inuyama city areas. **Qualifications**: university degree + RSA CELTA or equivalent (MA TESOL preferred); minimum 1 year teaching experience (Japanese public school experience a plus); communicative Japanese skills; and a driver's license is a plus. **Duties**: teaching and developing curriculum and materials for our elementary or junior high school programs. **Salary & Benefits**: 260,000—290,000 yen/month. Company accommodations include full payment of key & gift money; 1/2 rent subsidy of up to 35,000 yen/month; 1/2 health insurance payment of up to 15,000 yen/month; transportation arranged and compensated as appropriate; paid holidays; approximately six weeks paid vacation (summer, winter, and spring breaks). One-year renewable contracts begin in April 2002. **Application Materials**: Send resume and cover letter. **Contact**: Keiko or Anthony at Bianchi International Services, #103 Maison Yamamoto, 172 Higashi-Koken, Inuyama City 484-0083; <bianchi@topaz.ocn.ne.jp>.

Ehime-ken, Matsuyama-shi—The Humanities Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 2002. **Qualifications**: native-speaker competency with an MA in TEFL/TESL/TESOL. Knowledge of Japan and/or experience in teaching Japanese students would be helpful. **Duties**: teach six 90-minute classes a week, including large classes of around 60 students. **Salary & Benefits**: two-year, nonrenewable contract includes salary of roughly 4,300,000 yen/year; airfare to and from Matsuyama; partial payment of health insurance; research funds. **Application Materials**: resume, transcripts, copy of diploma, list of academic achievements, references, and an essay on English language education; application material will not be returned. **Deadline**: September 28, 2001. **Contact**: Dean of the Humanities Faculty, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578; no email or telephone inquiries.

Himeji-shi, Hyogo-ken—The English Department of Himeji Dokkyo University is seeking 3 full-time EFL teachers; one position to be filled October 1, 2001, the other two positions beginning April 1, 2002. **Qualifications**: MA in TESOL, applied linguistics or a related field preferred, and/or two years ALT experience or university/college teaching experience in Japan. Two publications are also desirable. **Duties**: teach ten 80-minute classes per week to students of foreign language, econo informatics, or law departments, plus approximately 10 hours per week for class preparation, office hours, and student consultation. Special two

or three-week between-term course duties may also be required. **Salary & Benefits**: instructor rank pay scale of 4,500,000 yen for a one-year contract, plus 165,000 yen research allowance, 60,000 yen for conference travel, and commuting allowance according to university regulations. Contract renewable upon mutual agreement for two additional years. Medical insurance is subsidized. **Application Materials**: cover letter plus resume/CV, a recent photograph, 1-2 page statement of views on teaching and career objectives, two letters of recommendation, and copy of university degree(s); interview to be scheduled for short-list applicants. **Contact**: Chair, English Department, Foreign Language Faculty, Himeji Dokkyo University; 7-2-1 Kamiohno, Himeji, Hyogo, 670-8524. For further information contact: J. E. Strain at f: 0792-23-1973 or <strain@himeji-du.ac.jp>.

Niigata-ken—The International University of Japan, an English-medium graduate institution, is looking for temporary English Language Instructors to teach in its Intensive English Program in 2001 for nine weeks: one-week orientation & de-briefing and eight weeks teaching. The program dates have yet to be finalized, but will probably run mid-July to mid-September. (We try to set our dates at times that will allow full-time teachers in Japan to participate during their summer break.) **Qualifications**: MA or equivalent in TESL/TEFL or related field. Experience with EAP, intermediate students, and intensive programs highly desirable. Experience with programs in international relations, international management, or cross-cultural communication helpful. Familiarity with Windows computers is required. **Duties**: teach intermediate-level graduate students up to 16 hrs/wk; assist in testing & materials preparation; attend meetings; write short student reports; participate in extra-curricular activities. **Salary**: 850,000 yen gross. **Benefits**: Free apartment-style accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Location**: Yamato-machi, Niigata prefecture, (a mountainous region about ninety minutes by train from Tokyo). **Application materials**: Mail a current CV and cover letter. No email applications will be accepted. **Deadline**: Application to be received by November 1, 2001. Successful applicants will be invited to interview at the JALT2001 Conference in Kitakyushu or in Tokyo in February 2002. **Contact**: Nakajima Mitsuko, IEP Administrative Coordinator, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277.

Tokyo-to, Hachioji-shi—Chuo University Law Faculty seeks a tenure-track Lecturer/Associate Professor for its English Department, starting April 2002. The successful applicant will teach English classes, including English for Academic Purposes and courses in their own academic specialty. **Qualifications**: university teaching experience, an MA or higher in Humanities/Social Sciences, experience in curriculum development and administration, and Japanese ability. **Salary and benefits**: competitive with similar private universities in Japan. **Contact**: Please send an English resume, a list of publications, contacts for references, and an essay of approx. 750 words explaining your approach to teaching English by September 14 to: Hiring Committee, Law Faculty, Chuo University, 742-1 Higashinakano, Hachioji, Tokyo 192-0393.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident in Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications and three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: Classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. Contact: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to—The Department of Languages at Tokyo Women's Christian University is seeking a full-time English-speaking Contract Instructor to begin on April 1, 2002. The contract is for one year and can be extended once, i.e. a maximum of two years. **Qualifications**: native English speaker competence with a BA or BSc and preferably university teaching experience. Japanese conversation ability, while not essential, would also be desirable. **Duties**: Teach ten 90-minute English skills classes per week and assist with entrance examination marking. **Salary and Benefits**: 340,000 yen per month plus a four-month bonus per year, transportation expenses, and housing allowance (up to 50,000 yen depending on eligibility). **Deadline**: October 15, 2001 **Application Materials**: CV. **Other Information**: Applicants should be available for an interview on campus in Tokyo during October or early November, so we do not encourage applications from outside Japan. The university will NOT pay travel expenses related to the interview. No

email or faxes, please. **Contact:** Martin Willis, Department of Languages, Tokyo Women's Christian University, 2-6-1 Zempukuji, Suginami-ku, Tokyo 167-8585. Phone: 03-5382-6209.

Tokyo-to—The Department of Languages at Tokyo Women's Christian University is seeking a full-time Contract Lecturer to begin on 1 April 2002. The contract is for two years and can be extended once, i.e. a maximum of four years. **Qualifications:** Native English speaker competence with a MA in TESOL or related field and preferably university teaching experience. The ability to follow meetings in Japanese, while not essential, would be an advantage. **Duties:** Teach seven 90-minute English skills classes per week, take part in department and other committee meetings, and assist with entrance examination marking. **Salary and Benefits:** 395,000 yen per month plus a four-month bonus per year, transportation expenses, and housing allowance (up to 50,000 yen depending on eligibility). **Deadline:** October 15, 2001 **Application Materials:** CV. **Other Information:** Applicants should be available for an interview on campus in Tokyo during October or early November, so we do not encourage applications from outside Japan. The university will not pay travel expenses related to the interview. No email or faxes, please. **Contact:** Martin Willis, Department of Languages, Tokyo Women's Christian University, 2-6-1 Zempukuji, Suginami-ku, Tokyo 167-8585. Phone: 03-5382-6209.

Tottori-ken—Tottori University of Environmental Studies (TUES) is seeking part-time teachers to teach vocabulary & grammar, reading & listening, writing & presentation from April 2002. The campus is located in Tottori-shi, near Tsunoi Station. **Qualifications:** Must be a Chugoku resident; native-speaker competency in English; MA in TEFL/TESOL or a related field preferred. **Duties:** teach a minimum of three *koma* per week. **Salary & Benefits:** comparable to national universities; one-year contract renewable subject to performance and budget. **Application Materials:** cover letter; CV; details of publications and presentations, if any. Apply either in English or Japanese. No email applications will be accepted. **Deadline:** ongoing until filled; highly advised to apply as soon as possible. **Contact:** Uchida Hiroki, English Department, Tottori University of Environmental Studies, 1-1-1, Wakabadai-kita, Tottori-shi, Tottori-ken 689-1111; <uchida@kankyo-u.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by brian cullen

*Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.*

Calls for Papers

TESOL Arabia 8th Annual International Conference—The conference will be held at the Abu Dhabi Hilton Hotel, United Arab Emirates, from 20-22 March 2002. The theme is "Critical Reflection and Practice." Guest speakers include Bonny Norton, Robert Phillipson, Keith Richards, Suresh Canagarajah, Graham Crookes, Barbara Sinclair, Stephen Gaies, Adrian Holliday, and Tove Skutnabb-Kangas. Proposals for presentations are being accepted until **November 14, 2001**. A proposal form is downloadable from <http://tesolarabia.org/conference>. For further information on proposals, please contact: Christine Coombe at <christinecoombe@hotmail.com> or Phil Quirke at <phil.quirke@hct.ac.ae>.

Other Announcements

Questions Needed for PAC3 at JALT2001 Plenary Dialogue—You are invited to participate in a dialogue on teaching and learning in the 21st Century that will help to shape a collaborative plenary by Professors Christopher Candlin and Anne Burns at the PAC3 at JALT2001 conference. The main speakers are collecting questions on three key issues facing teacher-researchers: 1) Contacts, Contexts, and Identities; 2) Motivation; and 3) Classroom tasks. They want to know whether EFL students have been "getting the right stuff" from their teachers and classrooms in Asia. Please join the dialogue exploring the validity of existing teacher beliefs such as "People who have little contact with the host community will not learn the language successfully" and "Motivation is the most important variable in second language acquisition." Contact them by email at <enopera@cityu.edu.hk> and <anne.burns@mq.edu.au> well before their November 24 collaborative plenary speech where they intend to make the dialogue come alive.

TELL Training in Listening and Counseling Skills—Tokyo English Life Line's 60-hour training for phone counselors, **September-December, 2001**, covers listening skills, basic counseling techniques, and topics such as cross-cultural sensitivity, suicide, and HIV/AIDs. The training and volunteering for the Life Line are opportunities to build skills, gain experience in counseling, and contribute to the international community. TELL is a nonprofit organization accredited by Life Line International and the Samaritan Institute and a member of the Federation of Inochi-no-Denwa. For details, contact TELL at 03-3498-0261.

Call for Participation in Pan-Asian Vibrant Debate—You are welcome to join in a debate at the Pan-Asian Conference with the main speakers who will try to tackle key issues and questions facing our teaching profession in Asia. PAC is designed to elicit questions and to seek answers from participants. For example, at PAC1 held in Bangkok in 1997, Marc Helgeson asked the audience "Are we moving toward an Asian methodology?" and "What is the usefulness, necessity and possibility of an Asian model?" After the conference, participants began investigating these questions and some researchers formed collaborative study teams. These questions proved to be an important line of inquiry. Dr. Yoshida Kensaku of Sophia University (who was a main speaker at PAC2 held in Korea in 1999) presented a Japanese model of language learning during his TESOL 2001 plenary speech. Two more key questions to be posed at PAC3 include: "Should foreign languages be taught in elementary schools?" and "Is value added by learning and researching collaboratively?" More questions are needed to add to the vibrant debate scheduled from 3 p.m. to 4 p.m. Sunday, November 25 in Kokura, and you are invited to send your ideas to David McMurray, the PAC3 at JALT2001 Program Chair by email at <mcmurray@int.iuk.ac.jp>.

MA TESOL Project—The Australia-Japan Foundation has launched an ambitious MA TESOL project in Japan. The new degree course, specifically designed for English language teachers in Japanese Junior and Senior High Schools, has been under development for more than two years. The course is the first offshore course available that focuses on the classroom needs of teachers in the Japanese secondary school environment. With a modular system that lets teachers choose subjects to meet their specific needs, the course also includes personal English language improvement components and comes with extensive glossaries and readings in Japanese as well. The program was put together with the University of Technology Sydney, Curtin University and Insearch Language Centre. With qualified tutors and advisers in Japan and full Internet service envisaged for the program, the course also takes into account the busy schedules of teachers while providing a high quality of education at a very low cost. For more information contact: Terry White, Australia-Japan Foundation; t: 03-5232-4174; f: 03-5232-4064.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは１，０００字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、２００ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2 カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2 カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1 週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の２０日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

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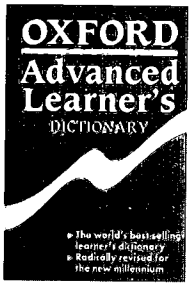

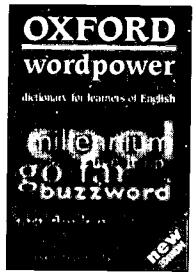

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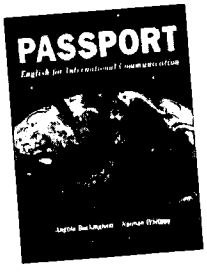

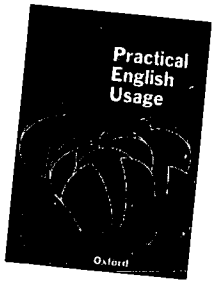

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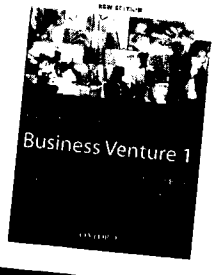

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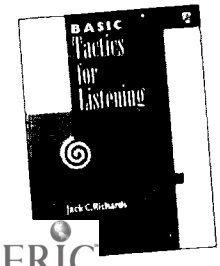

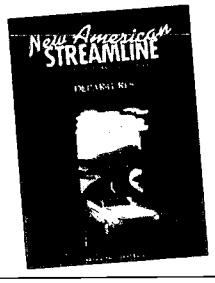

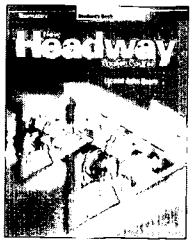

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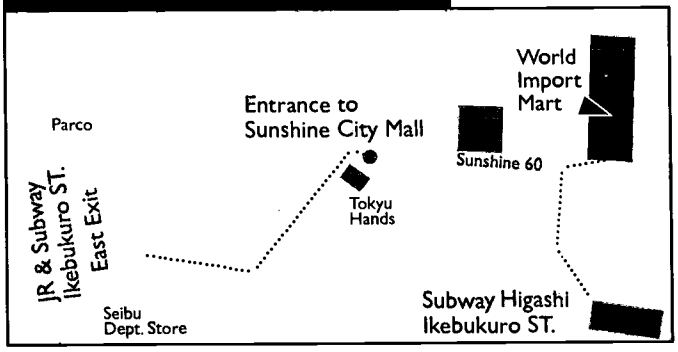

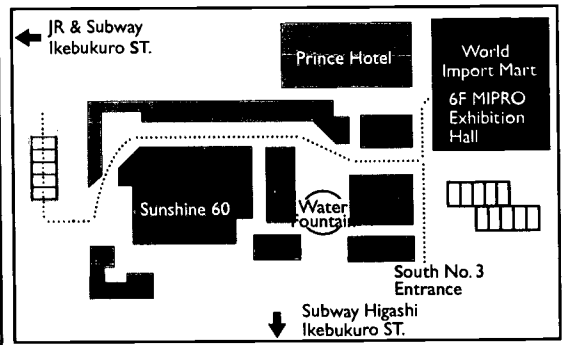

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the language teacher

ISSN 0289-7938
¥950

5 **Is Japan's Education System Meritocratic?**
Christopher P. Hood

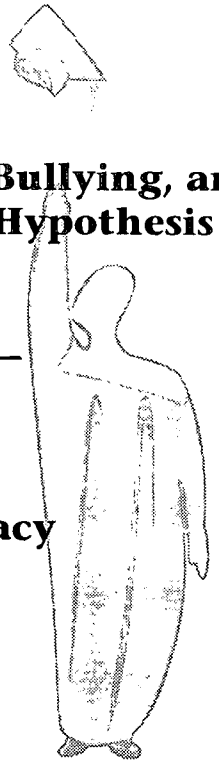
11 **Choosing to be Ronin**
Tsukada Mamoru

17 **Stress, Disempowerment, Bullying, and School Non-attendance: a Hypothesis**
Yoneyama Shoko

23 **日本の教育改革とメリトクラシー**
岡田 昭人

29 **Higher Education, Apathy and Post-Meritocracy**
Brian J. McVeigh

33 **「教育改革」とその問題点**
木塚 雅貴



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Special Issue: Meritocracy

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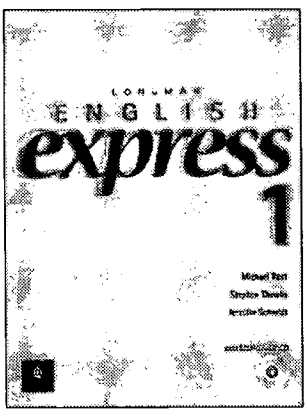

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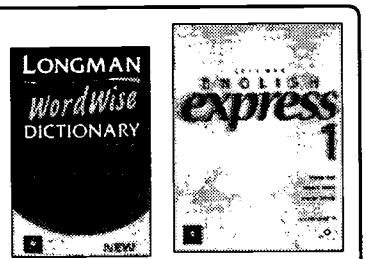

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Meritocracy. Within a domain as complex as Japan's, pin-ning down what meritocracy is and how it affects society is no simple thing. That said, if you live in Tokyo where some of the top universities and most of the nation's bureaucracy reside, there is a sense of being among the ones society has chosen to *merit*.

Japan's education system is as complex and expansive a subject, if not more so, and **Christopher Hood**'s article tackles the daunting task of explaining how meritocracy weaves its way through the system. Meriting students in Japan centres around their efforts to study for university entrance exams. This in turn determines the ranking of schools. But the exams are not the only issue. Many other issues arise in conjunction with meritocracy. **Tsukada Mamoru** rethinks the stereotypical *ronin* persona. **Shoko Yoneyama** investigates a possible physiological link between bullying and school nonattendance. **Okada Akito** examines the kind of meritocracy *Monbukagakusho* wants to achieve and how they go about doing it. Taking a post-meritocracy approach, **Brian McVeigh** looks at higher education and student apathy. **Kizuka Masataka** analyses how recent reforms to education affect meritocracy. **Tim Murphey** goes for the jugular and contributes an opinion piece that strongly suggests reform to the entrance exams. Finally, an annotated bibliography of books on Japanese education is included for readers who want to pursue their own reading directions.

It is hoped that a discussion of the meritorious and unmeritorious principles underlying education will be taken up in *The Language Teacher*'s discourse community as well as in classrooms. It was a pleasure working with the contributors on this issue, and apart from any mistakes, we hope that even the most erudite reader finds something of merit.

Kent Hill
Special Issue Guest Editor

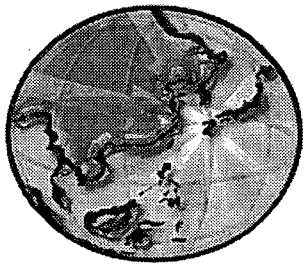
メリトクラシー。日本のように複雑な国において、メリトラクシーとは何であり、それが社会にどのように影響を与えるのかを把握することは単純なことではありません。トップの大学のうちのいくつかと、国の官僚政治のうちのほとんどが存在する東京に暮らしていれば、メリットとして社会的に認知されているものの一つである、という感覚があるかもしれません。

Christopher Hoodの記事では、日本の教育システムが複雑で巨大なものであるにもかかわらず、いかにメリトクラシーがシステムを構築しているかを説明しようとする困難な課題に取り組んでいます。大学の入試のために努力している学生たちの努力に比例して、学校のランクも決定されます。しかし、試験は唯一の問題ではありません。他の多くの問題はメリトクラシーと共に発生します。Tsukada Mamoruは、浪人生活による人間形成のステレオタイプについて再考しています。Shoko Yoneyamaは、いじめと不登校の間の生理学的な関係を調査しています。岡田昭人は、文部科学省が目標としているメリトクラシーについて、それらがいかに行われているかを検討しています。ポスト・メリトクラシー・アプローチを取り上げれば、Brian McVeighは、高等教育と無関心についてとりあげ、木塚雅貴は、教育の最近の改革はどのようにメリトクラシーに影響するかを分析しています。Tim Murpheyは、入学試験を改革すべきだという強い意見を展開しています。最後に、日本の教育についての文献リストが、この問題についてさらに検討したい読者のために掲載されています。

メリトクラシーと非メリトクラシー原則に則った教育が、教室、そして語学教師の議論の題材と議論になることを望んでいます。執筆者とこの仕事に関わることができ、非常に光栄でした。いくつか不備はあるかもしれませんが、見識ある読者の皆さんが、この号から何らかのメリットを得られることを望んでいます。

contents

feature articles
5 Is Japan's Education System Meritocratic?
11 Choosing to be Ronin
17 Stress, Disempowerment, Bullying, and School Non-attendance: a Hypothesis
23 日本の教育改革とメリトクラシー
29 Higher Education, Apathy and Post-Meritocracy
33 「教育改革」とその問題点
opinions & perspectives
37 Nonmeritorious Features of the Entrance Exam System in Japan
annotated bibliography
41 Annotated Bibliography of Books on Education in Japan
off the presses
45 Longman
a chapter in your life
47 JALT2001 National Four Corners' Tour
my share
49 Helluva Entrance Exam Game
51 The Adjustment Task
53 Engaging University Students in Critical Thinking about the Merits of Their Entrance Exam System
departments
59 Book Reviews
63 Special Interest Group News
64 Chapter Reports
66 Chapter Meetings
69 Job Information Center
72 Bulletin Board
56 Advertiser Index



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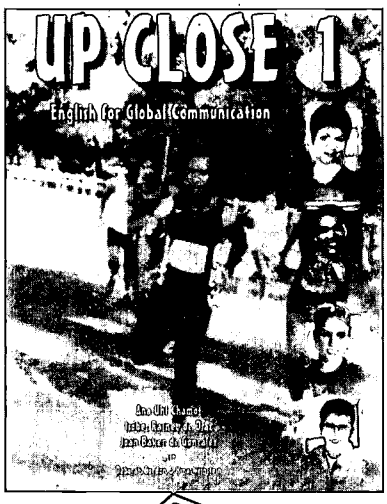

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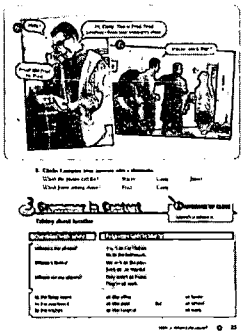

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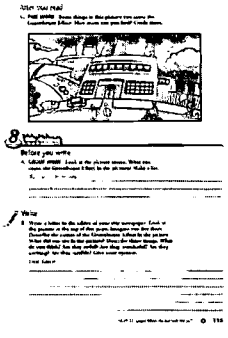

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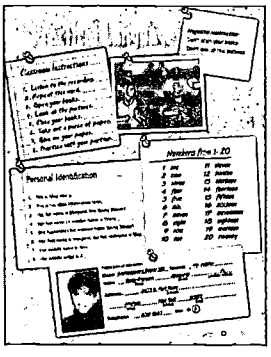

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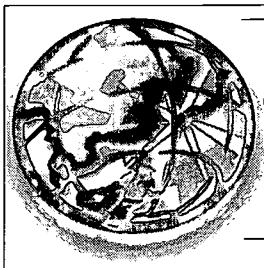

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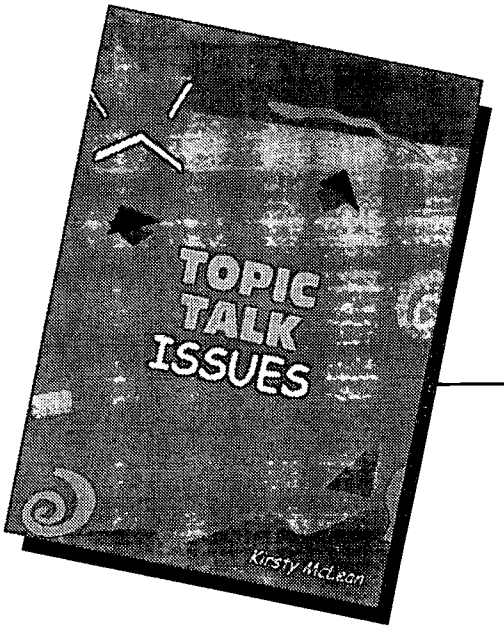

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NEW

Christopher P. Hood
Cardiff University

Is Japan's Education System Meritocratic?

The Japanese education system is changing. Nonetheless, despite people beginning to acknowledge this fact (see, for example, Hood 2001, Roesgaard, 1998), attention tends to focus on the structural aspects of the education system (e.g., the 6-3-3 system and changes to funding of higher education) rather than on some of the effects of these changes. Of course, part of the reason for this is that as the reforms are still on going, it is not always possible to fully appreciate what changes have occurred and whether they are short-term or not.

The present reform process has many of its roots in the Nakasone-initiated reforms of the 1980s. This article looks at just one area of the education system and the way it is changing, that is, the degree to which the Japanese education system is meritocratic. For former Prime Minister Nakasone himself wrote in his "bible on Japanese politics" that the education system needed greater meritocracy (Hood, 2001, p. 36).[1] Therefore, to be able to investigate this subject, it is best to start with a working definition of a *meritocratic education*.

A useful, and certainly popular starting point is to link it to Confucian ideologies. This is something that is often done by many Japanese politicians—particularly conservative politicians such as Nakasone. The danger with such an approach is that it tends to give the impression of some kind of religious or moral ethos existing, whereas in fact many Japanese people inherit such ideologies as norms.

If Confucianism is the origin of such an ideology, it is also a fact that the Japanese have come to reward scholarship (Zeng, 1999, p. 20). Based on a Prussian model (which was in turn influenced by Chinese civil service examinations), Japan introduced their examination procedure in the 19th century. This system of eligibility for positions in the bureaucracy led to a symbiosis between it and the university. In the new system, meritocratic principles replaced aristocratic birth or patronage as eligibility to the bureaucracy and thus status (Windolf, 1997, p. 128). The most notable and well-used example of this is the large number of politicians and leading bureaucrats with Tokyo University backgrounds. With such graduates sitting at the top of the Japanese educational hierarchy, the conclusion may be drawn that the system is meritocratic. Yet, with reforms aiming to further enable students to pursue their own interests and changes to the exam system, let alone changes in society where the old

本論は、meritocraticと評されている日本の教育システムを概観する。つまり、現在の教育システム、予想される変化、将来への影響などを、教育システム改革の進展とともに論じる。特に民営化、個別化、教育コストなどのシステム上の変更に焦点をあてている。さらに「受験地獄」や「いじめ」、「校内暴力」の問題も言及している。本論は、この特別号の他の論文を読む上での有益な背景知識となるであろう。

school tie is no longer meant to be as critical in assessing potential employees, perhaps the picture is no longer as clear.

One aim of the Japanese education system that has remained constant through much of the postwar period, and that has been repeatedly highlighted by the Monbukagakusho, has been to create an egalitarian system, to the extent that soon after the Nakasone-initiated reform process had began. Amano Ikuo (1986, p. 2) wrote that equality of opportunity had been achieved and was "no longer an issue." Equality can be demonstrated by the access to all levels of education throughout the 47 prefectures of Japan, the extraordinarily high attendance at elementary and secondary schools, the use of a standard Course of Study the use of approved textbooks, and so on.

That a system is egalitarian may suggest that it is perhaps not meritocratic. However, the system is not as egalitarian as we are often led to believe, and the key word in Amano's conclusion is opportunity. For, although any student can, in theory, have access to almost identical education anywhere in Japan, to the extent that different schools in different prefectures will often be teaching identical things on the same day, differences still remain in terms of the quality of education received, and the reward for attending a particular institution.

Let us consider for a moment what I observed at a middle school graduation ceremony a few years ago. What was notable about this ceremony was that all the graduating students received identical certificates. Yet the students varied a great deal—from those who were going on to prestigious high schools and (perhaps) on to the best universities, to those who had not studied hard and were going to less prestigious high schools or were leaving the education system altogether, to students with special needs. What can be considered meritocratic about this?

The important consideration is of course that the reward was not the graduation certificate, but the next level that the student was passing on to. In other words, at this stage of the education system, the reward is the ability to be able to go on and study at a particular institution. Although the vast majority of the students were all continuing on to high school—and this is an opportunity open to all, though it can be a prohibitively expensive option for some[2]—the quality of these schools vary. Those that had worked hard were now rewarded— having passed the appropriate entrance requirements—with entry to their deserved high school. The rest were slotted into other high schools as appropriate. Perhaps this can be considered to be meritocratic.

Nonetheless, even if we momentarily set aside the issue of whether the entrance system (i.e., whether the student is accepted on the basis of a recommendation or having passed the school's entrance examination) is fair, one should still consider whether the students were ever on a level playing field. Without this condition, one cannot conclude whether a system is meritocratic or not. Although students at school may receive identical tuition (though experiences may vary from one class to another due to different teaching staff and resources), the importance of the other part of the education system, *juku* (cram schools) cannot be overlooked.

Juku are perhaps the most infamous part of the Japanese education system. They are typically characterised as being involved solely in preparing students for examinations, but in fact there are many different types, each performing different roles. The reason that they have become infamous is that they are "like tactical weapons in an escalating educational arms race" (Rohlen, 1988, p. 28) as students attend them to gain an advantage over other students. Their significance has become so influential that some have even begun to question if *jukus* might be the reason why Japanese students have appeared to do so well in international comparisons. On top of this, as some *jukus* have also developed better teaching techniques, *Rinkyoshin* (the ad hoc council established by Prime Minister Nakasone) even "wanted *juku* to become a recognised part of the education system and be encouraged as alternatives to regular schools" (Hood, 2001. p. 115). If they are so significant, then one cannot ignore them when making judgements about the quality and role of the education system.

Focussing on our question of the meritocratic nature of the Japanese education system, the key point to bear in mind is that access to *juku* is not something that can be guaranteed for all. Unlike top schools, where entrance would be, at least in part, decided upon examination results or performance at the lower stage of the education system, *juku* entrance is determined primarily monetarily. Although the costs to attend *juku* are not considered to be significant (Hood, 2001, p. 115), the fact is that money rather than educational performance has become part of the selection mechanism. Logically, this runs contrary to a meritocratic education.

Not all Japanese children attend *juku* although the impression may often be otherwise. There are differences depending on the stage of education. More significantly perhaps, there are often considerable regional differences. This raises questions about whether the Japanese education system is as uniform as both the Monbukagakusho and many outside observers would like to characterise it as being.

Let us now return to concentrating on entrance to high school education in Japan. It is at this point that the system would appear to become *meritocratic*—in the sense that the best students go to the best schools, and the weaker students end up

going to weaker schools or are forced out of the system altogether. Segregating students at this level suggests that the formal education system's preoccupation with equality amounts to selecting students with either differences in natural ability or their achievements at *juku*.

The former suggestion requires more attention. The idea that students may have differences in natural ability has traditionally not been a popular one in Japan. Although there may be some agreement that differences in natural ability exist, the system itself, and the way in which students are taught, has not been designed to take account of this. This is probably another factor that has led to the growth of the *juku* industry, as it attempts to further stimulate the minds of the gifted. In fact, in Japan, the assumption appears to be that "all children have equal potential" and differences in achievement result from differences in "effort, perseverance, and self-discipline, not from differences in individual ability" (OERI Japan Study Team, 1987, p. 26). This appears to suggest that although the education system aims to be egalitarian, variance does exist owing to differences in "effort, perseverance, and self-discipline." This is surely, more than anything else, an indication of a meritocratic education system.

When we consider entrance to university, students have apparently tended to follow an educational path that would help them get employment at a large company. It must be noted that this is both a generalisation and a stereotypical view; the system is changing, and even before the changes, there were many who did not follow this pattern. This has led to a situation whereby students may aim for institutions, or courses, that are higher than perhaps their academic records would suggest they are suitable or capable of entering. This, in itself, need not be a bad thing, as it helps to raise motivation to study. But it can lead to undue pressure and waste as some students continually attempt to enter the university of their first choice, rather than concentrate on achieving a lot and perhaps studying a more suitable course at a lesser institution. This is the dilemma of the so-called, and in my opinion overhyped, examination hell.

In theory, as a result of the hard work and effort put into study to enter these institutions, the better students are being rewarded. Yet, as we have already mentioned for entrance to high school, entrance is influenced by many external factors, in particular the region in which the student studies and the amount of money that their family has available to spend on education, especially *juku*.

Since the Nakasone-initiated education reforms started in the mid-1980s, there has increasingly been a move towards providing elite education and moving away from traditional egalitarian education. *Rinkyoshin* never explicitly called for elite education, yet the provisions that give greater attention to the individual appear to have been a move in this direction.

Consequently, the debate over grade skipping (*tobikyu*) for *brighter* students and holding back (*ryunen*) for students not keeping up has intensified. Although the idea appears not to be popular with many, it is something that Professor Fujita Hidenori believes will happen, although "it will be difficult" (Hood, 2001, p. 132). These changes appear to suggest that the system might become more meritocratic as hard-working students are rewarded, and others are not rewarded or are punished. A future problem may be that as differences are emphasised, particularly in public education, the perception may be that essential fairness is lost, which would be unpopular with many Japanese (Simmons, 1990, p. 127).

In conclusion, whether the Japanese education system is meritocratic is debatable. Many aspects of it appear not to be. To the majority of Japanese students and families, it is perhaps more meritocratic than is often thought. One can only hope that with the continuing changes being made to the system and the changing demands of Japanese society, in the future a better fit will be found between the education system and society so that the excesses and those on the fringes do not continue to suffer.

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Notes

1 Nakasone was referring to his 1978 book *Atarashii Hoshu no Ronri,* Tokyo: Kodansha.

2 Although a significant number of high schools are private, over two-thirds of students attend public schools. This is due not only to financial considerations, but also because the majority still do not enjoy the sort of reputa-

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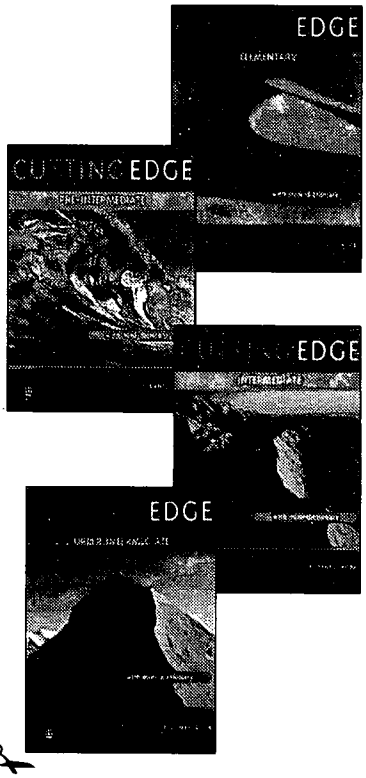

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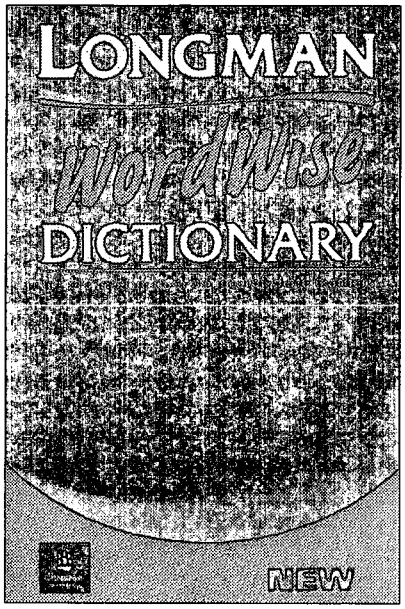

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tions that their counterparts in countries like the United Kingdom, for example, enjoy, where private education is seen as providing elite education. However, even public schools can be too expensive, particularly for those in less fortunate parts of society (e.g., one-parent families, etc.).

Christopher P. Hood is the Director of the Cardiff Japanese Studies Centre, Cardiff University and a tutor on the University of Sheffield's distance learning MA course. He completed his doctorate on the education reforms in Japan and the influence of Nakasone Yasuhiro in 1998 at the University of Sheffield. This study was recently updated and published in April 2001 (Japanese Education Reform: Nakasone's Legacy). His research was based on experiences on the JET Programme, extensive reading of English and Japanese sources, and in-depth interviews with Nakasone himself, Tokyo Governor Ishihara, Monbushô officials, teachers and students.

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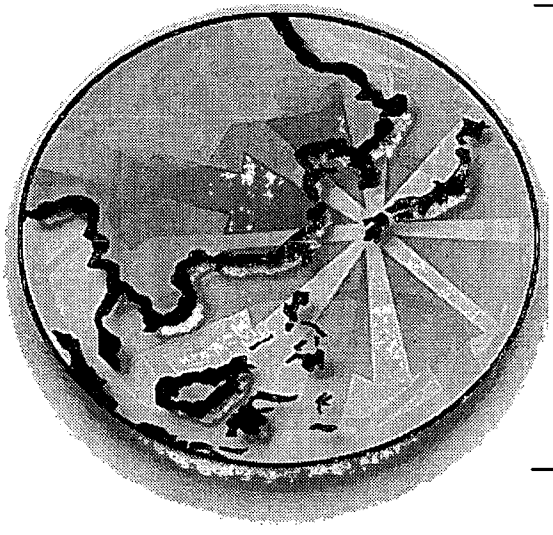

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Sugiyama Jogakuen University

Choosing to be *Ronin*

It is said that *yobiko*[1] is viewed as one of the necessary social evils produced by Japan's notorious entrance examinations. Stereotypical *ronin*[2] students are viewed socially as "losers" who failed in their college entrance examinations and wait to take the examinations again the following year. The media tends to describe them as poor young people who might be prone to committing suicide—even though there is no systematic correlation between the suicide rate and the intensity of the college entrance examination (Rohlen, 1983). A popular image of the Japanese entrance examination is still represented by the phrase, examination hell, an ordeal leading Japanese young people through a hell of rote memorization in which they sacrifice their youth without learning academically. To represent Japanese teenagers' attitude toward study, a recent American college sociology text (Thio, 2000, p.309) still uses the outdated expression, "Four you score, five you die" meaning "If you sleep five hours a night instead of four, you won't pass the exams." Actually, not all high school students in Japan take the entrance exams, but approximately 50% of the age group will. In addition, because of entrance exams by recommendation[3] and a recent declining college-bound age group, college entrance seems to be becoming easier and easier. Only those highly motivated students, then, who aspire to the admission of a higher ranked university tend to intensely prepare themselves for college entrance. Moreover, because of the difficulty to enter these universities, these students are also likely to become *ronin*.

This paper argues that the above description of *ronin* students is a misrepresentation. *Ronin* students in *yobiko* do not necessarily experience their *yobiko* life as an examination hell. Instead, they defy their *yobiko* life and make meaningful experiences out of it. Drawing upon my one-year fieldwork in a *yobiko*[4] I will describe the perspectives shared by *ronin* students and, unlike the popular image of *ronin* experiences depicted above, will discuss their experiences not negatively, but positively.

Japan's Meritocracy and *Yobiko*

Okano and Tsuchiya (1999) state that in Japanese schools children are supposed learn to follow the school routine of punctuality and to maintain cooperative relationships with peers. By the end of schooling, these students are supposed to have learnt that selection to higher schools is based on merit and is therefore fair, that equal opportunity of education enables everyone who works hard to

本論文は、受験体制下の浪人体験を浪人生に対するインタビュー調査のデータを用いて、描写し分析しているものである。浪人生活はチャレンジであり、自らの人生について考える貴重な体験になると論じた。

achieve their goals; and, by implication, that those who fail at school and beyond have only themselves to blame. Takeuchi (1995, 246-247) takes a stronger approach. He characterizes Japan's meritocracy as a selection system, which singles out the ideal-type of human model. He stresses the visibility of the selection process as a characteristic of Japan's meritocracy. Japanese tracking involves the visible hierarchical ranking of the schools. Promotion patterns in careers are also visible owing to the new college graduate employment system and to the uniform pace of promotion for an entry group in a given year. Once individuals are selected, then they are regarded as having ability. One's ability is a reality constructed by selection. In this sense, meritocracy in Japan is based upon a constructed fiction of ability.

The ideal-type created by Japan's meritocracy pursue their survival in immediate competition without any specific long-term goals. Their ambition is thus a limited orientation and is concerned with the immediate goal of entering prestigious schools at each consecutive stage. Entrance examinations promote a tactical mentality. This entrance exam referent human model corresponds to the model of salary men who constantly make routine efforts without any personal meaning or passion.

The Entrance Exam and *Yobiko*

The college entrance examination is designed to evaluate applicants' academic achievement by testing their knowledge of the subjects and topics covered in the high school curriculum. Historically, several aptitude tests were tried out to evaluate applicants' academic and scholastic ability in the entrance examinations at different levels of schooling. The aptitude test, however, did not become established in the entrance examination system in Japan. This circumstance is related to the general cultural value placed on effort in Japanese society, that is, one's ability is considered to be one's actual accomplishment.[5]

The education industry (i.e., *yobiko* and *juku*), thereby, developed to help college applicants identify their chances of entering a university by providing hard-to-get objective or comparative data. As well as evaluating the individual student's academic ability, the standardized value of the mock exam[6] functions to evaluate the rank of each department in each university throughout Japan. Each student receives his or her raw test score on each subject, their standardized value, and the total scores with some comments on the potential of successfully entering the specific university departments of their choice. Comments are written in a standardized statement with expressions such as "Your test scores are within the boundary of success, so study hard at this pace," "Your test scores are on the boundary between success and failure, so study harder to reach within the range of success," or "You need to reconsider your choice of university department and to rethink your way of studying." After receiving their standardized value on the mock exam, students consult the pamphlet to see which department of which university they are likely to enter. In this way they acquire a clear sense of the relative ranking of university departments throughout Japan. As a further consequence, the standardized test score value of each mock exam is now so institutionalized that it has become the criterion to evaluate the rank of a department of a university.

The core of the college entrance examination, then, is the visibility of ranking the university departments and the relative assessment of students' ability measured by a series of mock exams administered by the education industry. In other words, the standardized values measured by the mock exams become proven ability to students themselves as well as to others. This constitutes the fundamental identity of those students who are intensively involved in the college entrance examination competition. Additionally, *ronin* students seem to challenge the standard sorting process itself. If they examined their test scores or standardized scores from the series of the mock examinations during their third year of high school, they would have identified a university department that was suitable to their academic record. However, most likely, they intentionally applied to a university department with an entrance exam above their cumulative test scores and were aware that they were likely to fail. In this sense, these students have chosen to become *ronin*.

Ronin: The Fourth Year of High School

When students in high school apply to the university department of their first choice and fail in the entrance examination, they become stigmatized because they could not meet what they as well as others had expected of them. This is true even though for students aspiring to the higher ranked universities, being a *ronin* can be regarded as the "fourth year of high school." In fact, up to one-third of any high school class may become *ronin*. Despite this high figure, students who failed in the college examination cannot help but feel stigmatized simply because their failure spoils their self-identity as students of good academic standing in their high schools. The comments of a female *ronin* student illustrates this well:

> In our high school it is quite common for female students to become *ronin*. So I took becoming a *ronin* as natural. But I felt uncomfortable walking in my hometown although it was okay to walk around in Hiroshima....After becoming

a *ronin* I commuted to Hiroshima by taking an earlier train than in my high school days, in order to avoid meeting my juniors from high school.

Ronin students feel such stigma because they themselves had a negative view of *ronin* students when they were at high school. Consequently, rather than take responsibility and blame themselves as Okano and Tsuchiya (1999) suggest they have been taught to do, students justify their failure as accidental or at least as not being the true expression of their ability. In order to avoid the loser label, they attribute the cause of failure to something other than their true ability. When asked why they failed, students may respond evasively with, "I did not use all of my ability in the entrance examination this year," or "I enjoyed my high school campus life too much and did not prepare myself for the college entrance examination enough." These students, then, who bear a sense of loss of worth because the educational competition proved too much for their abilities—but who still aspire to a prestigious university nonetheless—recreate a new self-identity at *yobiko* and give it a positive meaning by forming new hopes there.

Early in their *yobiko* life, *ronin* students are full of hope and enjoyment. They might say, "I am having a good time now," or "I can freely attend classes as I like, unlike in my high school days." *Ronin* students tend to be impressed by *yobiko* teachers and their energetic, effective instruction. In order to realize their dream, these students orient themselves as challengers to their previous results and consequent social labeling.

During the later stages of *yobiko* life, however, anxiety about failing the following year entrance examination begins to prevail over hopes of success. By the time the high school summer break has come, as high school students attend the special summer sessions at *yobiko, ronin* students tend to wonder how much progress they have made in comparison with the high school students. In the autumn, *ronin* students become serious, unlike in the initial period when they were generally cheerful. When they are alone, they are so anxious that they might doubt their ability to pass their chosen entrance examination. With such anxiety, they may start questioning their study methods, and also their decision to become a *ronin*. Moreover, they may even question their way of life, sense of direction, and identity, further eroding their confidence in succeeding at the upcoming entrance examination. Being outside[7] the socially recognized norm now leads them to question for the first time the entire arrangement of their lives and the message of the system that they cannot be anybody if they fail in these examinations, although up through high school they had subscribed to it and were on the right track along with their classmates. Through this questioning of the system, then, they come to discover their philosophizing self.

College students reflecting on their *ronin* experiences often regard their *ronin* period as a time of "gaining a sense of perseverance," "growing-up," and "precious and unforgettable experiences." One *ronin* student wrote:

> ...I was always working hard, just like climbing up step by step to the top of the mountain. Compared with my boring campus life now, *ronin* life was enjoyable. It was a happy life...[o]Once I began studying for the entrance exam, I realized that I would not change my life without doing something. I found that I could do it. I think that I experienced hardship during my *ronin* life but the degree of hardship turned out to be a meaningful experience. I now understand that the entrance exam was not everything. But if there is a university that you desire, then you should risk your life for it. Without such an experience, I believe, our life would be boring. *Ronin* life is a miniature experience of my whole life.

His letter and others' reflections on *ronin* experiences suggest that, because the students were situated in socially stigmatized position for a long time, they have attained consciousness enlightenment about their personal situation. In other words, their *ronin* position provided them with an opportunity to question the value of their life and to mature psychologically (Tsukada, 1999, 162-169).

The "Enlightened Self" in *Yobiko* Life

Shifting demographics have dispersed the bottom of the university-ranking pyramid and the college entrance examinations have become less competitive. Nonetheless, many students are still striving for the pinnacle (i.e., a higher position in the ranking of the standardized value scores) with each mock exam of their *yobiko* life. This indicates that, since *yobiko* students choose to spend another year studying in the belief that entering a higher ranked university will be worth the effort, many Japanese people believe the education system is meritocratic. Yet, the establishment of the entrance examination system in Japan has resulted in a peculiar kind of meritocracy in which one's ability appears as one's achievement, which in turn becomes a socially constructed reality as a consequence of the selection process. The achieved position in ranking is a proven ability that is the basis of evaluating students in the college entrance exam system. Thus, *yobiko* life is a life of constant striving for competition in a series of mock examinations and *ronin* students are likely to experience a stressful life,

fluctuating between hope and anxiety in the process of studying for the next year's college entrance exam. Depending on one's perspective, this can be considered either an examination hell or a challenging life of the student's own choosing.

Ronin students have been affected by Japan's unique meritocracy, which emphasizes tactical mentality without any long-term vision. But there is also a positive aspect to *yobiko* life that encourages students to reflect about themselves, stemming from their outsider position, not recognized as having socially legitimized status. Partly because of doubts about *yobiko* or entrance exam culture, but more importantly because they are outside any officially recognized status and perceive negative societal views toward themselves, *ronin* students gain a greater awareness of their life. This cognitive development allows them to go beyond the tactical human model of salary men (who are less likely to question the status quo and try to stay safely within the established life course) and may lead them to form a more independent life course in a more creative and integrated manner. In this sense, *yobiko* life might not be indicted altogether as a necessary social evil but might be recognized as one modern ritual of maturation for Japanese youth.

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Notes

1 *Yobiko* are specialized private schools dedicated to preparing their students for success on college entrance examinations. High school graduates who did not succeed in their first try at the entrance to the university of their first choice and will wait to take the college entrance examinations again the following year are called *ronin* students. Students in *yobiko* are not only *ronin* students but also junior and senior high school students who attend classes there after their regular school, whereas *ronin* students attend the *yobiko* as full-time students from morning to afternoon, usually five days per week.

2 The name *ronin* derives from the term for master-less *samurai* in the feudal era of Japan. The *ronin* students belong to neither a high school nor a college and thus are similarly master-less.

3 Private universities select a list of high schools and ask the high schools to send their students to them by the school recommendation. The general guidelines set by the Ministry of Education and Sciences suggest that the maximum ratio of accepting students by recommendation should be within thirty percent of all the entering students and if a university has an attached high school, the ratio could be within fifty percent. Private universities make use of this system to secure students even though this system is becoming less and less popular among high schools.

4 My fieldwork began with a two weeks' trip to Hiroshima in late April 1985, as a pilot study and a way to contact staff members at one of *yobiko* in Hiroshima. I was employed as a teacher of English in the middle of July to teach summer sessions and taught there until August 1986 on a one-year contract. I conducted unstructured interviews with 71 students while using other data collection methods such as administering questionnaires, diaries, and an analysis of compositions by *ronin* students. The *ronin* students in this paper may seem to be outdated simply because they were in the middle of the 1980's when the number of college applicants was still increasing. But in this paper I will discuss unchanging characteristics of *yobiko* life and the psychology of *ronin* students. For a detailed description of the methods used see the appendix in Tsukada *Yobiko Life* (1991).

5 Zeng (1999) argues that the tradition of competitive entrance examination is related with the common cultural heritage, geographical proximity, and many parallels in cultural and educational values, concepts, and practices among Japan, Korea, and Taiwan. In these countries the entrance examination achievement test is embedded in the concept of meritocracy. By contrast, in American education, the SAT is used as one means to evaluate students' innate ability or aptitude while emphasizing its generality, equal opportunity, and fairness (Donlon 1984). In this sense, in theory, the American education pays more attention to individuals' innate potential than academic achievement shown in the entrance examinations though it pays equal attention to G.P.A. or students' class rank in high school, school extra-curriculum activities, all of which are cumulative achievements in schooling.

6 The mock exams are administered by the education industry such as *yobiko* or publishers, which specialize in the college entrance examinations. The questions in the mock exams are similar to those in the college entrance examinations as well as in the Center Test (*daigakunyushi).* They cover all the subjects required or selected in the college entrance examinations, including Mathematics, English, Japanese & Japanese literature, Social Studies (e.g., Geography, Politics and Economics, Japanese History, World History), Sciences (e.g., Physics, Biology, Chemistry). There are different types of mock exams according to the type of university departments test takers want to apply for (National university-ori-

ented, Private university-oriented, Multiple-choice question type, etc). Each type of mock exam is administered more than three times so that each test taker will see their test score relative position in the type. Usually, more than 300,000 students (both high school juniors and *ronin* students) will take each mock exam so that there is a certain statistical reliability of the relative position of each test taker's score in the mock exam.

7 High school dropouts and free part-timers are literally outside of society, and they are likely to deny the importance of a college education or the entrance exam itself. Whereas *ronin* students value their entry to the university of their choice and they have to wait for the next year's entrance exam without being within official institutions that can issue a desired certificate or diploma once the period of study has been completed there. Personally as well as socially, *ronin* students feel outside the official system and regard *yobiko* life as the means to enter their university.

Tsukada Mamoru is Professor of Sociology and American Studies at Sugiyama Jogakuen University. He received his Master's degree in American studies from Hiroshima University and earned his Ph.D. degree in sociology from the University of Hawaii in Manoa (1988). His interests include the entrance examination system, life histories of teachers, and gender and minority issues in Japan. His main books and articles on education are "The Institutionalized Supplementary Education in Japan" in *Comparative Education* (1988), *Yobiko Life* (1991), and *Jukentaisei to Kyoushi no Raifu Kousu* (The Entrance Examination System and Teachers' Life Course)(1998).

Did You Know That...

(the first in an occasional series of articles on JALT trivia about just what makes our organisation click...)

Conference Presentation Selection

One question I'm often asked is how presentations are selected for our annual conference. It all starts in mid-January each year with the close of submissions to present. Each year is different, but this year we ended up with almost 800 submissions. Once all the meetings and guaranteed slots were put aside, we were left with around 450 submissions to select from. A blind abstract from each submission is then sent to our reading committee. Where possible, these are farmed out to people with an interest or expertise in that field, and it ends up with each abstract being read and scored by three committee members. These scores are collated and sent back to the programme team.

Now begins the tricky part, for the programme team must not only select the submissions with the highest ranking, but also try to achieve a balance within the programme. Other factors that need to be taken into account are the number of submissions by individual presenters and the physical capacity of the conference venue. It's a huge juggling act, and one which has committee members routinely tearing their hair out as they try to achieve the optimum programme.

Once the initial selection is made, successful applicants need to be contacted and confirmations extracted from them. Invariably there are conflicts that need to be sorted out, and it usually takes around three months to finally shake the worst of the kinks out of the programme. Thankfully, electronic submission of data has made the task considerably easier, and once all the data has been inputted into the database, it is relatively quick and easy to extract a wide variety of information.

Of course, it is by no means a perfect system—potentially excellent submissions do get quashed, and shaky ones do slip by. However, apart from physically viewing each presentation, it would be difficult to develop a fairer system. This year in particular has such an enormous variety of presentations on offer that the programme committee feels confident they have a lot on offer for every attendee.

Malcolm Swanson
PAC3 at JALT2001 Data and Programming

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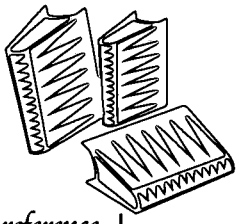

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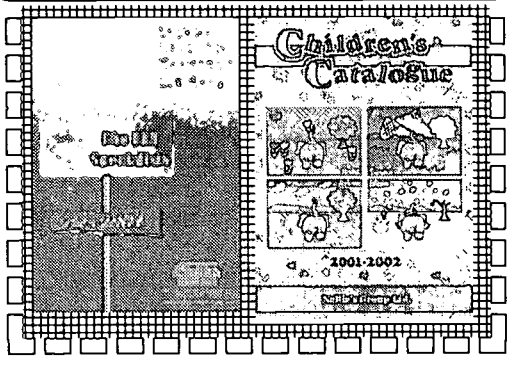

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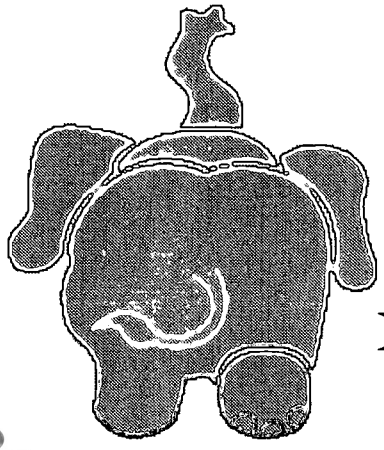

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Yoneyama Shoko
Adelaide University

Stress, Disempowerment, Bullying, and School Non-attendance: a Hypothesis

日本の子供達にとって、いじめと不登校は非常に大きな問題となっている。しかし、いじめと不登校は普通、別個の現象として扱われることが多く、両者の関係そのものに焦点を当てた研究は少ない。いじめられて、不登校になる生徒もいれば、いじめられていなくても不登校になる生徒もいる。自分のはっきりとした意思で不登校をする子供もいるが、学校に行きたいと思いつつ、様々な症状のために登校できなくなる場合もあるし、特に症状がなくても「なんとなく」学校に行けなくなる生徒も多い。このような異なるタイプの不登校のすべてに共通の要因はないのか。ここでは、いじめと不登校の関係に関する日本語の文献だけでなく、心理学や医学の分野で進んでいるストレスに関する英語の文献、さらに、いじめと健康障害の関係に焦点を当てた最近の研究を総合的に見ることにより、いじめと不登校の関係について一つの仮説を示す。

Peer victimisation (*ijime*) and school non-attendance (*futoko*) are the two most prevalent student-related problems in Japanese education. Although there is a general understanding that being bullied at school can be the reason for students to stop going to school, *ijime* and *futoko* are usually regarded as separate issues, and the relationship between them has not been fully explored. At the same time, it is widely understood that both *ijime* and *futoko* are to do with the high stress level among students, and that *futoko* students often suffer from physiological symptoms and impairment of health. How exactly all these phenomena are related, however, has never been clarified. Moreover, there is a question as to whether the social structure and climate of school might not somehow be connected to these problems among Japanese students.

This paper presents a hypothesis about the relationship among these phenomena—the social structure of school, stress, *ijime*, *futoko*, and impairment of heath—by introducing "control" (or lack of it) as the key concept cutting across all these areas and issues. The word control is used, first, sociologically as in social control, which may lead to the disempowerment of individuals. In the field of psychology, disempowerment is the same as an individual's lack of control, and sense of control is used to mean the ability to take action and/or interact with the situation, that is, a sense of empowerment.

In order to explain the interrelatedness of the above phenomena, three kinds of literature are drawn upon: (a) existing literature in Japanese which touches upon the relationship between *ijime* and *futoko*, (b) empirical studies in English which focus on the relationship between peer victimisation and physiological health; and (c) literature which explores body-mind interaction, or more specifically, how stress affects physiological health.

The lack of sense of control among Japanese students

A comparative study of students' perceptions of secondary schools in Japan and Australia (Yoneyama, 1999) has shown that Japanese schools are characterised by authoritarian teacher-student relationships, teacher-centred pedagogy, unimaginative curricula, a positivistic and instrumental view of knowledge, and pervasive rules and regulations. Each of these institu-

tional aspects contributes to a hidden curriculum in Japanese education: namely, to silence students. This makes school an alienating place for students, where they are generally disempowered and have little sense of control as individuals. It is likely that school is a source of stress for many students in Japan.

Sense of control as the key to understanding stress

In the field of psychology, stress studies show that a sense of control is the key to determining the nature of stress. To put it simply, there are three kinds of stress experiences. In normal stressful situations, as in daily hassles, where a person feels stressed but makes an effort to overcome the situation, two main stress hormones, catecholamine and cortisol, work in harmony, to generate energy to meet the demand (i.e., fight or flight), and to unwind when the situation is over (see e.g., Selye, 1956; Cox, 1978). When a person undergoes only positive emotions (e.g., a sense of challenge) in the face of a potentially stressful situation that requires effort or action, it leads to an increase of catecholamine and suppression of cortisol. This is the experience of *eustress* (i.e., good stress). However, when a person is unable to take action to change the situation, s/he experiences distress (i.e. bad stress), which is associated with an increase in cortisol secretion but not in catecholamine (Frankenhauer, 1981).

In other words, the sense of power plays a crucial role in determining the nature of stress experience, which is explained by different workings of stress hormones. More recent studies show that having little control over work, when workload is high, can lead to high cortisol levels (Fox, Dwyer & Ganster, 1993); and that "exposure to uncontrollable stress has specific neurochemical and neuroendocrine consequences that include central catecholamine depletion" (Kaye, Morton, Bowcutt & Maupin, 2000), which causes the mood of depression and a lack of energy and spirit (Miike & Tomoda ,1994).

To put it simply, secretion of catecholamine is like a source of energy, spirit and resilience. Stress studies suggest that when a person is exposed to a situation where they are deprived of the sense of power and control for a long time, the level of cortisol is kept high, which in turn suppresses catecholamine. In this situation, the person experiences lack of energy and spirit.

Reason One for *Futoko*: Lack of Energy

Apathy or spiritlessness (*mukiryoku*) and lassitude (*kentaikan*) were found to be some of the most common reasons for students' "being fed up with school" (*gakko ni ikuno ga iya ni natta*) in the 1988 study by Morita (1991). The study found that over 70 percent of some 6,000 junior high school students surveyed had the experience of "being fed up with school" in the preceding year. "Being sleepy and tired" was experienced by about three out of four students who had experienced *futoko* in the broadest sense, including being late to school, being absent from school, or leaving school early because they did not want to be at school (Morita, 1991, p. 149). Furthermore, it was found that lassitude and lack of energy affected all the other reasons for not attending school (Morita, 1991), suggesting that they exist as the precondition for *futoko* irrespective of what actually triggers it. While there could be many reasons for students to be spiritless and tired, it is possible that these conditions are indicative of low catecholamine and high cortisol levels. This, in turn, could be the result of having much stress but little sense of control at school.

Reason Two for *Futoko*: *Ijime*

In the Morita study, the most important factor explaining students' being fed up with school was "friendship anxiety factor," consisting of not "getting along with friends," "being bullied by friends," "being scared of or anxious about school," and "something very upsetting (*shokku na koto*) happened to me" (Morita, 1991, p. 170-2). Among the students who had some *futoko* experience, about one in four mentioned not getting along with friends as the reason for being disenchanted with school (Morita, 1991, p. 151). Of the students who had missed school because they were scared of it, over 70 percent were the victims of *ijime* (Morita, 1991, pp. 155-6). Moreover, the reason for not going to school, "something very upsetting happened," strongly correlated with "friendship anxiety factor," suggesting that the upsetting incidents often occur in the area of peer relations.

The relationship between the general lack of energy, *ijime* and *futoko* suggested by Morita's study is well illustrated by the following account from 14 year-old Tomoko Kanbe:

> I myself do not know why I stopped going to school... I was a good docile child both at home and outside home. Unable to be myself anywhere made me feel very tired...While everyday I felt so tired, my classmates began to bully me a little. Although it was an insignificant *ijime*, it gave me a great shock, and I stopped going to school the very next day. I felt as if everything suppressed inside me was unleashed...First, I thought that my *tokokyohi* [i.e. *futoko*] was caused by *ijime*, but in retrospect, it was just triggered by it (Ishikawa, N., Uchida, R. & Yamashita, E. 1992, p. 441).

Needing to bully: restoring a sense of control and recharging catecholamine?

Why, then, do students bully others? One of the most common reasons given by students is simply that it is fun and possibly the only fun they have at school (Tsuchiya et al., 1995, p. 195). At the same time, a sense of "needing to bully someone" is often mentioned. Another 14 year-old girl explained:

> [w]e do not feel better or refreshed, until we do something nasty to someone who is sick [*mukatsuku*]. The more we do something that annoys the person, the more we feel cleansed in our hearts [*kokoro*]. Whatever people say, this is our real motive (Tsuchiya et al., 1995, p. 190).

How does the "needing to bully someone" arise? Fifteen year-old Uchida Yoko, who returned to junior high school after two years of *futoko* explained:

> Frankly, when you go to school...you project your stress at others who are weaker than yourself. This is quite obvious in school...After my long absence from school I could no longer follow this method... I was really shocked to see the horrific way my friends bullied someone. But now I suppose it is natural for them to become like that when they go to school everyday. If you do not abuse others and release your stress, you yourself get squashed (Ishikawa, Uchida & Yamashita, 1993, p. 488).

She points out that *ijime* is the only stress-coping mode readily available to students. Why is it then that bullying someone helps release stress? It could be because for some students only *ijime* can provide the sense of power and control in the school environment, as Ohtorii Yuko, a 16-year-old *futoko* student, explained:

> I have bullied someone... I did not enjoy bullying. I just felt relieved by watching someone being bullied and suffer. My action creates a response—this is such a matter of course. Yet I could confirm it only by bullying someone and by watching the victim suffer. In the place called school, which is put in a rigid framework, *ijime* might have been the only thing we could create (Ohtorii, 1995).

There are many factors contributing *ijime* in Japanese schools (Yoneyama, 1999, p.157-85). As far as students are concerned, however, it is likely that *ijime* is one of the few expressions of power they have in the social environment of school which otherwise curtails their sense of power. In such an environment, it seems that students often feel the need to bully someone to restore their sense of power and to release stress, which in turn is felt to be fun.

Naito (1999) argues that *ijime* is a quest for the ephemeral feeling of omnipotence by students who are engulfed by the sense of void (*ketsujyo*), which threatens their very existence. This sense of void causes indefinable irritation, anger, restlessness and or chronic apathy (Naito, 1999). However one defines it, *ijime* seems to be adopted by some students as a stress-coping strategy and means of empowerment. In light of the information on hormonal reactions in stressful conditions, it is more than possible that the need to bully someone stems from the fact that it provides limited opportunities to release catecholamine in a physiological environment where it has been depleted while cortisol has become predominant.

Ijime victimisation and *futoko*: pushed into a cortisol cul-de-sac?

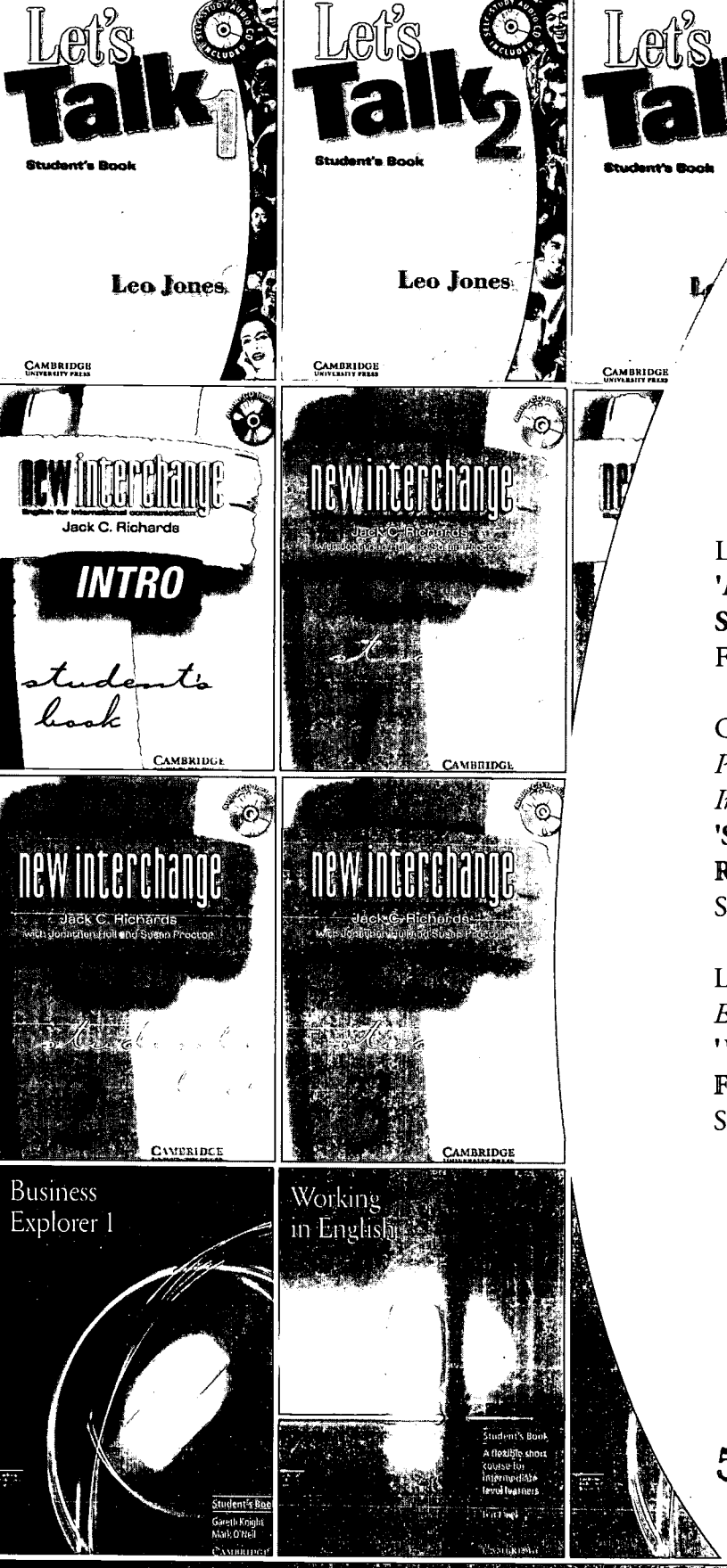
Just as *ijime* can function to supplement the bully's sense of control, it can completely deprive the victims of it. *Ijime* usually makes victims feel totally powerless for two reasons. First, *ijime* is usually committed by a group of students, supported or approved either actively or tacitly by others, and left uncontested by the rest of the class (Morita & Kiyonaga, 1994). Second, for many students, peer relationships are the only area that can constitute a school life not directly dictated by teachers. To be the *ijime* victim means to lose what little is left of a breathing space in the generally stifling institutional environment of school.[1] According to Miike & Tomoda (1994) catecholamine depletion is the underlying factor cutting across all the symptoms experienced by the *futoko* students they examined. This finding, together with the accounts given by students themselves, suggests that to many students *futoko* signifies a state of burnout which follows the long period of pushing oneself hard, whether it be academically, behaviourally, physically, or in relation to their peers and/or teachers (Yoneyama, 2000).

The teacher factor

Not all *futoko* students are the victims of *ijime*. Still, it would be safe to assume that the majority of them are exposed to the social environment where *ijime* is part of everyday life. Additionally, it is possible that, in the eyes of students, there is an overlap between their experience of peer bullying on the one hand, and that of teacher-student relationships, on the other. Students seemingly do not hesitate to apply the concept of *ijime* to what teachers do to them (Yoneyama, 1999). A second-year junior high school student wrote:

> When students do not go to school, I think it is because there are things like *ijime*. But *ijime* is not just by students. Things like being ignored or being picked on by a teacher are also *ijime*. I want teachers to be mindful about it (Takekawa, 1993, p.173).

It should be noted that the third factor explaining *futoko* in Morita's study (1991, p. 169) was "the teacher factor," which consisted of "not getting along with teachers" and "being scolded by teachers a lot." Moreover, according to Morita, when "teacher factor" is the reason for *futoko*, it tends to develop into long-term school non-attendance (1991, p. 167).



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585

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Ijime victimisation, damage to health and _futoko_

If the physiological account presented in this paper provides a connection between *ijime* and *futoko*, it is not surprising that students are not always aware of why they one day become unable to go to school. While some students in Japan stop attending school to avoid being bullied, others, contrary to their wish and intention to go to school, are prevented from going by physiological causes (Yoneyama, 1999, pp. 186-241). Outside of Japan, empirical studies have shown that bully victimisation impairs not only mental but also physical health of primary school children (Williams, Chambers, Logan & Robinson, 1996) as well as secondary school students (Rigby, 1999). It has also been pointed out that physiological symptoms are the result of bullying, rather than the cause of bullying (Kochenderfer & Ladd, 1996). When applied to Japan, these studies suggest that there is possibly a stronger causal link between *ijime* and *futoko* than is commonly understood, or indicated by students themselves.

Conclusion

This paper has attempted to explain the link between *ijime* and *futoko* by integrating literature in fields that normally remain separate. A lack of control was employed as the key concept weaving through *ijime* and *futoko*, peer victimization and physiological health, and stress. While this paper does not directly deal with meritocracy, it is the role meritocracy plays in school that binds the majority of students to the alienating and stressful aspects of school. What has been discussed here, then, can be interpreted as another aspect of the meritocracy, and the aspect may be summarised as being pathological.

The hypothesis presented here may also be expanded and consolidated by incorporating the effect of stress in nervous and immune systems, as well as endocrine systems. Likewise, although this paper has focused on student related issues, the same perspective can be adopted to investigate the health and illness concerns of teachers. Plainly, it will be difficult to change the social structures of school without changing teacher-to-teacher relationships, or the larger administrative and social structure that define them. It is hoped that many more studies conducted in multicultural, multilinguistic and multi-disciplinary environments will help to solve many of the school-related problems in Japan, which are damaging the health of students and teachers alike.

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Note

[1] In reality students have often internalised institutional values and behavioural patterns learned in schools. They themselves function, often without being aware of them, to enhance school norms. Thus, *ijime* can be seen as the school-floor peer surveillance system (see Yoneyama, 1999,169-70).

Yoneyama Shoko is Senior Lecturer in Asian Studies at Adelaide University, Australia, and the author of *The Japanese High School: Silence and Resistance* (1999). Her research interests also include the sociology of food, development and the environment. She can be contacted by e-mail at shoko.yoneyama@adelaide.edu.au

日本の教育改革とメリトクラシー

岡田 昭人
東京外国語大学

The main aim of this paper is to throw light on the evolution and historical transformation of the concept of meritocracy as applied to educational policies in Japan from the late nineteenth century to the present day. It examines the educational policies formulated and implemented in the name of meritocracy and equality of opportunity, clarifies various interpretations of the concept, particularly those of the major political parties and the central administrative bodies, and analyzes the ways in which these interpretations developed over the period. Then, this paper examines the issues arising from *gakureki-shugi* or degreeocracy in Japan. In its analysis, this paper focuses on the distinctiveness which exists in the Japanese sense of "egalitarianism" on social inequalities in the education system.

はじめに

現代産業国家のテーゼは、社会経済資源の配分を前近代的な世襲制度から、メリトクラシー（業績主義原理）によって決定づけることを一つの特徴とする。まず前提としなければならないのは、日本を含め多くの先進産業諸国においては、近代教育制度はこの業績主義原理と不可分に生まれたという事実である。とりわけここで重要な点は、教育の機会均等の問題ではないだろうか。本稿のテーマは、この産業国家のテーゼを念頭に置き、機会均等概念が教育改革過程においてどのように変遷してきたのかを、主要な教育政策に焦点をあてて歴史的に考察することにある。

1．現代国家の成立と業績主義の出現

前近代の日本においては、教育は基本的に身分制度に基づいており、武士の子は武士になる教育を受け、農民の子は農民になるための教育を受けていた。人々の将来の職業選択が生来の階層によって規定されていた時代には、教育は「分相応」になるための社会的機能を担っていた。

だが、明治期以降、産業化・官僚制度化・都市化の整備と公的学校制度が発展するにつれ、教育の主要な目的は人々を出身階級や家柄にかかわりなく、個々人の能力や資質に応じて、それぞれにふさわしい地位や役割へと選抜し、国家の存続と発展に寄与させることへと移っていった。換言するならば、学校教育の中で取得した知識や技術としての学歴が、社会的資源の配分を決定するという業績主義原理が取り入れられた。そして、重要なことは、この原理に伴って初めて教育機会均等概念が発生したことである。1872年に公布された、『学事奨励に関する被仰出書』には、「自今以降、一般ノ人民華士族農工商及婦女子必ス邑ニ不学ノ戸ナク家ニ不学ノ人ナカラシメン事ヲ期ス」と教育機会均等の概念が明示されている。

しかしながら、ここで表明されている「教育の機会均等」とは、教育制度全般に適応されるものではなく、初等教育機会の平等を意味していた。1886年に初等教育は義務化され「国民皆学」の精神が定着しつつある一方で、義務教育以降の中等・高等教育段階においては高額の学費徴収、男女別教育、学校数の地域格差等の様々な問題を残しており、教育機会は決して平等であるとはいえなかった。

20世紀に入り、欧米列強諸国との帝国主義的経済競争が激化する中で、国家の発展に必要な人的資本の需要が益々高まった。また大衆の進学要求が強まったこともあり、機会均等の概念は必然的に中等教育段階へと拡大されることになった。だが、それは中等教育の無償化・義務化という方向にではなく、複線型に分断された学校系列へのアクセスの平等であった。子どもたちは能力に応じて、帝国大学に繋がるエリート型中等学校、中堅有為の技能労働者を供給する実業学校、教員養成系の師範学校、また「良妻賢母」主義に基づく高等女学校へと選別されていった。ここで「正統」とされたのは、中等学校－高等学校－帝国大学と繋がる学校系統であり、子どもたちは最初にどの系統に入るかによって、その後の教育機会が厳しく制限されていた。

このように、すべての子どもたちに普遍的な中等教育機会を与えるという概念が第2次世界大戦前に具現することはなかったのである。

2．戦後教育改革：民主的教育制度の成立

1945年8月15日、日本はポツダム宣言を受諾し敗戦を迎えた。アメリカ占領下で行われた一連の社会改革は「民主化」・「非軍備化」・「分権化」を主軸として進められ、教育改革もその例外ではなかっ

た。「教育勅語」を頂点とする天皇主義教育は廃止され、学校制度も大きく変化した。義務教育は9年に延長され、教育制度は男女共学制の6－3－3－4制度に改められた。この制度改革の結果として、「単線型」の学校制度が成立し、中等教育機会が平等化されると共に、高等教育へのアクセスが比較的容易になった。

1947年3月に制定された教育基本法は、国民主権・恒久平和・基本的人権を原理とする新憲法の精神に則り、新しい教育理念と基本方針を明示している。また、戦後における教育機会均等概念は、基本法第三条一項に以下のように規定されている。

> すべての国民は、ひとしく、その能力に応ずる教育を受ける機会を与えられなければならないものであって、人種、性別、社会的身分、経済的地位又は門地によって、教育上差別されない

上記の「ひとしく」と「能力に応ずる」教育を受けるという文言は、一見すると矛盾を内包しているようにも思える。新憲法及び基本法の立法過程の議論に則して考えると、当時の最大公約数的見解は「ひとしく」に力点が置かれていたのであり、平等主義的観点からの解釈が主流であった。米国教育使節団と共に活躍した日本側の改革者たちは、戦前における階級制度を反映した教育制度と機会の不平等を抜本的に批判・解消することを民主的教育制度の創設に不可欠な要素として認識していた。

こうした前提に立ち、当時の改革者の間では、本条の「能力に応ずる」は「発達の必要に応じて」として読み捉えられ、第三条は機会均等と個性化教育を求める内容として理解されていたのだ。

しかし実際には、本条の解釈をめぐって、戦後50年間に及ぶ教育議論では見解が大きく二つに分かれている。先ず、歴代の自由民主党政府や産業界、そして文部省を代表とする保守層は、本条を主に「能力に応じて」の観点から解釈し、業績主義原理に基づく戦前型学校体系の再構築を要請している。こうした主張の背後には、学校制度を主にエリートの選抜・養成機能として捉え、できるだけ早期に子どもたちを選別し、とりわけ有能な者に重点的に教育を与えるという、いわば「効率」的側面を重視した考え方が存在している。

一方、政党左派、知識人、日本教職員組合（日教組）を代表とする革新主義層は、条文の「ひとしく」を強調することによって、保守層の見解と真っ向から対立した。「教え子を再び戦場へ送るな」のスローガンのもと、特に日教組の教師たちは、民主主義原理に基づく新教育制度の保持を訴えた。さらに教師たちは、すべての子どもたちがその学力の違いや、家庭の経済事情に関わりなく進学できるようなアメリカ型の総合制高等学校の創設を主張し、また義務教育年限の引き上げを要請した。彼らは教育それ自体を価値のある社会的資本とみなし、また総合制学校の設立が子どもたちの協同精神の涵養と平和で平等な社会の形成に貢献できると信じる傾向があった。

しかし、1950年代に入り、日本の独立期に始まった保守層による占領政策の行き過ぎ是正政策が進行する中で、教育基本法が志向し、また革新主義層に支持された平等主義的な機会均等概念は形骸化されていくのであった。事実、文部省権力の再強化、教科書検定の導入、地方行政法の改定など一連の「逆行政策」が進められるに従って、新教育制度も序々に批判され始めた。

1960年代に入り、日本経済は戦後復興から高度成長へと転換し、また教育機会は飛躍的に量的拡大を遂げた。しかし、保守層からの新制度批判はこの時期に、益々顕著になっていく。1963年に経済審議会から提出された報告書『経済発展における人的能力開発の課題と対策』には、その後における保守層の教育機会均等概念を方向付ける上で重要な意味をもつものであった。

> これからの日本は、社会においても、教育においても、能力主義によって、再編成されなければならない

ここに初めて「能力主義」という言葉が国家レベルでの教育政策において登場した。経済界からのハイタレント・マンパワーの需要に応じて、学校は選別機関として再確認され、かつ教育制度全体を多様化する必要性が主張された。ここに基本法の理念は「画一的平等主義」に傾倒していると非難され、「能力主義」原理こそが公的意味での機会均等原理であることが政府の統一見解として表明されたのだ。したがってこの時期から高等学校制度とカリキュラムは多様化され始め、新たに5年制の高等工業専門学校などが設置された。また、「能力主義」原理は71年の中央教育審議会答申にも色濃く反映され、保守層の教育改革の中核的イデオロギーとなっていった。

こうした保守層主導の改革にたいして、革新派は高校三原則（小学区制・総合制・男女共学）に基づく「高校全入運動」を展開し、抵抗したが、最終的に実現するには至らなかった。かくして、教育の機会均等に関する保革勢力間の論争は、6－3－3制度の改革と保持を巡って展開され、今日の教育制度の改革議論へと受け継がれていくのであった。

3．臨教審の教育改革：市場原理の導入

1980年代半ばになると、世界規模で新保守主義者たちによる教育改革が始まった。米国のレーガン大統領やイギリスのサッチャー首相らと同様に当時の中曽根首相は、行政、税制改革とならんで教育改革を政権の三大課題に掲げた。1984年、内閣総理大臣の諮問機関として臨時教育審議会が設置された。その政治的背景には、第一に長期的視点として、産業構造のグローバル化、情報化、高度消費社会への急激な進展に耐えうる教育制度を構築する要請が高まったこと、第二に短期的には、当時顕著化しつつあった子どもたちの学力低下問題、また多発するイジメや校内暴力などの教育荒廃現象に寄せられた国民の危機感に対処する必要性があったからである。

臨教審は87年までの4年間に合計4回にわたる答申を提出した。直面する諸課題に関して、臨教審答申が発信したメッセージは極めて明確なものであった。

> 今次教育改革において重要なことは、これまでわが国の根深い病弊である画一性、硬直性、閉鎖性を打破して、個人の尊厳＜中略＞自己責任の原則、すなわち「個性重視の原則」を確立することである。

臨教審答申はこの「個性重視の原則」に照らし、教育内容、方法、制度など教育の全分野について根本的な見直しを提唱した。そこでは、学校制度を国民の様々なニーズに応じて多様化すること（多様化）、また子どもの教育を個々の親の責任事項として、その基本的な選択権により柔軟性をもたせ拡大すること（自由化・柔軟化）が強調された。

ここで重要なことは、「個性重視の原則」が教育への市場原理の導入を基調にしていたことであろう。つまり、教育に参加する親や子どもを消費者として捉え、各教育機関を魅力的な商品としての教育を競争的に提供するサービス機関とみなし、両者の合意により教育需給のバランスを図り、ひいては学校制度全体の改善と教育問題の解決に貢献させるという意図があった。また、教育機会均等問題に関しても同様に、この「個性重視の原則」が適応された。しかし、この原則も上述した保守層による「能力主義」原理をその前提としており、子どもたちは個々人の能力範囲内においてのみ選択肢の拡大が許容されるのであり、また、学校制度の多様化とはかつての新制度批判を肯定する意義を含むものであった。

4．今日の教育改革議論

結局、80年代の臨教審改革路線は内外からの反発を受け、大幅な修正を余儀なくされた。しかし、臨教審答申と現在進行中の教育改革が、どれほど共通の認識枠組みに立っているかは、例えば1997年に中央教育審議会によって提出された『21世紀を展望した我が国の

教育の在り方について』の第２次答申から伺うことができる。

> 今後の教育について「ゆとり」の中で「生きる力」を育むことを目指し、個性尊重という基本的な考えに立って一人一人の能力・適性に応じた教育を展開していくことが必要である

中教審は過剰な試験競争や詰め込み教育が、子どもたちから「ゆとり」を奪い、あらゆる教育病理の根源になっていると認識し、それゆえ現行の教育制度が既に「制度疲労」を起こしていると述べている。

さて、９７年中教審答申に盛り込まれた主要な改革プランは、週５日制や飛び級制度の実施、公立中高一貫校の少数的導入などがある。ここで重要なことは、特に中高一貫校の創設が、新たな教育機会均等問題を生み出す可能性があるのだ。先ず、一貫校が推奨される理由には 1)中等教育にゆとりをもたせる、2)私立の一貫校と大学進学実績で対抗させる、3) 地域コミュニティーを活性化させる、4) 教育制度の多様化を促す、などが挙げられる。

しかしその反面、公立一貫校設置が多くの問題を内包していることが指摘されている。すなわち少数の一貫校は 1) 限られた数の子どもしか進学できないため、他の多数者を高校入試から解放することができない。2) その性質上、必然的にエリート進学校になるので、入学選抜が厳しいものなり、ひいては受験競争の低年齢化を招き、3) 義務教育段階からの学校間序列・格差を生み出す。また4) 法律で定められた学区内以外からも生徒を募集するので、学校選択の自由を中学校レベルまで拡大し、やがては5) 市場原理により義務制中学校の統廃合をもたらすなどが指摘されている。（藤田英典『教育改革』：77－91)

上記の諸問題の他にも、例えば子どもの進路決定には親の所得や学歴などの要因が強く影響することが確認されており、そのため一貫校への入学はある程度裕福な社会階層によって独占される可能性があるとされている。

このように、中教審の求める公立中高一貫校の設置は、義務教育段階における教育機会の階層的不平等を創出・拡大するだけでなく、戦後の6 －3 －3 制度自体の崩壊を招き、また、教育基本法に志向された平等主義的な機会均等の理念を皆無にする危険性を含んでいるのである。

5. 「学歴主義」と日本人の平等意識

本論を締め括るにあたり、本節では日本社会を特徴付ける「学歴主義」の問題を考察してみよう。

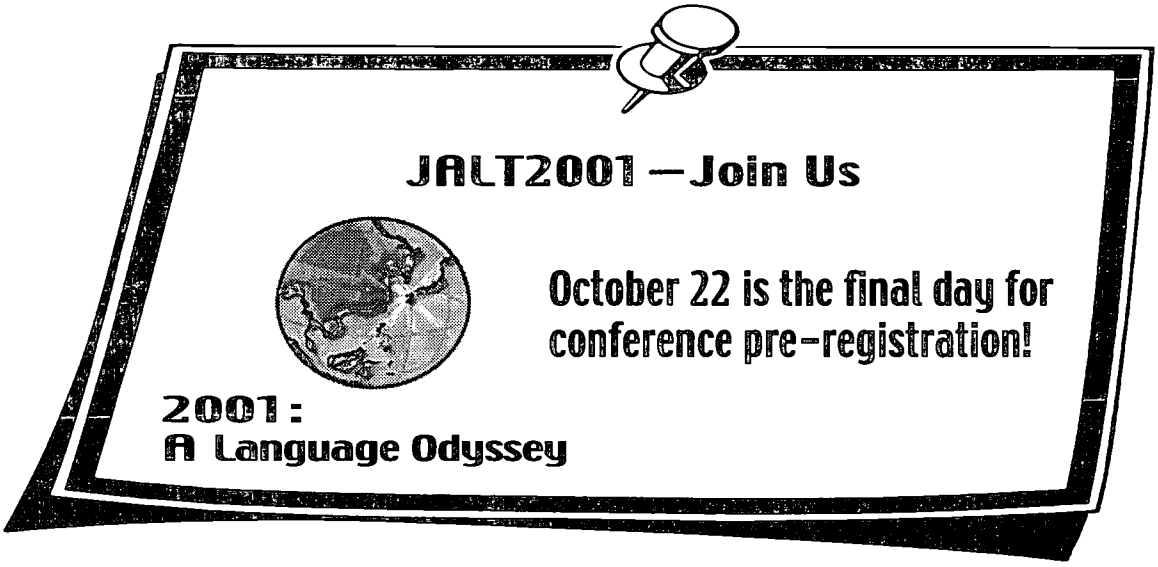
学歴主義社会とは、どの学校を卒業したかによって、社会的地位や収入、また人物評価が決定される度合いが高い社会と定義づけられている。英国の社会学者R．ドーアによれば、産業化が比較的遅い段階で始まった国家は、学歴主義社会を形成する傾向が強く（後発効果）、また国民の高学歴化が進むにつれて、結果的に「学歴インフレ」という「新しい文明病」を引き起こすことされている。（R．ドーア『学歴社会- 新しい文明病』）特に１９６０年代以降の日本では、こうした社会傾向が強くなり今日に至っている。

しかし７０年代以降、学歴社会は以下のような観点から批判され始めた。1）学歴社会は、ごく一部のエリート大学の入学を巡って、全国民を巻き込んだ熾烈な「試験地獄」を発生させ、そうした悪状況がイジメや中途退学などを生み出している。 2）学歴社会の求める「知識」とは、試験に合格する為の受験テクニックなどであり、またそこで重視される偏差値は子どもたちの創造性や発想力などの「真」の実力を測定するものではない。そして、最も厳しく批判を受けたのは 3) 学歴社会は「学閥」を形成していることであった。個人の実力や実績が伴わなくても、威信の高い大学出身者の間では、就職や社内での昇進時に学閥を通じて優遇されているということが俎上に上げられた。こうした学閥の閉鎖性や排他性は、戦後の民主社会において非合理的であると非難されたのである。

しかし、ここで留意すべきことは、教育社会学者の苅谷剛彦氏の指摘によれば、学歴社会への批判は学閥など学歴取得後の不合理性に注目するあまり、学歴取得以前に介在する階層間的不平等問題を射程から外しているということである。また、そこには教育階層問題における日本人に特有な「平等意識」が存在していると苅谷は述べている。（苅谷剛彦『大衆教育社会のゆくえ』：105-152）

苅谷の議論を要約すれば、一般的な日本人の学歴社会への理解として、あらゆる教育機関への入学試験は階層にかかわらず全国民に開かれており、完全に対等な立場で受験に参加することができるという「平等観」があるとされる。また、日本では西洋諸国とは違い、試験の合否を決定するのは、各個人の能力や家庭的要因というよりも、本人の努力に求める傾向が強いとされる。ここでは、すべての人々は同じ能力を有しているとの前提に立ち、受験に費やした勉強量の違いを強調する努力主義が生まれ、上述した平等観を補強する機能を果たしているとされる。

確かに、戦後改革により教育制度は単線化され、また高度成長期以降、高等教育への機会は量的拡大を遂げた。しかし、社会学者の石田浩氏の行った国際比較研究によれば、英米など他の先進諸国と



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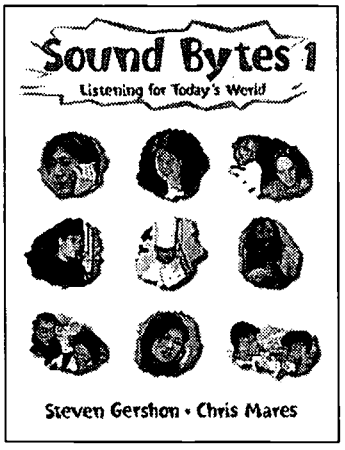

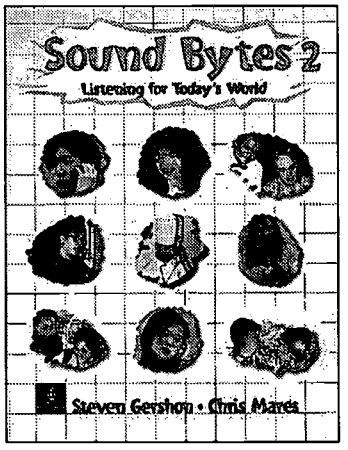

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同様に、日本には高学歴取得に関して依然として階層間格差が存在していることが証明されているのである。（石田浩『社会学評論』第159:252-266.）このように、日本人に特有の「平等観」が学歴社会批判と結びつくことによって、教育機会における階層問題を不可視化しているのである。

結び

本稿では日本の主要な教育政策に焦点をあてて分析することにより、教育機会均等概念がどのように定義され、変遷してきたのかを考察してきた。

日本の場合、明治期の産業化は前近代的身分制度を根本から否定し、メリトクラシー原理を要請した。近代公教育制度は、この原理を中軸として成立し、またその発展段階の中で機会均等概念が形成され、展開してきた。

第2次世界大戦以降、教育の機会均等を巡る保守層と革新派との論争は、具体的には戦後教育制度の多様化とその否定という枠組みの中に集約される。上述したように、最近の教育政策では「能力主義」を基調としたメリトクラテックな観点からの改革が主流であろう。

また本稿では、機会均等問題に関連して、「学歴社会」の問題をとりあげた。特筆すべきことは、学歴社会への批判が主に学歴取得後の不合理性に集中するあまり、それ以前に存在する階層間不平等を認識し難くしていることであった。また、本論はその一要因として、努力主義などを含む日本人に特有の「平等観」があることを指摘した。だが、そうした平等観に反して、日本には依然として階層間格差があることを指摘した。

しかしながら、欧米先進諸国とは対照的に近年の日本の教育改革は、こうした階層間不平等問題をほとんど主要議論の対象外としている。21世紀を迎えた現在、教育議論における新たなパラダイム転換が期待されよう。

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Okada Akito, DPhil studied for his doctorate at the University of Oxford. He is currently a lecturer in Comparative Education and Japanese Studies at the Tokyo University of Foreign Studies in Tokyo, Japan. His article entitled *Secondary Education Reform and the Concept of Equality of Opportunity in Japan* was published in 1999. The title of his DPhil thesis is "Equality of Opportunity in Post-war England and Japan: A Comparative Study of Educational Policy, 1944-1970."

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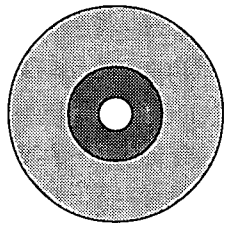

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Higher Education, Apathy and Post-Meritocracy

外国人教師にとって、日本の教育は、矛盾していると映る。日本の学生は、大学入試に打ち勝つために若さを犠牲にして勉強し、大学入学とともに突然学問への興味を失う。一体、どういうことなのであろうか。一般的な説明は、「大学生活は、一生懸命勉強した高校生活の褒美である」とか「日本の大学生活は、学問よりも余暇を大切にするのである」まで幅広い。しかし、これらの説明は、満足のいく説明というよりもむしろ現状を説明しているにすぎない。日本の大学生の大多数にある無関心の高さは、いかに説明されるべきなのであろうか。日本の大学で遭遇している無関心を詳細に説明するために、大学入学前に学生が経験した教育を考慮しなければならないと考える。本論では、日本のeducatio-examination、過剰自己モニターの引き金となるconformist pressuresや共同文化からの期待により、学生は学びに喜びを見つけることができないと結論付けている。

Introduction: Schooling for Silence

Japanese education is a paradox: Students sacrifice their youth to intensely prepare for all-important university entrance examinations, only to suddenly lose academic interest once they pass through the university gate. What accounts for this? Commonly proposed meritorious explanations include, "university life is a reward for studying so hard in high school," or "university life is a well-deserved break before the rigors of corporate culture." Such accounts are inadequate explanations.

Any blame for apathy must ultimately be placed on the system rather than the students themselves. Two aspects of the pre-tertiary level schooling configure the expectations of many university students. The first concerns Japan's exam-centered education: Because pre-tertiary level academic culture is largely shaped by an educatio-examination system rather than an educational system, students are socialized to associate studying with preparation, classroom participation with ritualized inspection, test-taking with catechism, academics with credentialism, and learning with monotonous training.

The second element that encourages an apathetic attitude is what is usually termed shyness or the fear of standing out. Indeed, cultural explanations about shyness, such as Doyon's (2000), are useful for pointing out the problem, and Korst (1997) offers valuable suggestions for dealing with it in class, but they do not get to the sociocultural underpinnings of the problem. Shyness is an excuse for a more insidious experience that is more appropriately termed excessive self-monitoring, a fact related by the many students I have interviewed. Consequently, Japan's supposedly meritocratic educational system awards not academic achievement per se but rather test-taking and inhibition.

The problems of an educatio-examination system and excessive self-monitoring evident in Japanese schooling are well known to instructors in Japan, of course, but in this essay I would like to outline some linkages between overtesting, the fear of standing out, apathy, and the meaning of meritocracy.

Japan's Educatio-Examination System

Though all industrialized societies utilize examinations in order to shunt students and workers along the tracks of education and employment, some use examinations more extensively and intensively than others. Japan is a good example of a society in which educational testing plays an inordinate role, and as it

is used merely for testing; knowledge is sliced, disconnected, disjointed, stored, packaged for rapid retrieval, and abstracted from immediate experience. As a result, knowledge loses its meaning as a body of information that points to something beyond itself, and acquires an overly practical and banal character. The educatio-examination system shatters knowledge into a vast number of unrelated bits and pieces of information useful only for filling in exam sheets and proving to the authorities that one has persevered through the ordeal of ingesting large amounts of data. In other words, for those wishing to become bureaucrats, it is very appropriate training. But for those without such ambitions, the educational experience becomes not just boring, but distressing. Education in Japan works "provided one thinks of it as an enormously elaborated, very expensive intelligence testing system with some educational spin-off, rather than the other way round" (Dore, 1976, pp. 48–9). Two other observers write: "In general Japanese education is more of a screening, sorting device differentiating students by motivation and learning capacity rather than by what they actually know" (Mosk & Nakata, 1992, p. 52). In this way, merit, as a selection system, is not measured academically but rather defined by the ability to endure.

The educatio-examination system became more rationalized in 1965 when computers began to produce *hensachi* (standard deviation scores) in order to calculate students' academic ability. Such scores have been used as the main criteria for high school admissions, and entrance to the latter carries much weight in determining the university one will eventually enter. Hopeful high school students rely on publications, such as *Zenkoku daigaku juken nenkan* (1999), to compare their own test performance with other students and gauge their chances for passing a university's entrance examination. This method is calculating, superefficient, and hyperrationalized; it makes a mockery of oft-repeated calls for more attention to individual differences, personal strengths, and student diversity in the selection process. Note Yoneyama's opinion:

> The student-teacher relationship in Japanese schools today has absolutely nothing to do with what is supposed to be the cultural ideal of the paternalistic relationship between senior and junior (or superior and subordinate)—no matter how tempting it may be to apply Confucian ideal precepts to the understanding of this hierarchical relationship. If anything, the hardship oppressing Japanese students resembles that of factory workers and coal miners during the industrial revolution more than the hardship endured by the trainees (*deshi*) learning the skills of their masters (*shishô*) in traditional Japanese arts. (1999, p. 101)

Universities are ranked according to the average *hensachi* of the applicants who have applied to university. All this information is published and read by prospective students who then carefully consider their own *hensachi* and their chances of successfully passing a certain university's examination. This particular type of evaluation of higher educational institutions has built and solidified the pyramid of universities.

Shyness Is *Not* Apprehension

The second aspect relates to how Japanese education is a culturalizing process, consequently leading Japanese students to believe that anything non-Japanese is foreign. Thus, this education process encourages apathy and to accept that being Japanese means not standing out and conformity, which in turn sets in motion the socio-psychological dynamics of fitting in and excessive self-monitoring. But the tendency of not standing-out by itself does not make sense: students stand out all the time in class when, called upon, they do not respond but stare back at the instructor, thereby annoying the motivated students as well as wasting class time. Rather than shyness and the reluctance to stand out, another explanation is required to explain student behavior. The shyness that supposedly prevents students from actively participating is in fact a vague fear, a consequence of this certain type of schooling experience geared toward test-taking and not spontaneous learning. Hence, these students have developed a lack of conviction, question the value of schooling itself, and have lost confidence in the entire learning process.

It is not always easy to draw distinctions between reticence, reluctance, and recalcitrance. When I asked students who I had come to know why they would pretend not to know (*tobokeru*), why they would not answer in class or refuse to, the most common answer was "were afraid of making mistakes," or "were afraid of instructors." Others explained that being in the classroom is a "strained situation" or "instruction is difficult." Verity (2000), when faced with students feigning ignorance, overcame it by focusing on what the students were doing, instead of simply being frustrated by what they were not doing. She taught herself how to decode the students' responses and, in turn, responded to it in a new context. In this way, she did not lose her conviction and quite possible may have instilled a little into some students who had.

Discussion: The Real Purpose of Higher Education

I have discussed two aspects—exam-centered schooling and over-conformity—of Japanese school culture that help us understand the loss of interest in learning among many university students. Thus, critical and exploratory thinking are not afforded

enough time in classrooms, encouraging a learning deficit. It is also worth noting that university students complain that boring and uninspiring instructors discourage classroom participation.

In order to highlight further problems with the quality of Japanese higher education, I will point out several salient differences between American and Japanese higher education. I choose the American system because academics, nonJapanese and Japanese alike, often use it for comparison and emulation. Indeed, comparative analyses are constantly being carried out between Japanese and American sister universities, and more and more American universities are opening campuses in Japan. First, the US system has an extensive system of quality control, including private accrediting associations, university assessments, course evaluations, departmental reviews, interuniversity evaluations, inspection committees, peer review, etc. In Japan, except for the Monbukagakusho's accrediting system—which is, to put it nicely, purely perfunctory—and a limited number of universities with course evaluations, quality control, for the most part, operates ineffectively. Second, unlike Japan (indeed, unlike most other industrialized nations), the US lacks a centralized, national-level educational bureaucracy that can preempt local level initiatives (the US Department of Education lacks the power evident in education ministries found in other nations). In Japan the Monbukagakusho sets the educational standards, regulates accreditation, and monitors operations. Such administrative guidance encourages bureaucratization and discourages innovation and improvement. Third, in the US an ethos of competition encourages quality. Thus, many professors are put on a type of probation for five or six years, competing for tenure (the criterion includes peer-reviewed publications, extrauniversity evaluation by colleagues, course evaluations, ability to obtain funding and attract students, etc.). In Japan one usually receives tenure from day one (though this does not often apply to nonJapanese). Finally, the typical course load of a student is four to five classes per week in the US. In Japan it ranges from 12 to 15, ensuring that students receive an education that is superficial and shallow rather than comprehensive and in depth.

Given the social atmosphere created by Japan's capitalist developmental state, the overriding goal of education is employment, not learning (McVeigh, 2000, in press). Indeed, many employers do not expect universities to teach students since they expect to train graduates in company-run programs, and some corporations are wary of new employees with too much outside knowledge and attitude. Besides, the state or corporate culture deserves much of the blame for the failings of Japanese universities. Cutts describes a "railroad-like connection, from entrance exam straight through college and into the lifelong job," which "helped as much as government control to damage the vitality of higher education in Japan" (Cutts, 1997, p. 64).

There are many claims that the anxiety and frustration bred by Japan's examination war is limited to only students aspiring to enter prestigious schools and as Mulvey (2000) states, the competition to enter them remains as high as ever. However, in an important sense, the notion that only serious students suffer through exam hell is not true. Consider that the most indolent students, aiming for the lowest ranked universities, have told me how nervous they were sitting for entrance examinations. In other words, even the least ambitious, less than academically inclined students must endure years of mental strain. Declining student numbers and the Monbukagakusho's authorization to open even more universities will indeed make entrance even easier. In a sense, by guaranteeing a place in a university for every applicant, Japanese society has seen fit to grant merit to every student who can take the test (whether they deserve it or not is another matter). Thus, for some time now, the system has been heading toward what might be called a post-meritocratic state.

Conclusion: Whither Japan's Education?

There are, of course, attempts at reforming Japan's educatio-examination system: Some schools are now putting more emphasis on interviews while others have adopted the AO method (from admissions office: U.S.-inspired evaluation based on high school records, extracurricular activities, and interviews). Some schools have adopted the Monbukagakusho's Center Test. However, in spite of any good intentions, the Monbukagakusho's Center Test seems to have merely added another layer of examinations since students must still take universities' own entrance examinations.

From an instructor's perspective, it is perhaps easy to charge students with laziness and impassivity. However, this is not really fair: Both students and instructors are weighed down by a burdensome educatio-examination system that distorts the meaning of meritocracy. Not surprisingly then, Japan's universities are criticized as superfluous, pointless, and devoid of academic content. It is no wonder if the primary goal of Japanese schooling is to socialize future workers for occupations in a hyperrationalized, post-industrialized, technologically advanced capitalist economy. Just as meritocracy replaced aristocracy as the selection process in society (thereby removing aristocrats from power, in order to improve the educatio-examination system in a post-meritocratic age), we need to consider seriously revamping bureaucratic and corporate culture. For example, many Japanese companies are no longer looking for lifetime employees so this reduces their need to select the best

employees. Perhaps, with ever-longer lifespans, there might be another selection process later in life (i.e., after the age of 18). Japanese schooling has as its goal training, grading, and filtering productive workers, not necessarily expanding an individual's educational horizons. The tedium resulting from a heavily state-guided learning environment dampens enthusiasm among students for learning. Until the purpose of schooling changes, tweaking the examination format, student population decline, and making academics less challenging by dumbing down the curriculum will not improve educational quality.

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Brian J. McVeigh received his Ph.D. from Princeton University and is associate professor at Toyo Gakuen University where he teaches Japanese culture, anthropology, and English. He has researched gender, consumerism, Japanese religions, the anthropology of education, and the psycho-lexicon of Japanese. He is currently researching the anthropology of the national state and Japan's Education Ministry. His major publications include: *Wearing Ideology: State, Schooling, and Self-Presentation in Japan* (2000); *The Nature of the Japanese State: Rationality and Rituality* (1998); *Life in a Japanese Women's Junior College: Learning to Be Ladylike* (1997); and *Spirits, Selves, and Subjectivity in a Japanese New Religion* (1997). bmcveigh@gol.com

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木塚 雅貴
東京女子大学

「教育改革」とその問題点

The aim of this paper is to clarify the current Japanese educational situation, in which educational credentialism (which is admittedly tense and severe, but where everybody who works hard can rise to the topin education) has been changed into "meritocracy" in Young's sense (in which everybody's progress in the field of education is decided on the basis of their social strata.)

The factors which have effected the change are as follows: 1) the introduction of the "integrated class/lesson" in primary and secondary school education; 2)the flexibility of class formation (the number of pupils per class in school); 3) the reformation of theuniversity entrance examination (the expansion in the number of recommendation-based acceptances and the introduction of the Admission's Office examination).

These three factors affect the Japanese social stratification, and they work especially well for those who already have cultural capital (namely, thosewho belong to the upper social strata). Therefore, a meritocratic educational society is now being formed through the Japanese educational reform movement.

I. 問題の所在

日本において進行中の「教育改革」は、マイケル・ヤング(Michael Young)が著書The Rise of the Meritocracy (1958)の中で言う「メリトクラシー」(meritocracy)をもたらしつつある。苅谷(苅谷他, pp. 206-262)は、ヤングの「メリトクラシー」と日本における「学歴社会」を区別して捉え、前者を「能力主義型のメリトクラシー」、後者を「努力主義型の学歴社会」と見る考え方を示している。苅谷の区別に基づいて考えるとき、「教育改革」により、日本社会が「努力主義型の学歴社会」から「能力主義型のメリトクラシー」に変容しつつある状況を看取することができる。

「教育改革」の動きの中で、「メリトクラシー」の形成要因となっていると考えられる事項には、以下の三点がある。

(1) 新学習指導要領による総合的な学習の時間の設置。
(2) 学級編制の弾力化。
(3) 大学入試の変革による推薦入試の拡大、並びにアドミッションズ・オフィス入試（AO入試）の導入[1]。

(1)は、最近苅谷（苅谷他, pp. 247-262）によって提唱されている「社会階層の分化」と密接に結びつき、日本型「学歴社会」、換言すれば「努力主義型の学歴社会」の転換を導き出す要因の核になりつつあると捉えられる。また、(2)は(1)と、(3)は(1)及び(2)と連関することで、「努力主義型の学歴社会」の転換に拍車をかけていると捉えられる。

本稿では、上記三点が、「能力主義型のメリトクラシー」形成要因として機能しつつあると捉えられる根拠を明らかにし、日本の社会構造が「努力主義型の学歴社会」から「能力主義型のメリトクラシー」に変容しつつある状況を「教育改革」の視点から考察する。

II. 総合的な学習の時間

総合的な学習の時間に関しては、授業の内容・方法、カリキュラムの開発、評価の方法が主に議論され、総合的な学習の時間新設自体が階層化と連動し、「努力主義型の学歴社会」を「能力主義型のメリトクラシー」へと変容させる要因になっているという議論は見られない[2]。ではなぜ、総合的な学習の時間が階層化と連動すると考えられるのであろうか。

総合的な学習の時間は、教科の時間として設定されていないため、何を教えるか（学ばせるか）は、学習指導要領では定められていない。従って、小学校用学習指導要領では、「国際理解・情報・環境・福祉・健康」が総則で例示されているに過ぎず、学校独自の判断で自由にカリキュラムを構成することが可能になっており、地域の特性や児童・生徒の状況に鑑み、学習内容は学校ごとに設定するのである。

既存の教科においては、学習者が最低限修得することが求められている学習内容は、学習指導要領に基づいて作成された検定教科書に具体化されている。従って、例えば、公立の高等学校入学試験においては、中学校用学習指導要領に規定された内容を逸脱することはできない。言い換えれば、学習指導要領という基準が存在し、それに基づく教科書が存在していることにより、学習者が到達しなければならない目標が明示されることになり、学習者はその到達目標にどれだけ近づいたかを測定されることで、進学条件を満たしているか否かが判定されることになる。

一方、総合的な学習においては、学習指導要領で、上記のような到達目標は示されておらず、学習者の興味・関心に基づいた授業が

構成される。従って、児童・生徒間の社会階層差が、学習内容や学習到達度に反映されることになる。即ち、社会階層が高い児童・生徒の場合、言い換えれば文化的水準が高い家庭に育つ児童・生徒の場合、多様な体験をする機会を得られる可能性が高く、幅広い興味・関心を基礎として、自ら調べたり体験的に学習する機会を得やすいことになる。この点は、文化的水準の高い家庭が所得層の高い家庭である、言い換えれば教育などの文化資本に対して使える充分な資金的余裕を持っていることと連動している。例えば、東京大学に在籍する学生の親の職業・所得に関する調査結果は、「受験の最難関校とされる東京大学の場合、在学者の親の職業は 75%までが専門的、管理的職業で占められ、所得水準もきわ立って高いこと」(天野他, pp. 164)を示している。即ち、東京大学に入学することができるか否かは、社会階層のどこに一人の児童・生徒の親が位置しているのかにより、決まっている可能性が既に高いことに加え、総合的な学習の時間は、この点に拍車をかけることになるのである。

総合的な学習の時間は教科ではないため、試験による成績評価は行われないものの、学校教育における教育活動である以上評価自体は行われ、指導要録及び進学の際の調査書には記載される[3]。しかも、学習指導要領の改正にともない、「自ら課題を見付け、自ら学び、自ら考え、解決する」態度の育成[4]が求められ、上記の態度が総合的な学習の時間における評価に加え、教科における評価とも密接に結びついてくる[5]点に鑑みるとき、総合的な学習の時間における学びが、進学にも影響を与えることは確実であろう。

また、2000年発表の国際教育到達度評価学会 (International Association for the Evaluation of Educational Achievement, 通称IEA) の国際比較調査の結果分析から、日本の子供の学習意欲の低下が報告されている(『毎日新聞』「教育の森」)。学習意欲に関しても、家庭の文化的階層の影響が大きいことが明らかにされている(苅谷及び苅谷他, pp. 260-261)。即ち、文化的水準の高い家庭の児童・生徒程学習意欲は高く、その結果、より学習し、それにともない学校の成績も向上するという循環が生まれるのである。

従って、総合的な学習の時間は、教科として設定されなかったが故に、学習指導要領で学習内容が規定されず、そのことにより文化的水準の高い家庭の児童・生徒に有利に働く、言い換えれば家庭における文化資本の差による階層格差を生む結果となる状況が見出されるのである。

上記の事項は、「努力主義型の学歴社会」とは異なる状況を生み出す。教科学習においては、学習内容は明示的であり、その学習内容を身につけるべく「努力」することが求められる。従って、「一流大学・一流高校」に入学できなかった場合には、各自の「努力」不足をその理由として挙げることが可能となる。しかし、総合的な学習においては、学習内容は非明示的であり、本人の「努力」では克服できない要素、即ち家庭の文化資本の差が含まれていることになる。ここに、「能力主義型のメリトクラシー」において明らかにされた事項と同様の結果が生まれるのである。

III. 学級編制の弾力化

小学校・中学校における学級編制の弾力化は、「公立義務教育諸学校の学級編制及び教職員定数の標準に関する法律」(標準法)の改正をともなわずに行われる。即ち、法律上40人学級を維持し、各自治体の判断に基づき少人数学級を編制することになる。従って、予算的に余裕のある自治体と余裕のない自治体との間で格差が生じることに加え、同一自治体においても、少人数学級が編制される学校と編制されない学校間で格差が生まれることになる。一学級20人程度の少人数学級における教育効果は、40人学級よりも高いことが明らかにされており(桑原敏明研究代表者, pp. 58-165)、少人数学級で学んだ児童・生徒とそうではない児童・生徒との間に、学習内容の修得状況に差異が生ずることになる。

上記の差異が、総合的な学習の時間により生み出される階層差と連関する時、一層の階層差が進むことになる。即ち、学校教育における学びにおいて最も有利な階層は、文化的水準の高い家庭に育ち少人数学級で学んだ児童・生徒であり、最も不利な階層は、文化的水準の低い家庭に育ち少人数学級で学ばなかった (学べなかった) 児童・生徒になる。

上記の状況は、「努力主義型の学歴社会」とは明らかに異なっている。「努力主義型の学歴社会」は、学歴獲得の過程は基本的に平等であり、努力すれば誰でも「一流の学校」に入学することができる社会である。しかし、上記の内容は、個人の努力を超えた部分で学習環境が規定され、進学先の決定に影響が現れる社会である。従って、学級編制の弾力化は、総合的な学習の時間と結びつくことにより、「能力主義型のメリトクラシー」による社会形成の助長要因となるのである。

VI. 入試の変革

藤田(天野編, p. 184)が、「競争状態そのものに変化がないかぎり、入試方法を変えることによってこの問題(受験競争)を緩和することは構造的に不可能なことである」(括弧内は筆者による)と述べているように、入学試験に基づいた競争原理は変化しないと言える。しかし現状は、入学試験に基づいた競争原理が機能する大学が少数の大学、即ち「一流大学」と呼ばれる大学に偏り(天野, 1999, pp. 7-8)、実質的には少数の「一流大学」以外は、競争がなくなりつつあるのである。なぜならば、少子化にともない2009年度には、数値上、希望する者は全員大学へ進学することができるという予測が既に示され(『平成12年度以降の高等教育の将来構想について』)ており、大学を選ばなければ大学入学は容易に可能となるからである。しかも入試の多様化、即ち推薦入試の拡大及びAO入試の導入にともない、無試験入学に近い状態が既に散見されている (麻生・天野, p. 87)。天野(2000, p. 233)が、「AO選択は推薦入学制度の一種になりかねません。実際、ある意味で『青田買い』の方法になっています」と指摘していることから理解できるように、大学に入学するという目的のためには、「青田買い」に乗れば良いのである。従って、II 及び III において考察した事項に鑑みるとき、学校教育において有利になる階層、言い換えれば文化的水準の高い家庭に育つ児童・生徒は、競争原理が機能する少数の大学を目指しやすい階層となり、一方文化的水準の低い家庭に育つ児童・生徒が「青田買い」に乗りやすくなるという分化として、階層化が大学進学にまで引き継がれることになる。即ち、初等中等教育時に形成された「能力主義型のメリトクラシー」を受け継ぐ構造が誕生し、競争原理が機能する大学 (「一流大学」) への進学者とそうではない大学への進学者という階層差として、社会構造が変容するのである。

V. 結語

日本において進行中の「教育改革」が、「努力主義型の学歴社会」を「能力主義型のメリトクラシー」へと変容させつつあることが理解された。変容させつつある要因の核には、総合的な学習の時間の新設が関わっており、自治体独自の判断による学級編制の弾力化及び競争を伴わない大学入学試験の拡大が、総合的な学習の時間と連関することで、日本における「社会階層の分化」の助長要因として機能し、これら三点が一体となり、「能力主義型のメリトクラシー」を確立する役割を果たしていることが捉えられた。

日本が「努力主義型の学歴社会」であるということは、各学習者の努力が各自の進学先の学校を決定することになるという意味において、教育的に平等な社会である。即ち、努力しさえすれば、進学先は誰にでも開かれている。しかし、「努力主義型の学歴社会」が「能力主義型のメリトクラシー」に変容しつつある現状は、教育的に不平等な社会が成立するということであり、文化的資本の有無と

いう、学習者自身の能力を離れたところで、実際には進学先の決定がなされてしまうことを物語っている。極論を言えば、一個人が生まれた段階で、教育上の進路は既に決められていることになる。

ヤングが意味した「メリトクラシー」の社会が、上記のように日本で成立しつつあることを考えるとき、「教育改革」によって現状を変革する試みとは裏腹に、新たなる状況を生み出しつつあることを念頭に置く必要性があると言える。

注釈

1. 中央教育審議会答申（第４章及び第５章）を参照のこと。
2. 苅谷は、学歴社会が階層差に起因し、個性重視の「ゆとり」の教育が階層差を助長する要因となってきたことに言及している。『日本教育新聞』2000年１０月６日号「検証　教育改革」を参照のこと。
3. カリキュラム開発研究会（p. 7）、『教育課程審議会　中間まとめ（全文）』並びに『教育課程審議会答申（要旨）』（pp. 7-12）を参照のこと。
4. 小学校用学習指導要領総則並びにカリキュラム開発研究会(p.8, p.18)を参照のこと。
5. カリキュラム開発研究会（p. 7）を参照のこと。

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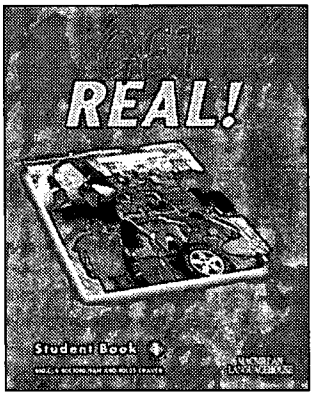

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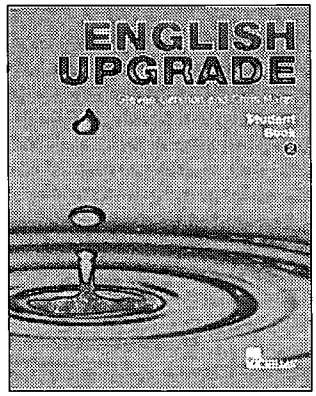

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Nonmeritorious Features of the Entrance Exam System in Japan

Tim Murphey, *Yuan Ze University*

> Meritocracy is a social system in which people get rewards because of what they achieve, rather than because of their wealth or status. . . . If you describe something as meritorious, you approve of it for its good or worthwhile qualities. [Collins Cobuild Learner's Dictionary, 1996, p. 689. Note, "meritorious" follows meritocracy.]

While some people may describe Japanese education as a meritocracy (Zeng,1999), there are several indications, discussed below, that this is not so for many participants. "The entrance exam system" is actually many sub-systems, some of which are evolving and some which seem stagnated. At this point in time, the national university system shows signs of shifting while the private university system, accounting for over 70% of the universities in Japan, appears stagnated. From my personal experience on exam making committees and through talking to hundreds of teachers at Monbukagakusho leaders camps for the past six years and to students for the past 11 years, I find the system is still bleeding the life out of the youth of Japan. And each February universities celebrate the success of their exams (especially financial), as the meaning of education in high school dies a little more.

Many other observers see the exam system as it is operating now as unmeritocratic and harmful to the youth of Japan (see Hood, this issue, and the *On CUE* 1996 special issue devoted to describing the system with J. D. Brown's newspaper articles and the email correspondence of many concerned JALT members). Why? Because (and here is my main point): The exams themselves are not evaluated for validity yet they are the basis for admission to universities, the ranking of departments in universities, and often the teaching methods in high schools (Gorsuch, 2001). Thus, we are basing our efforts at being fair on potentially invalid measurements. J. D. Brown has repeatedly noted this lack of assessment literacy among university entrance exam writers in Japan; I have also written about it in my support of the successful TESOL Resolution on English Entrance Exams to Schools and Universities (Murphey, 2000).

The above description appears to be the case mostly in private universities, although many colleagues at national universities have told me similar stories. There is evidence the Center Test is getting better and some national universities appear to be improving their exams as well (Guest, 2000; Mulvey, 1999, 2001). At the same time, more departments at national universities are adding listening comprehension. These are positive changes, however, I find it dangerous to overgeneralize these to the whole system when 70% of the universities are private and to my knowledge none are adding listening to any new department exams. And still no one is openly reporting their exam reliability and validity if, indeed, they even have them themselves. True, lower level schools may be accepting nearly all applicants, making the exams simply an expensive admission fee. But the middle and higher ranked schools are still subsidising their budget with the many failures and not showing many signs of change. When things begin to shift more completely, there will certainly be needed changes in high school HS teacher's pedagogy as the above writers imply. However, at present, most HS teachers at academic schools tell me they are still feeling the pressure of traditional exams.

In this short piece, there are three nonmeritorious activities I would like to look at: recommended-student exams, professorial guessing of exam questions, and ignoring the public desire to communicate in English. Obviously, more research is needed along the lines of the work cited above to actually document how many universities are changing, what kind of changes are occurring, and where. Then, perhaps, more universities can be persuaded to do a professional job and more authentic pressure can be put on HS teachers and textbooks to change.

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Exams for Recommended Students

First, entrance by recommendation (*suisen*) presents a clear example of favouritism and a double standard. There are many different kinds of *suisen* and a multitude of procedures at different universities. There are some regulations from the Ministry of Education: "Applications should be sent in November or later, and those who pass can comprise a maximum of 50 percent of the enrolment" ("The good and the bad of AO exams," 2001, p. 7). One testing researcher reported to me, "Many of the *tandais* take 80-90% of their students thru (*sic*) *suisen*" (T. K. Lutes, personal communication, April 3, 2001). With some *suisen*, students are obliged to go to that school once accepted (securing an early income commitment for the school). Often only select high schools chosen by the particular universities can send recommended students (it is not open to all). These students, who are recommended, are supposed to be good students; however, some research (Redfield, in press) shows that recommended students are significantly lower in level than those entering with the regular tests, which correlates with results at my previous university as well. This happens because high school teachers choose the students they think may have trouble getting in, but are otherwise nice kids (personal communication with numerous high school teachers). This means that many brighter students who are not recommended must suffer through exam hell, paying significant amounts of money and taking many exams to increase their chances of being accepted somewhere. Thus, we find that "where you come from," "what kind of high school," even "what religion your school is affiliated with," or simply "how nice you are in your teacher's eyes" can all count unfairly. What is tragic is that bright HS students who are not recommended might not make it into a university because of the second area I wish to describe: the untested tests themselves.

Professional Guessing

A system striving for meritocracy would do all it could to make sure their instruments were measuring and evaluating as fairly as possible the ability of students. It is time academics realized that testing is a professional field and knowledge of it does not come naturally with everyone's graduate degree (especially in literature and linguistics). Most professors I have dealt with simply believe they can make up good questions using their intuition, and that if they follow previous exam formats and discuss them among their colleagues the end product will be a good exam. Because of our status as university professors, others think we know what we are doing (and we even start believing it after a while). Thus, merit is not the judge, but status.

We now have the ability to analyse test data after exam administrations and determine which questions worked well and which ones did not. We can use this knowledge to make better questions and tests, even recycle the good questions later down the road. Yet, there are precious few university professors who understand such data or would look at it if indeed it were tabulated.

As Tsukada (this issue) states in reference to the exams, "once one is selected in the examinations, then it is proven that one has ability" (which of course many university teachers, and the students discover later, is not the case). We could say the same fallacy applies to educators, "once you teach at a university, it proves you have the ability to make tests and judge others." It doesn't! We are assigning qualities to university teachers and having them do work they have no expertise in. This is my experience, and probably the experience of most university English faculty in Japan who cannot speak up for fear of losing their high paying jobs. When silence is bought with money and job security, the educational system is killing itself. Tsukada, citing Takeuchi's 1995 depiction of meritocracy, also talks of "a limited orientation" among exam takers and *salarymen* in that they are usually only concerned with the immediate goals "without personal meaning or passion." The same can be said of exam developers, university teachers who merely wish to produce the exam and be done with the distracting committee work: Most do not consider the potential long-term washback effect of the tests on HS teaching, nor their espoused missions for human dignity (Murphey, 1999). There may in fact be some valid exams, but until their results are analysed we simply do not know. Simply publishing the tests in circulation does not make them fair. The linguistic and pragmatic analyses of these tests are useful, but we need to look at how students actually

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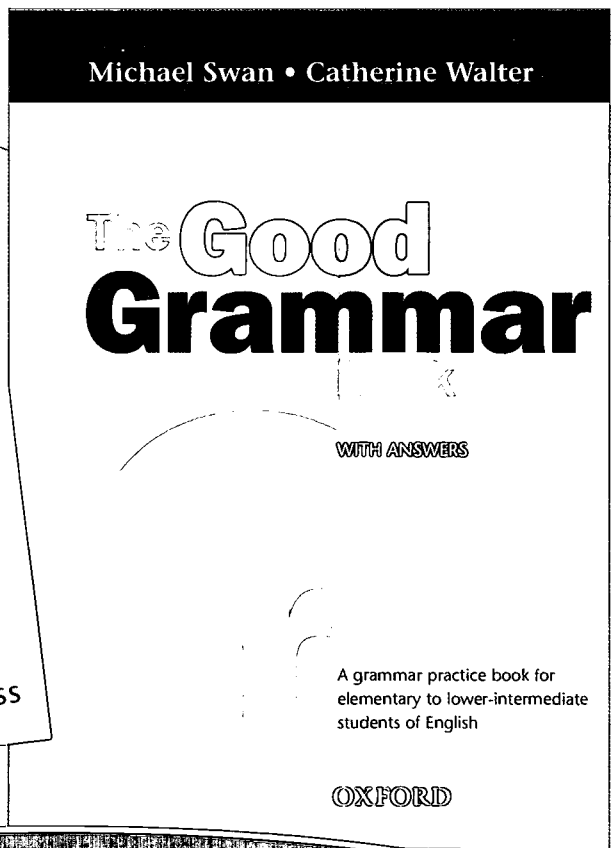

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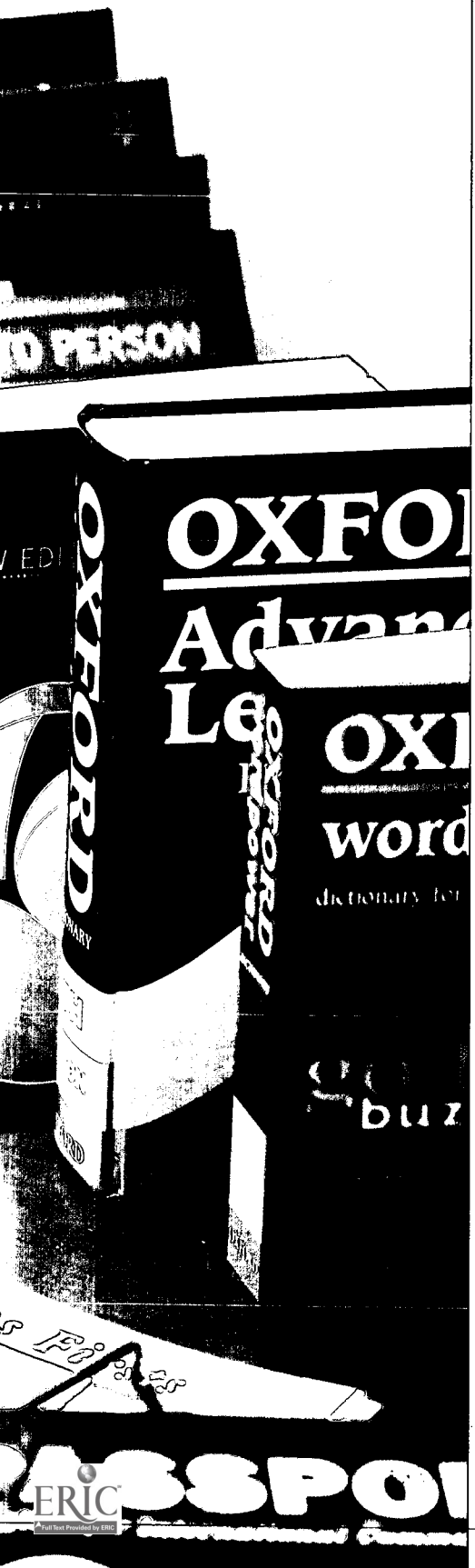

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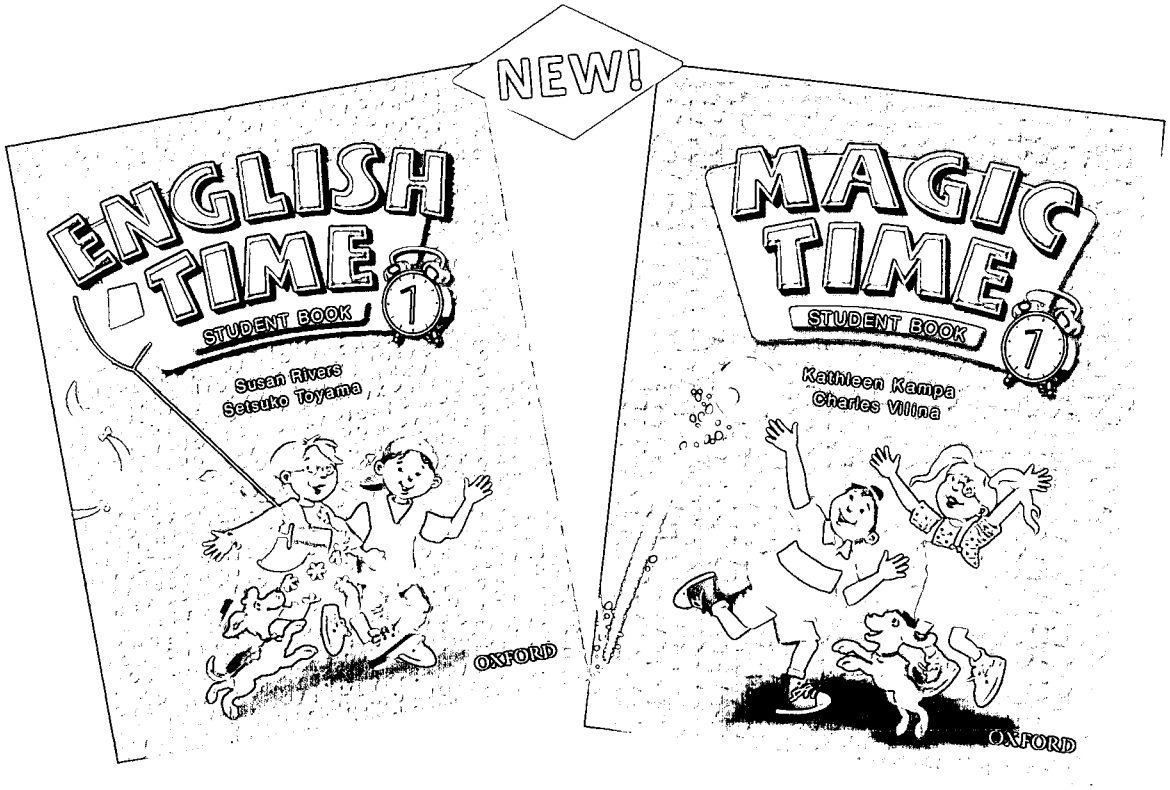

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do on these tests, question by question, to see how valid they are. I have found repeatedly from my own experience on committees that professors' own intuition is far from accurate when judging the merit of a question.

The Desire to Communicate Ignored

The lack of communicative content on the majority of the exams is another strike against meritocracy. From the top down, Monbukagakusho has encouraged communicative language teaching (CLT) reforms in high schools through curriculum changes and the JET program. But at the same time Monbukagakusho has refused to stick its neck out and demand that all schools put listening on their English exams, as Korea has done. There are plans to put listening on the Center Test in 2003, or "in the near future" as one Monbukagakusho employee hedged recently when called for confirmation (June 18, 2001). From the bottom up, the public has shown (through vast spending on conversation schools) that they wish to develop their communicative use of English. Why then do most universities continue to test things that neither the people want to learn, nor what Monbukagakusho openly asks for, thereby shaping English teaching in the high schools and *jukus*? Or, we might ask the opposite, why do *jukus* and JHS and HS teachers not speak out more strongly for changes in the entrance exams? Is there (as suggested by one *TLT* reader) a circle of complacency in which the *jukus* lead the JHS and HS teachers in stagnating the system?

After recently interviewing three middle management *juku* teachers in a large *juku* chain (June 25, 2001), I no longer have a conspiracy theory. While *jukus* can be faulted for feeding off the system as it is, in my opinion it is the ignorance and fear of change and blame that keep university staff from openly talking about the exams, educating themselves, and risking changes. The *jukus* are flexible and adaptable businesses; the universities are mostly rigid hierarchies of amateur testers, fearful of risk and change, propagating the status quo.

The Edo period may have begun with movements toward meritocracy, but Japanese education has long since derailed. The signs of system breakdown are evident: school refusal, collapsed classrooms, and increased school violence (Yoneyama, 1999, and this issue). While most people do not trace it back to the mindlessness in the system stemming from entrance exams, university educators do have the power to change it. For the time being, the bloodletting of Japanese education will continue, and though many universities may claim successes in enrollment and revenues generated by their exams (while others go bankrupt), every day high school English education dies a little more.

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Annotated Bibliography of Books on Education in Japan

This bibliography is intended as a complementary resource to the articles on meritocracy and book reviews on education in this special issue. Few publications in English education deal specifically with meritocracy, but many discuss the topic to some extent, others peripherally. Finding these books can also be difficult, but most can be located at The Japan Foundation library <www.jpf.go.jp> in Roppongi, Tokyo.

Students of Japanese education soon note that in the US three scholars are luminaries in the field: Tom Rohlen, William Cummings, and Edward Beauchamp. Between them they have contributed considerably to making Japanese studies one of the most studied academic fields in the US. Unfortunately at this point in their careers these scholars may not be publishing as much; therefore, a new generation of analysts, some of whom contributed to this special issue, are the focus of this bibliography. Also, as more Japanese researchers are writing in English, students of Japanese education now have more authentic material from which to draw their conclusions.

As one analyses the discourse in these books with a critical eye, it is possible to conclude that all the authors come from some political or interested standpoint. By interested what is meant is the Pennycook (1989) sense of all knowledge being in some way interested. According to Pennycook (1989), all knowledge is produced within a particular configuration of social, cultural, economic, political, and historical circumstances and hence always both reflects and helps to (re)produce those conditions. Since every claim to knowledge represents the interests of certain individuals or groups, it must always be seen as interested. Applying this approach in a basic way, then, to the books in the bibliography, four groups of interest present themselves: (a) Japanese writers criticizing their own Japanese system and recommending western reforms; (b) Japanese writers supporting the Japanese educational system and pointing out weaknesses in the education systems of other societies to support their argument; (c) non-Japanese writers supporting the Japanese system, criticizing their own, and recommending the adoption of the Japanese education model; and (d) non-Japanese writers supporting their own education system by criticising the faults of Japan's education system. The level of interest may share a correlation with where the author chooses to live (i.e., their home country or abroad). All viewpoints are valid with much agreement between them.

Needless to say, the following thirteen books are by no means an exhaustive list of publications on the topic, but we hope that we have succeeded in choosing a good cross section of the books available. We certainly hope readers will use this bibliography as a springboard to further explore the literature on their own. They would also make good selections when deciding how to spend a library book budget![1]

Cutts, R. L. (1997). ***An Empire of Schools: Japan's Universities and the Molding of a National Power Elite.*** **London: M.E. Sharpe.**

Cutts is a journalist rather than an academic. Chapter titles like "If There Is a God, He Went to Todai" and "The Ivory Basement" give a clear, if somewhat sardonic, indication that all might not be well in the world of Monbukagakusho. Nonetheless, this volume is also sympathetic to the enormous financial and emotional burden placed on Japanese families who try to ascend the meritocratic escalator by having one of their children join the elite. It may be short on description of those who do not intend to become elite, but there is in-depth investigation of the largest group overlooked by meritocracy, namely, women.

Goodman, R. (1990). ***Japan's International Youth: The Emergence of a New Class of Schoolchildren.*** **Oxford: Oxford University Press.**

Many language teachers have encountered returnee students both in and out of the classroom. This book is based on the author's ethnographic fieldwork at a private junior and senior high school for *kikokushijo*, students returning to Japan after living abroad. His conclusions are thought provoking and challenge the generally accepted view of the stigmatised, maladjusted student struggling to be accepted back into Japanese society. Goodman suggests that a number of factors are converging to make these returnee children a special elite group in a Japan infatuated with internationalisation.

Lewis, C. (1995). ***Educating Hearts and Minds: Reflections on Japanese Preschool and Elementary Education.*** **Cambridge: Cambridge University Press.**

Educating Hearts and Minds offers a view of the social side of the educational successes of preschool and elementary education in Japan. Lewis builds on 14 years of classroom observations and through de-

tailed vignettes offers intriguing insight into the psychology of Japanese early childhood and primary education. The book is highly readable and engaging for those of us seeking a reflective, comparative approach to explaining such terms as *hansei*, *ganbaru*, and *genki*, as well as education in general.

Marshall, B. K. (1994). ***Learning To Be Modern: Japanese Political Discourse on Education.*** Boulder: Westview Press.

This historical survey covers the gamut of educational ideology in Japan from the late Edo to post-Showa eras. Along with Passin's classic *Society and Education in Japan*, Marshall's work offers the best overview of the political processes that shaped not only education in the Japanese nation-state, but also other contemporary issues that include ethnicity and gender. What is most apparent after reading this book is the plurality of thinking and diversity of subcultures that comprise Japan and the Japanese. This is a study of Japanese educational history that is second to none.

McConnell, D. (2000). ***Importing Diversity: Inside Japan's JET Program.*** Berkeley: University of California Press.

Any former MEF or AET will be intrigued with this anthropological account of the JET program. A program that commands an annual budget of $500 million will undoubtedly be wrought with both failures and successes. McConnell spent ten years researching the program and through firsthand knowledge is able to explain the viewpoints of all parties involved in the program (i.e., bureaucrats, students, Japanese language teachers, and foreign JET participants). The author reveals that the rocky history of the JET program indicates that concepts such as internationalisation and multiculturalism are often not used critically enough.

McVeigh, B. (1997). ***Life in a Japanese Women's College.*** London: Routledge.

While informative accounts of primary and secondary schooling abound, there is a lack of interpretive material in English that describes Japanese higher education. McVeigh helps to fill this gap with this highly readable and intellectually stimulating ethnography of a women's college. This book is required reading for all those involved in, or interested in, the world of Japanese higher education and is also highly recommended for those interested in gender studies in Japan.

Okano, K., & Tsuchiya, M. (1999). ***Education in Contemporary Japan: Inequality and Diversity.*** Cambridge: Cambridge University Press.

This book investigates how economic success has created unfavourable developments in the education system. It focuses on the students outside centralisation and standardisation who have been relatively ignored: slow learners, minority groups, girls, and those with non-academic aspirations, in other words, those not riding the meritocratic escalator. The odds are stacked against these students. What they may learn most is how to fail. In order to balance the scales somewhat, the authors highlight a couple of flaws of meritocracy: 1) those that achieve the top academic results come from families with resources (resources which are utilised by the family in order to reach such positions), and 2) the assumed neutral nature of merit in the selection process is actually arbitrarily defined by the system of education. These are valid points and one cannot help wishing they had been tackled more aggressively in Okano and Tsuchiya's work.

Roesgaard, M. H. (1998). ***Moving Mountains: Japanese Education Reform.*** Denmark: Aarhus University Press.

Roesgaard's volume surveys the development of the Japanese educational system. The report of the Nakasone-era National Council on Education Reform (*Rinkyooshin*) is discussed in great detail, effectively identifying both the political rhetoric as well as the political motivations behind it. In her book, Roesgaard focuses on what she feels are the four main issues of the NCER's proposals: individuality (*kosei*), lifelong learning (*shoogaigakushuu*), internationalisation (*kokusaika*), and adaptation to the information society (*joohooka*). Her investigation into the societal attitudes surrounding these four issues is the strength of the book.

Rohlen, T. P., & LeTendre, G. K. (Eds.) (1998). ***Teaching and Learning in Japan.*** Cambridge: Cambridge University Press.

This edited edition explores themes in Japan's culture of learning. The span of topics includes not only education in the traditional school classroom but learning in a variety of circumstances, including at Zen monasteries, Noh theatre, and during violin lessons. Through such a multi-faceted approach to the investigation of teaching and learning in Japan, the authors succeed in demonstrating the importance of placing socialization models above cramming for tests and rote learning.

Windolf, P. (1997). ***Expansion and Structured Change: Higher Education in Germany, the United States, and Japan 1870 – 1990.*** USA: Westview Press.

Based on archival data from the United States, Germany, Japan, France, and Italy, this study combines both comparative and historical perspectives to argue that in the late 1800s each country's education system went from imperial patronage (i.e., the spoils system) to meritocracy. This book emphasises that there is a close affinity between the educational and socialisation processes of the university and those of bureaucracy. In the United Kingdom, students who aspired to higher positions in the public administration attended Oxford or Cambridge, where they studied humanities. This study was not considered to impart technical knowledge that the bureaucrats would later need in performing their public office but served instead a principally selective function. The parallel with *Todai* (University of Tokyo) is not difficult to see. This symbolic power was then carried over to the bureaucracy. Interestingly, in many countries one of the central goals of the patronage reform movement was the removal of the bureaucracy from influence by the political parties. This helps to explain how the entrance to the Japanese prime minister's office is practically a revolving door, while state administrative functions continue to operate without a hitch.

Wray, H. (1999). ***Japanese and American Education: Attitudes and Practices.*** USA: Bergin and Garvey

This book, from a former professor at Nanzan University, is a comparative study of the Japanese and American education systems. Whereas in the past many publications have dealt specifically with the Japanese education system in an attempt to explain Japan's unheard of economic growth, this is no longer the case. Analyses are becoming more comparative and global. Interestingly, Japanese weaknesses are described qualitatively in this book, while American shortcomings are described quantitatively, that is, American students are not getting the grades. Wray does not explicitly state it, but after reading his book a possible solution to the problems with both systems seems to be for greater adoption of the Japanese education system to the secondary level and then the Western for tertiary institutions.

Yoneyama, S. (1999). ***The Japanese High School: Silence and Resistance.*** London: Routledge.

The *Journal of Japanese Studies* (Akiba & LeTendre, 2000) reviews this book rather critically. The reviewers call it "a vitriolic condemnation of the entire Japanese education system." *The Japanese High School* contains graphic and accurate depictions of *ijime* behaviour. Although Akiba and LeTendre doubt the validity of these depictions, if you are a teacher in Japan try asking adult students if they understand any of the *ijime* language that Yoneyama explains. You may be surprised how much they understand. Yoneyama can be criticised for having a bias towards the Australian education system, but she should also be commended for showing the courage to expose in her book what usually remains behind closed doors.

Zeng, K. (1999). ***Dragon Gate: Competitive Examinations and Their Consequences.*** London: Cassell.

The strength of this somewhat dense book is that it compares the Japanese entrance examination system with those of Taiwan and Korea. Zeng observes that in ancient China a supernatural lore grew around the state civil service examinations (the precursor to university exams), which included beliefs in a host of gods and spirits, guardians of both the learned and the system itself. Indeed, even in contemporary Japan, before they write their entrance exams, many students visit shrines to pray for their success. Zeng provides a historical account of how Confucian meritocracy was inducted into the realm of Japanese education through the Imperial Rescripts of 1879 and 1890. He then details how the Japanese meritocratic entrance exam system spread to Taiwan and Korea along with Japanese expansion in World War II. An extensive comparative analysis of all three systems follows.

References

Akiba, M., & LeTendre, G. (2000). The Japanese high school: Silence and resistance. *Journal of Japanese Studies 26* (2), 474-478

Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *TESOL Quarterly 23* (4), p. 589-618.

Note

1 As of June 2001, all of the books in the bibliography, except the out-of-print Windolf volume, were available from a major online bookseller, such as Amazon, Blackwells, or WHSmith.

We apologize for misspelling Simon Cole's name in the August issue. He co-authored a paper with Arron Anderson entitled "Requests by Young Japanese: A Longitudinal Study.

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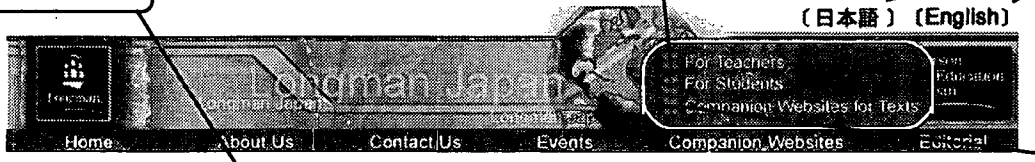

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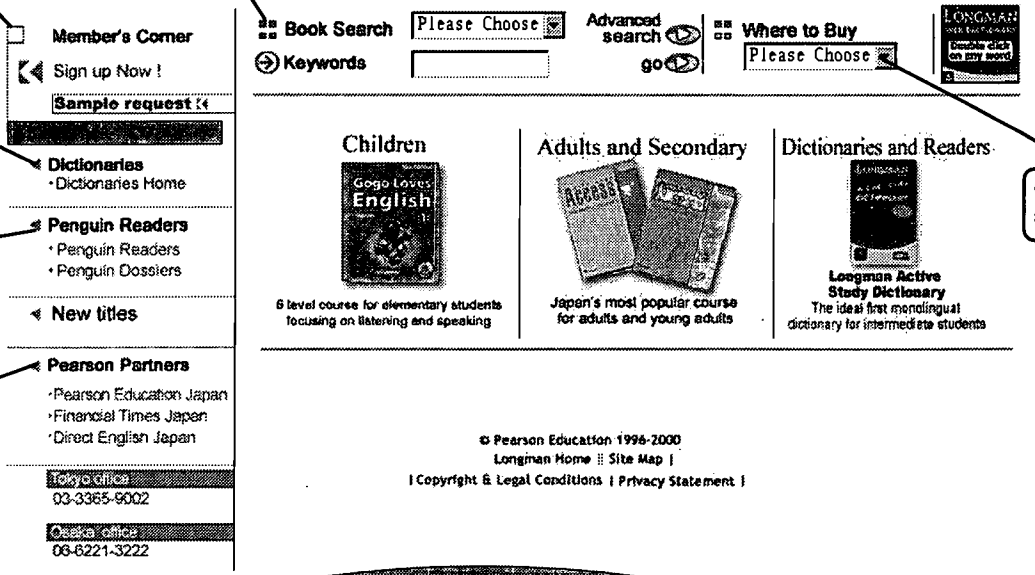

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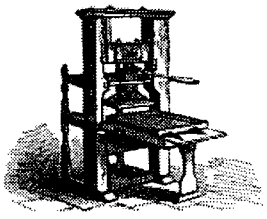

This column gives JALT's publisher associates a chance, outside of regular advertising, to tell *TLT* readers about themselves, their products, innovations, etc. In this column, Brendan Delahunty of Pearson Education gives us a guided tour of the extensive Longman website for both students and teachers.

<longmanjapan.com>: All the Support You Need...Just a Click away

Longman has great pleasure in announcing the relaunch of its local website to better meet the needs of teachers and students in Japan. In this article we will introduce the readers of *The Language Teacher* to the many and varied resources that are available at <www.longmanjapan.com> (active beginning October 1) Longman's website dedicated to teachers and students of English in Japan. This website is the gateway to a number of areas, including Community Areas for teachers and students, Companion Websites with course-specific resources, and dedicated sites for Dictionaries and Graded Readers. There is also a comprehensive online Catalog with a sample request section and a Members' Corner where visitors can register for membership benefits and special offers.

Community Areas

There are two Community Areas on the site: one for teachers and one for students. The "For Teachers" button on the site is the quick and easy way to access a wide range of excellent online resources. Regularly updated, these include downloadable worksheets and activities to use in class, teaching tips, articles, language updates for both teachers and students, and Internet tips to help fully integrate the web into your teaching. In addition, there is a discussion forum, competitions, and various quizzes and polls.

The "For Students" button provides access to a wealth of activities designed to motivate students and provide fun practice in English. Resources here include interactive activities with instant scoring, a chat area, polls, interviews with other students round the world, reviews, and an area to find e-pals and e-cards. All of this can be used online in class or as homework.

Companion Websites

Many Longman titles have their own Companion Website—a web component offering a rich selection of resources designed specifically to complement the course and encourage interaction between teachers and students throughout Japan and the world. These Companion Websites are regularly updated and include course-specific downloadable activities, teaching tips and articles, discussion and idea sharing, contact with the authors, and the opportunity for global projects and class contact.

There are also specially dedicated sections for students which provide interactive practice activities with instant scoring, real-world writing practice with e-pals around the world, useful web links, and student profiles.

Longman Dictionaries Site

From the Longman Japan site, teachers are able to access Longman's dedicated Dictionary Site, which provides an interactive learning environment for all dictionary users and contains comprehensive information on all our British and American dictionaries. The site also includes online activities to support major dictionary titles, a "New Words" section to keep students up to date with the latest vocabulary, information on the Longman Corpus Network and how it is revolutionizing dictionary writing, and natural language processing information for the linguistic research community.

Penguin Readers' Site

For the ever-increasing number of teachers interested in extensive reading programs, there is a link to the Penguin Readers' Site. Here teachers can find comprehensive information on all Penguin Readers, resources with free downloadable material for teachers, fact sheets for every title in the series, teacher's guides, and sample pages. There is also a monthly competition for students who write a review of a Penguin Reader they have read. Prizes are given, and the winning entries are posted online to be read by fellow students around the world.

Bilingual Online Catalog

Teachers who are looking to find information on the wide range of texts available in Japan will find the Online Catalog invaluable. Here you can find comprehensive information on all Longman titles stocked in Japan, sample material, a detailed search facility, author interviews, and information on where to buy Longman texts in Japan. It is also very easy to order samples of materials that you are interested in looking at directly from the webpage of the text.

Members' Corner

There is a membership section on the site where teachers can sign up for regular information updates, site specials, competitions, and special offers.

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By registering as a site member, teachers are also entitled to advance sample copies in their areas of interest, advance notice of upcoming events, and reserved seating at events where space is limited. Registered teachers at universities and junior colleges are also able to receive complimentary ancillary products such as teacher's guides and audio components for class adoptions of Longman texts.

English Language Teachers' Forum

Finally, the latest addition to the site is the English Language Teachers' Forum hosted by Jeremy Harmer with the support of ELT experts and ELT professional journals. The "ELT Forum" offers resources and discussion opportunities to teachers and trainers involved in ELT and includes challenging topics every month; a full, dynamic bibliography on each topic; and interactive activities to help teachers develop their teaching. Members of the "ELT Forum" are eligible for the following benefits:

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The Longman website has benefits for all teachers and students of English in Japan. To find out more please visit our site at <www.longmanjapan.com>.

edited by joyce cunningham & mariko miyao

This month's column brings you information about the Four Corners' Tour which precedes our JALT2001 National Conference, to be held in Kokura, Kitakyushu on November 22-25. Joy Jarman-Walsh, JALT2001 National Four Corners' Tour Coordinator, reports on the approximately two-week tour of international speakers who will present in a chapter close to you or possibly in your very own chapter. The coeditors remind you that you are warmly invited to submit an 800-word report about your chapter or SIG in English, Japanese, or both.

JALT2001 National Four Corners' Tour

Do you sometimes feel your teaching could do with a new perspective, a fresh approach? The JALT Four Corners' Tour is a great way to bring exciting teachers and researchers out to the four corners of Japan in an attempt to benefit teachers in local chapters as well as promote some of the many excellent speakers presenting at the national JALT conference. The Four Corners' Tour is open to any JALT chapter. Interested chapter program chairs should respond to the tour coordinator at the beginning of the year when an announcement of speakers is made.

This year, the tour is going to be very exciting indeed. We are lucky to have three experienced speakers from varied backgrounds, disciplines, and countries.

Don't miss an excellent opportunity to attend a presentation by a well-known speaker practically in your own back yard.

JALT National and each local chapter will be providing for each speaker's honorarium, local travel, and food expenses during their tour. Additionally, there are four organizations who are supporting the tour, and who should be mentioned here and thanked warmly:

Tuttle Publishing is not only funding each speaker's domestic travel, but will also be providing each hosting chapter with great giveaways at each presentation. The Foreign Buyers' Club and the Language Institute of Japan (LIOJ) have been invaluable in their support of the Asian Scholar. And last but not least, the British Council is sponsoring Tessa Woodward's international flight.

The following brief introduction of our three speakers is offered to you in the hope that you will be encouraged to not only join a presentation but also extend the invitation to your friends and coworkers too. Each presentation is free to JALT members and will cost nonmembers between 500 and 1,000 yen.

Tessa Woodward (UK) is a well-known and respected teacher trainer, author of many wonderfully useful resource books, in addition to being a warm, amicable presenter. Professor Woodward has a special talent for cutting the complexities of teaching down to the fundamentals. The ideas she will present and discuss can be easily applied in your own classroom, no matter the age or level of learners. Presentation subject matter will include the practicalities of lesson planning and "stimulus-based" teaching. Tessa will be touring through Tokyo (11/17), Niigata (11/18), Okayama (11/19), and Hiroshima (11/20), before presenting at the JALT National/PAC3 Conference (11/22-25) in Kokura, Kitakyushu.

Anne Burns (Australia) is the Associate Director of the National Centre for English Language Teaching and Research (NCELTR), and Head of the Division of Linguistics and Psychology at Macquarie University in Sydney. Professor Burns was on the Four Corners' Tour last year and was well received by Japanese and native English speaking teachers alike as a presenter with a strong background in action research and discourse analysis. We look forward to her insights on action research, motivation, and teaching speaking and reading on her tour through Chiba (11/17), Gunma (11/18), Nagoya (11/19), and Kumamoto (11/20) where she will give a "super double" presentation with Raul Laborte before presenting in Kokura.

Raul C. Laborte (Philippines) is this year's Asian Scholar. As explained to me, all students in the Philippines refer to their teacher with the honorary "Sir" denoting respect, similar to Japanese students referring to their teachers as *sensei*. Sir Laborte is a junior and senior high school teacher in Davao City. David McMurray, JALT2001 Conference Program Chair, says "Laborte sparkles when he talks. . .students love him." He is a warm and enthusiastic teacher who has a lot to share from his experiences teaching teenagers in Asia. I am sure there are a lot of parallels participants can draw from his experiences to their experiences with Japanese students. Sir Laborte's tour includes Nagasaki (11/16), Kagoshima (11/17), Miyazaki (11/18), Kumamoto (11/19, 20), and Hiroshima (11/21).

To find out more about each speaker's tour, topics, individual background and research, please refer to the following websites:

Tessa Woodward <www.geocities.com/fourcornersjp/newest.html> <www.geocities.com/fourcornersjp/newest.html>

Anne Burns <www.geocities.com/fourcornersjp/burns.html> <www.geocities.com/fourcornersjp/burns.html>

Raul C. Laborte <www.geocities.com/fourcornersjp/laborte.html> <www.geocities.com/fourcornersjp/laborte.html>

Reported by Joy Jarman-Walsh
2001 National Four Corners' Tour Coordinator
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edited by kent hill

My Share—Live!

A Materials Swap Meet will take place at JALT2001 in Kitakyushu between 5:00 and 6:00 p.m. on Saturday, November 24. Bring 50 copies of an original lesson or activity to the Materials Writers SIG table any time before 5:00 p.m., and you can take home a bundle of good ideas from your fellow swappers. For more info; contact MW SIG at <john-d@sano-c.ac.jp>.

Helluva Entrance Exam Game

Mark Gray, Obirin University
<graymjsc@cityfujisawa.ne.jp>

Quick Guide

Key Words: Grammar review, enjoy, knowledge
Learner English Level: Intermediate
Learner Maturity Level: Third year high school, college, university
Preparation Time: Very short once the materials are made
Activity Time: 1 hour

In any large EFL university class, it can be a challenge to add motivation to a grammar lesson (see, for example, Guest, 2000). But, by basing a game on students' experience of sitting university entrance examinations, they may be motivated to succeed as well as learn something. Some teachers might feel that after entering university students are no longer interested in entrance exams, but one look at popular Japanese television shows (e.g., game shows like *Time Shock* that drill contestants' amount of acquired knowledge and seem almost modelled on entrance exams, or *Yamisuki*, where the show ends with contestants bullying the least popular member) reveals that this is not the case. In fact, many people seem to enjoy repeating this kind of *rite of passage* maturation process, at least as a game, throughout their lifetime.

The game involves three levels of actual entrance exams. At first, it is best to label them University A, B, and C, with each level progressing upwards in the ranking of universities. The class needs to be divided into groups of five. One member is chosen to be the test giver and the remaining four members are test takers. Sets of ten questions for each respective university are given to the test givers and each test taker receives a student answer sheet. The test taker who obtains the lowest score in each group has to drop out at that round, as that university is most appropriate for them. This continues until one test taker remains, thereby gaining admission to the top ranked university and winning the game.

Materials

A set of the following has to be prepared for each group. See <www.geocities.com/kentonet/exam_game.html> to download the following photocopiable materials:

* 1 set of question cards for each university, copy enough for one set for each group.
* 1 student answer sheet for each university, which must be copied for each test taker.
* 1 answer sheet.

Procedure

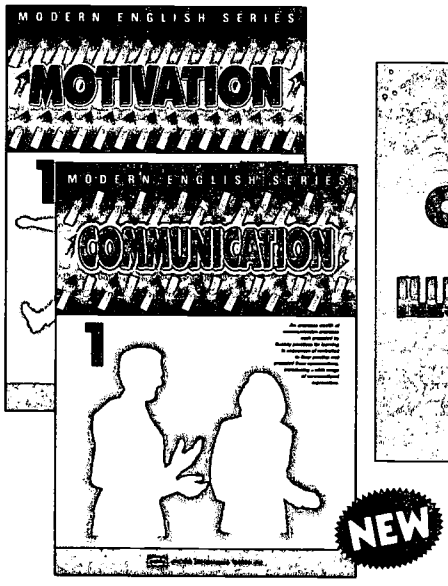
Hand out University A questions to the test giver and answer sheets to test takers. The test giver holds each question so the test takers can read them and then says each question as clearly as possible. Test takers circle the correct answer on their answer sheets. After this has been completed for all ten questions (note: University C has only nine questions), the answers are given. As even the best student test givers might get pressured to give out answers, it is suggested that the teacher give the answers out as a class. In this way, answers can be elicited, which helps to reinforce language acquisition. Also, if the teacher has any inclination towards being a game show host, then this is when it can really shine.

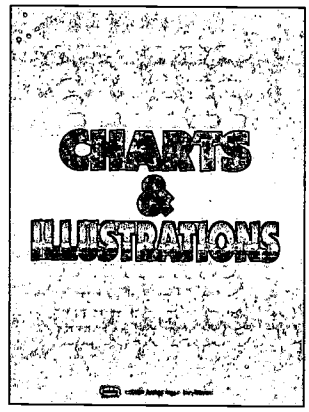
Remember, the member who obtains the lowest score must theoretically drop out of each round. However, it does not do any harm if the student continues to take the tests, but does not advance to the next level. Consequently, the University A round has four test takers, the University B round has three, and the University C round has two, with one of the two being the champion. When students are finished, you can tell them which university the questions came from: A is Obirin, B is Aoyama, and C is Tokyo. Offering students some examples of future career opportunities also adds to the activity (e.g., Obirin, a trade company worker or a teacher; Aoyama, a teacher or an interpreter; Todai, a lawyer or Diet member). If they do not do well at all, you could suggest that they stay at their *baito*!

Evaluation

In order to increase the pace of the game, place time limits on the question and answer sessions. Occasionally, some students who continue playing do better on the second or third test, this can provide an opportunity to point out that tests might not be valid or actually test what they are supposed

MOTIVATION and NEW COMMUNICATION





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to. Another aspect worth pointing out is that the test givers usually enjoy the game most. Most play their meritocratic role quite commendably as they state the questions and make sure all the test takers have understood. Teachers may worry about the students that must drop out and no longer participate, but in reality dropping out helps them to notice the gap in their learning. There may also be students in your class that entered university by recommendation. This is a good chance for them to try entrance examinations for the first time.

Discussion

All the questions are discrete point types, but this is not to imply that the entrance exams consist of only these kinds of questions. These kinds of questions are better suited to a game format, and indeed, students really seem to enjoy the game—especially finding out the names of the universities. Imagine! Students enjoying entrance exam hell! And, at least in the game, some students get a chance to enter Tokyo University. Finally, the game helps to demystify students' belief in the infallibility of entrance exams. Plus, whether students are aware of it or not, they just might learn some grammar!

References

Guest, M. (2000). But I have to teach grammar! *The Language Teacher 24*(11).

All the university entrance exam questions (1999) were used with the permission of the universities. Mark would like to thank Kent Hill for his help in putting this game together.

The Adjustment Task

Yoshida Kensaku, Sophia University

<yosida-k@sophia.ac.jp>

Quick Guide
Key Words: Conflict, persuade, adjust
Learner English level: Intermediate to advanced
Learner Maturity level: High school and up
Preparation Time: Negligible if a good scenario already exists
Activity Time: 1 hour

We so often hear complaints about Japanese students not speaking out in class. One major reason is that students have not been taught to do so even in their Japanese language classes. The report on *Promoting Revision in English Education* (2001) released by the Ministry of Education and Science mentions this point on the very first page. At the same time, however, as English teachers, we cannot just sit still and wait until the teaching of Japanese changes. What I want to do in this My Share is introduce a technique based on the *Adjustment Model* of communication (Yoshida, 1996; Suzuki, Yoshida, Shimozaki, & Tanaka, 1997; Di Pietro, 1987) and to illustrate this technique by offering a sample lesson. The *Adjustment Task* is similar to a debate in that it forces the participants to take sides on a certain issue. However, *adjustment* is not a win-or-lose activity. It assumes the use of moves used to alleviate the tension that exists in conflict situations, without necessarily having to beat or give *in* to the opposing standpoint.

The Adjustment Task

Procedure

We first divide the class into groups of about five students each. Two groups participate in each task. Although the task itself is conducted by two people—each representing their own group—it is a group effort in that the other members of the group can help out whenever there is a need to do so (see Vygotsky, 1978; Nunn, 2001, for notions related to what Vygotsky calls the Zone of Proximal Development, where solutions which an individual cannot attain by him/herself can be attained through the help of others). Each group is given a situation scenario, which shows some point of conflict with the other group. The groups discuss their scenarios separately (in Japanese if necessary). After all the members have understood the scenario, each group selects a representative to conduct the actual interaction.

During the interaction, contrary to traditional debate methods, the representatives are free to go back to their groups for advice, and it is also possible for the representatives to change during the task. The first half of the task consists of each representative expressing their opinion in as clear and persuasive a manner as possible, and the second half is spent in trying to come to a common solution both groups can agree on.

Preparation stage

Prior to having the discussion, awareness of the topic must be raised by getting students to think, talk, and exchange ideas about the topic. This can be done in various ways such as discussion, group polls, or surveys.

Preparing to talk about the topic
To conduct the preparatory activity, the following should be taken into consideration:

initial discussion of the topic in Japanese should be allowed; and

teachers should NOT lead the students to think in a prescribed direction (i.e., repeating the teacher's opinion).

Scaffolding students' linguistic tools to talk about the topic
To enhance the learning of the linguistic tools needed to successfully conduct this task, the teacher must point out and build up the students' ability to:

use essential vocabulary items (if initially given in Japanese, then an English translation must be given) related to the topic; and

use argumentative and functional expressions (e.g., cause/effect, contrast/comparison) needed to express opinions clearly and persuasively (e.g., T: *How many students like fast food better than obento? Why?* S: *Because I like beef.* T: *Why not?* S: *Because fast food isn't good for our health.*); and

use communication strategies (e.g., confirmation, clarification) to confirm and negotiate meaning (e.g., T: *Okay, here's my phone number...[said quickly] 044-398-7327.* S: *Could you say that again?*).

Of course, if your students are lower than intermediate, learning to use the functions and the communicative strategies needed to conduct the task may take time (sometimes weeks before the actual Adjustment Task is conducted in class). The same functional expressions will have to be practiced many times using different topics. But as long as you keep the expressions authentic and contentious, where the students are given the freedom to respond in their own way, it does not get repetitive. Moreover, as students begin to acquire the linguistic tools, it takes less and less time.

Sample lesson
For this sample lesson, I chose the topic of *Friendship or Club Activities*, because I thought it would interest students in high school. It might also interest college students. This particular activity was done after a preparatory discussion in a high school class about the value of club activities and the value of friendship.

Scenarios
Group 1, who represents student A, gets a call from a childhood friend (of the opposite sex) s/he likes very much. The friend wants to meet A because s/he is moving out of town. The friend has something very important to tell A before s/he leaves. The friend has very little time to see A so s/he specifies a certain time.

Group 2 represents student B, who is the captain of the club A belongs to. A is the best player on the team. The coach of the club has called B to gather the members for a special practice, and now B is calling A to come to the practice at the same time that A has promised to meet his/her friend.

Adjustment Task
The conflict here is that the practice falls on the same time that A has promised to meet his/her childhood friend. The task, then, is: How will the two come to a solution that both can agree on? The first half of the activity will see the representatives trying to persuade the other side of the strength of their position (e.g., A: *I'm sorry, but I must meet a very special friend.* B: *Unless we win next week's game, the principal told us our club is going to be discontinued next year.* A: *She/He's my best friend and I have to meet her/him. What else can I do?* B: *But aren't we your friends, too?*). Although possible sample dialogues are provided, the best thing about activities such as this is that you cannot predict what will happen. Teachers cannot, and should not predict what will happen in these adjustment tasks. Adjustment tasks are never predictable, hence, the importance of the Debriefing section at the end.

The second half of the activity, which is the adjustment phase, is usually shorter if the participants have understood the other side's situation. Many times the groups will come to suitable solutions by themselves (e.g., A: *I'll meet my friend in the restaurant right next to our school. I'll have to change into my uniform before I meet her/him. I'll join the practice as soon as I finish talking with her/him.* B: *We'll begin the preliminary exercises and wait for you to join us for the real practice.*), but sometimes the teacher will have to help to adjust their positions in order to come to some sort of agreement.

Debriefing
After each Adjustment Task, the teacher and class get together to discuss language usage as well as effectiveness of argumentation (e.g., *What was difficult to express in English? How could something have been said better? What would you have said in that situation?*).

Conclusion
This task is different from debate in several ways. First, it does not require prior research on the part of the students. The scenarios are all based on potential everyday events and the personalized topics allow students to use natural language to express their opinions and feelings. Students can

also suggest scenarios. Second, by working in groups to scaffold their use of functional expressions, the participants begin to self-regulate their ability to compromise. In other words, if the students get a sense of success from the communication process itself, then that is where the merit in language learning can be said to reside.

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Engaging University Students in Critical Thinking about the Merits of Their Entrance Exam System

Tim Murphey, Yuan Ze University

<mits@saturn.yzu.edu.tw>

Quick Guide

Key **Words**: Critical pedagogy, entrance exams, learner histories

Learner English Level: Intermediate

Learner Maturity Level: University post-first semester

Preparation Time: Very short

Activity Time: 1 hour in class reading, discussing, and answering a questionnaire. The rest is homework and depends on the options chosen.

One way to bring individuals together is to enlist them in a mission that is bigger than them, a change-effort to improve their own society. It is also nice to find a topic that they all have experience with so they can talk about it with some knowledge and authority. One such topic is university entrance exams. Many students say that the main reason they are poor at speaking skills is because they only studied writing and reading in high school in preparation for the entrance exams. Some or all of the following steps can be used or modified for your particular university so that the students can discuss and write their own entrance exam histories (EEH). They can also serve to teach teachers about a major force in Japanese students' lives.

Procedure

1. Provide students with a reading about the entrance exams (see Box 1 for an example).
2. Explain to them that they might be able to influence university exam makers by writing about their experiences with the entrance exams they took.
3. Ask them to fill out a questionnaire anonymously (see Box 2 for sample questions).
4. Provide students with the results of the questionnaire and allow them time to talk about the results in pairs or small groups (tip: Ask interested students to volunteer to tabulate the results).
5. Ask students to write about their entrance exam experience (see Box 3 for an example) and suggest advice to test makers or propose alternatives.
6. Have students bring their narratives to class to share. Ask them to read one another's and to help in revising the language to make it clearer.
7. Allow students to rewrite their narratives and ask them to submit their narratives to you by email.
8. When you receive the narratives, do a spell check and smooth out any strange grammar, but do not change any of the content. Delete or change any possible identifying personal information (e.g., the name of their HS). Collate and copy the EEHs for your students to read and comment on.

Follow up Options

1. Produce a booklet of *Entrance Exam Histories* for the class. Provide your administrators with a copy so that they can hear information "from the horse's mouth" about the impact of the exams upon their students' lives.
2. Ask the students to compose a letter to *Monbukagakusho* to ask for changes to the

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entrance exam and include the questionnaire data and histories.
3. Make enough copies for another class to read and comment on. This is near peer role model material (Murphey, 1998) and highly motivating to peers with language levels at the approximately same level. Then they in turn could write their own histories.
4. Write an article for your own university's journal (or other publications) about what students say about the EE. Collaborate with other teachers doing the same and create a database of EEHs.

It is probably best to wait until at least the second semester of their freshman year, or later, to do such a project so that students can contrast university education with their HS education. Michael Fullan (1999:18) says that every person is a change agent, whether they know it or not, and they can have an impact on their society; hence, the more students who communicate their experiences and opinions, the greater the impact. Part of learning English is developing new language and classroom identities that shift the way students, their teachers, and administrators see things. Gee (1996) writes of these new ways as *Discourses* (with a capital D) and contends:

> Schools . . . ought to be about people reflecting on and critiquing the 'Discourse-maps' of their society, and, indeed, the wider world. Schools ought to allow students to juxtapose diverse Discourses to each other so that they can understand them at a meta-level through a more encompassing language of reflection. Schools ought to allow all students to acquire, not just learn about, Discourses that lead to effectiveness in their society, should they wish to do so. Schools ought to allow students to transform and vary their Discourse, based on larger cultural and historical understandings, to create new Discourses, and to imagine better and more socially just ways of being in the world. (p. 190)

Understanding these Discourses starts with understanding your own. When there is a strong pedagogy of silence (Yoneyama, 1999) students rarely have this opportunity to explore Discourses. You can give it to them.

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Box 1: **The Educational System in Japan: Case Study Findings,** June 1998 by the US Department of Education in their Executive Summary [excerpt] accessed at: <www.ed.gov/pubs/JapanCaseStudy/execsum.html>

The major academic issues raised by teachers, parents, and students centered around the role that entrance exams play in Japanese schooling. Many of our respondents felt that this system has created too much pressure on students and teachers alike. Public schooling, some said, was becoming more about getting into a good college than about getting a good education.

Although the Monbusho has advocated more consideration of the individual in education and mandated a decrease in the number of days in the school week, the results up to now have only served to heighten the pressures that teachers and students feel, not relieve them. Severe competition on the entrance exams for admission to elite schools continues to create *educational overheating*. The *juku,* which play such a large role in the overall academic picture, are outside of the Monbusho's control. The *juku* at once support the schools yet were often cited by respondents as the fuel that causes *educational overheating.* (Later in Chapter 2 of the report).

The negative impact of the entrance examinations

While Japanese teachers see entrance exams as having a positive impact on student motivation to study, many also felt that these examinations also have a negative impact on the quality of education in Japan. The pressures of the entrance examinations are seen as contributing to a variety of school-related problems, including an over-dependence on *juku* by students, bullying (*ijime*), school refusal syndrome (*tokokyohi*), and a host of other problems. For example, some Japanese argue that teachers are so busy preparing students for entrance examinations that they do not have the time to intervene in cases of bullying. Also, some have argued that, since Japanese schools are so oriented towards examinations, students become alienated and refuse to attend school.

Box 2: **Entrance Exam Questionnaire**

Please answer the following questionnaire.
1= not at all // 5 = Completely

I think the exams accurately evaluated my English ability. 1 2 3 4 5
I think studying for the exams improved my English. 1 2 3 4 5
I think it was a good use of my time to study for the exams. 1 2 3 4 5
I think studying for the exams helped me in my future English classes at university. 1 2 3 4 5
I think passing the English entrance exams means I have English ability. 1 2 3 4 5
How do you think the entrance exam system could be improved or should be changed?

[Leave some blank space to answer or let them answer on the back as well.]

Box 3: **Students' University Entrance Exam Histories**

Please write a page or two about your entrance exam history for entering university. All reports should be written in English. Deadline: _____

Some of the possible questions that might guide your histories are: How did you study for the entrance exams? What impact did the exams have upon your HS and *juku* classes and upon your private life? What was good and not so good about how you studied? What was good and not so good about the exam system? How many different exams did you take/pass at different universities? What did you think of the different exams? How would you like the exam system to continue, change, or improve? Please send your redrafted EEH to me by email [Teacher's name and email address].

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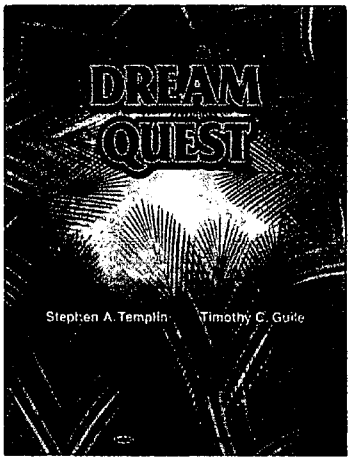

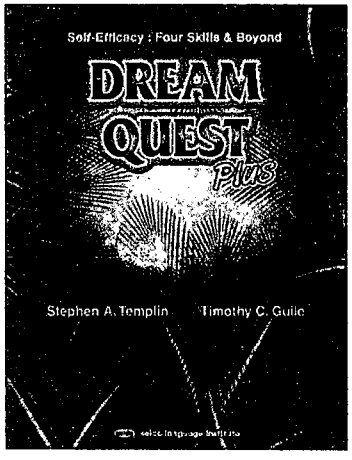

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Book Reviews

edited by steven snyder and oda masaki

Japanese Education Reform: Nakasone's Legacy. Christopher P. Hood. London: Routledge, 2001. pp. 217. £55 ISBN: 0-415-23283-X.

Education plays an important role in the development of people's attitudes and ideologies. Japanese Education Reform: Nakasone's Legacy is as much about those attitudes and ideologies underlying education and educational reform, as it is concerned with social reform.

In this book, Christopher Hood, a former JET, drawing on his doctoral thesis, concentrates on the ideologies and work of former Prime Minister Nakasone (1982—1987) and the influence he held over the Japanese educational system. Whereas many western academics supported findings that conflict between the government and bureaucracy prevented any significant educational reform, Hood argues that educational reform had been taking place and that policies continue to be implemented in accordance with Nakasone's designs. However, this work does not read as a policy making case study, void of cultural content and narrative voice. On the contrary, the author stimulatingly relates information about the changes that have been taking place, much as a colleague might share them. Indeed, the author admits that this work includes his personal observations on reform (p. 2), based on his twelve or more years of studying Japan, including academic analysis, in-depth interviews (with Nakasone himself), and extensive reading (in English and Japanese) on the subject.

Hood's clear and methodical account of his methodology prepares the reader for what follows. He primarily focuses on primary, lower secondary, and upper secondary education, although he touches on reforms to the entire system. His intended audience falls into a couple of categories: either non-Japanese who have an interest in Japanese education but are not able to read Japanese, or Japanese academics who are experts in education or society and are interested in the views of a non-Japanese with access to information not normally available to Japanese. In this way, Hood attempts to provide readers of either category with a look inside Nakasone's head and a definition of what is meant by "success" when answering the question *Were the education reforms successful?* which is the central issue of this study (p. 6).

Although Nakasone and his activities are at the center of this work, other major issues involved in recent educational debates are also addressed. Chapter 4 highlights *Hinomaru* and *Kimigayo*. Chapter 5 looks at the textbook issue. Chapter 6 analyses the radical areas of Nakasone's ideology: liberalization and privatization. Liberalization was meant in the sense of flexibility after the basics had been mastered. Chapter 7 focuses on the uniquely Japanese concept of a "group individual," and how the Japanese cannot be labeled less creative than any other society. The social problems inherent in the education system are outlined in Chapter 8. Each chapter details what is commonly known about the issues and then goes a step further by uncovering unknown information, and, finally, tries to suggest original solutions to the issues.

The terminology is carefully defined and corresponding Japanese translations are also given. For example, prior to explaining about "healthy internationalism," first internationalism (*kokusaishugi*), internationalization (*kokusaika*), 1930s and 1940s nationalism (*kokka-shugi*), and patriotism (*aikokokushugi*) are explained. Then, in order to differentiate from the negative implications of nationalism, Nakasone coins his nationalism as being *healthy* (*kenzen*) or *justifiable* (*tadashii*) nationalism, thereby reconciling nationalism and internationalism (p. 49-52). Using Japanese terminology may be for the Japanese readership or it may be an indication that many of the non-Japanese readers are becoming more bilingual (although since a glossary is included this might not be the case). More likely, translation equivalents cannot capture the idiosyncrasies of the terms.

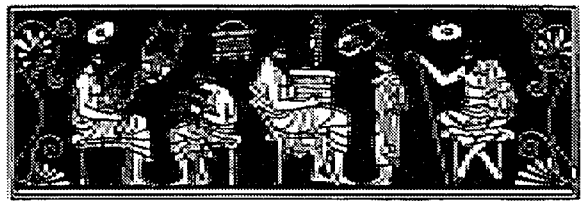
One criticism of the book, with its wide coverage of issues in education (i.e., not just those dealing with Nakasone), is that it reads more as a doctoral thesis than a book. That said, for anyone interested in how these issues related to Nakasone's period as prime minister, *Japanese Education Reform: Nakasone's Legacy* helps to clearly comprehend how changes in the educational system took place and how they were initiated. For those unfamiliar with the issues or seeking a wider perspective on them, this book will fit the bill.

Reviewed by Kevin Knight
Kanda Gaigo Career College, Tokyo

Wearing Ideology: State, Schooling, and Self-Presentation in Japan. Brian J. McVeigh. Oxford: Berg, 2000. pp. xi + 231. ISBN 1-85973-490-1.

Japanese are shaped by what they wear. Stated more elaborately, "dress uniformity and uniforms—especially student uniforms—are a disciplinary link between the individual and the political structures and their allied economic interests, and the practice of donning standardized clothing every day reinforces a host of associated values that maintain both rationalizing projects of the state and economic in-

terests" (p. 2). McVeigh, in his book *Wearing Ideology: State, Schooling and Self-Presentation in Japan*, provides an insightful look into the role of uniforms in Japanese society. The book opens with a fairly elaborate theoretical framework. From a dramaturgical approach, McVeigh argues that individuals are socialized through a complex set of processes arising from the setting of a unitised society like Japan, the agents who act and monitor other's actions, the conscious and unconscious acts formulating ideas of self, the agency of instruments like uniforms, and the greater politico-economic purpose of Japan. McVeigh then identifies three lifecycles that Japanese pass through: uniformizing, de-uniformizing, re-uniforming. The uniformizing stage starts from preschool with students donning yellow hats and continues on to high school and sailor uniforms. The discussion here is quite comprehensive. It details not only the differences between the uniforms and their evolution in public and private schools, but also how uniforms shape students' conceptions of themselves. The de-uniformizing stage is the short grace period where students attend college or university. He also explains that Japanese women are particularly more constrained by expectations of what it is to be "lady-like." Re-uniformizing is the process where graduates enter the work force and wear the uniforms of employment. Here McVeigh argues that school uniforms create a symbolic link to work, labour, and production in the case of Japanese office ladies and transportation employees. Moreover, he demonstrates how the varying degrees of uniformity in daily life relate to larger politico-economic values. The final two chapters explore the concept of cuteness (*kawai*) by arguing that being cute is an outlet for Japanese to rebel against mainstream ideas without totally rejecting them. School uniform's shortened or lengthened skirts, loose socks, untucked shirts, or oversized shoes give students an opportunity to express their individuality within the boundaries of uniformity. It is also pointed out that authority organizations like the police use cuteness to soften their image. The underlying reason is that these authority powers do not want to be perceived as being intimidating. This negation of intimidation apparently then makes it easier to enforce obedience through persuasion, influence, and control.



The strength of this book lies in the use of secondary research to compose a comprehensive picture of uniforms in Japan (i.e., newspaper clippings and antidotes with the help of theoretical frameworks). McVeigh's own ethnographic contributions, however, somewhat weaken the overall strength of his argument. This concern arises with his discussion of students' feelings toward school uniforms during the uniformizing stage. Student comments, like "one becomes aware of one's own status" (*jibun no mibun o jikkaku suru*) (p. 83), or uniforms gave them a "consciousness of being under the control of [the school]" (*kisoku ishiki*) (p. 85), seem to be inconsistent with McVeigh's larger argument for the invisible, but pervasive power of wearing uniforms. The act of wearing a uniform seems to be very salient for these students. Readers of this book will undoubtedly wonder who these students are and under what conditions these ideas were elicited. Unfortunately, few details, expected of an ethnographic study, are provided. The discussion of the de-uniformizing stage on the other hand includes a more complete account, though the specific setting of this work raises questions about the generality of the findings. The site of his study, Takasu International College (a pseudonym), has a fairly stringent clothing policy. "Students wearing jeans are simply not allowed into the main Takasu building, and both the administration and students take this rule seriously" (p. 107). Readers unfamiliar with Japanese tertiary education may not realize how this particular school is the exception rather than the norm.

Overall, this book provides an interesting and well-informed analysis of the role uniforms play in Japan. It masterfully draws connections between the daily act of wearing a uniform and larger societal practices and goals. Readers would do well to keep in mind that uniforms are but one social artefact among many others helping to shape Japanese society. McVeigh holds a slightly stronger viewpoint that "the very act of donning a uniform *produces* and *reproduces* on a daily basis the subjective substructure of norms demanded by politico-economic structures" (original italics, p. 184).

Reviewed by Christopher Weaver
Tokyo University of Agriculture and Technology

English for Academic Legal Purposes in Japan. Hajime Terauchi. Tokyo: Liber Press, 2001. pp. x + 462. ISBN: 4-89798-612-5.

English for Academic Legal Purposes in Japan is a must have for any teacher wishing to learn more about the history of teaching English for specific purposes (ESP) in Japan, or wanting ideas about applying ESP to their own teaching situation. The book begins with a look at the history of law, language, and edu-

cation in Japan, and then it describes in detail their origins and flaws. ESP, though not a new method of instruction, has not been as practically applied in Japan as it has in other countries. Terauchi shows why this is so and why the need for effective ESP instruction is necessary.

The book has a three-part framework: *Introduction*, a look at the history and influence of education and law in Japan; *Conceptual Frameworks*, a critical and constructive analysis of teaching methods, including the need to be aware of the students' majors and the language of each (in this case law); and *Research and Evaluation*, an interesting look at the lexis of legal textbooks as well as a questionnaire analysis of language teaching in Japanese universities with ideas and advice for teaching English in the department of law. Combined, these three sections form a convincing argument for ESP reform to the Japanese education system as well as a reevaluation of its goals.

In Part One, Terauchi describes the evolution of Japanese institutions through five main periods (Edo (1603—1868), Meiji (1868—1912), prewar (1868—1947), postwar (1947—1993), and from 1993 onwards) as each being influenced by foreign ideas without having fully understood them. The Japanese legal system tried to combine many incompatible codes ranging through feudal law, civil law, and common law, while maintaining some ideals from preMeiji times and borrowing others mostly from Napoleonic and Prussian codes. This incompatibility became problematic, as the Americans discovered when they forced the adoption of American laws. In each case, change seems to have been made for reasons other than the practical application of law and some of these factors remain today.

Education, particularly language education as we find out in Part Two, has gone over similar hurdles. Historically, language teaching was a means to quickly assimilate factors from a culture through the translation (*yakudoku*) of ideas into Japanese. There was seldom a chance or a need for verbal communication so the emphasis was on reading, writing, and translation. To some extent, this remains unchanged today, where English education focuses primarily on structures, translation, and reading for entrance exams. Students graduate from university with some structural knowledge of English but with little or no communication skills or practical ability. This lack of ability, according to Terauchi, is reflected in the faculty of law, where most graduates are unable to practice law and only two percent pass the bar exam (as opposed to 70% in Germany). Terauchi points out that there is still little or no communication between faculties and as a result essential interdisciplinary skills are not acquired. "The ideal university degree programme after the Second World War should have been accomplished through harmonising general education and specialized education" (p. 21), but this was not accomplished because of the postwar circumstances and Japan's effort to once again catch up with the West.

With the extensive lexical analysis of legal discourse in Part Three, this book will appeal most to ESP teachers, especially those teaching in law departments. That said, it should also interest any reader who is interested in education reform in Japan, particularly in professional disciplines and language education. ESP has been overlooked in Japan or misconstrued as grammar translation or literary interpretation. Terauchi's book successfully exposes these areas where ESP has not been meeting its goals and then it provides workable solutions as well as suggestions for further development and research.

Reviewed by Andrew Reimann
Tokoha Gakuen University

Recently Received

compiled by amanda obrien

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of October. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Business

Business Basics [new ed.], (classbook, teacher's, workbook, and cassettes). Grant, D. & McLarty, R. Oxford: Oxford University Press, 2001.

Course books

Clockwise Elementary (classbook, teacher's, resource pack, and cassette). Potten, H. & Potten, J. Oxford: Oxford University Press, 2001.

Clockwise Pre-intermediate (classbook, teacher's, resource pack, and cassette). McGowen, B. & Richardson, V. Oxford: Oxford University Press, 2001.

Reading

Select Readings (student book, quizzes & answer key, and cassette). Lee, L. & Gundersen, E. Oxford: Oxford University Press, 2001.

Supplementary Materials

!日本人のための英単語２００。レッドベター・マーク著、レッドベター千賀子訳。東京、講談社、1999.

New Edition

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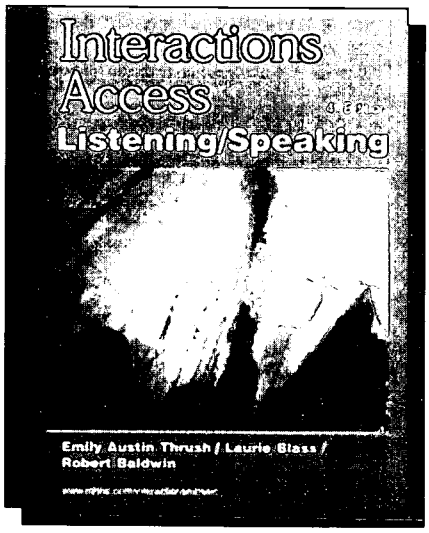

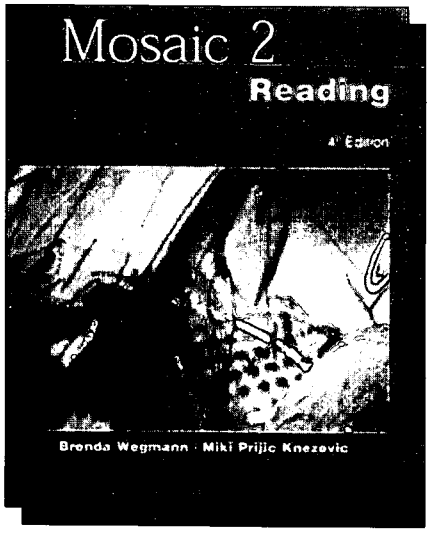

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!Talking to Yourself in English: An Alternative Approach to E.F.L.: Book 1-Intermediate. Sion, C. Heerlen, The Netherlands: Training Etcetera, 1995.
!Talking to Yourself in English: An Alternative Approach to E.F.L.: Book 2-Advanced. Sion, C. Heerlen, The Netherlands: Training Etcetera, 1995.
Words Around Us...and Effective Ways to Use Them. Sheeler, W. D. & Markley, R. W. Ann Arbor: Michigan Press, 2000.

For Teachers

Contact the JALT Journal Reviews Editor directly to request the following:

English for Primary Teachers (book and CD). Slattery, M. & Willis, J. Oxford: Oxford University Press, 2001.
Understanding Language Structure, Interaction, and Variation. An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists. Brown, S. & Attardo, S. Ann Arbor: The University of Michigan Press, 2000.

Special Interest Group News

edited by coleman south

Bilingualism and CUE—Call for Papers: *Language Testing in the 21st Century*, a conference at Kyoto Sangyo University on May 11 & 12, 2002. We are having a separate call for papers for different strands of the same conference. Basically, it will be three mini-conferences with one registration and participants can go to any of the conference strands. Please send a presentation abstract up to 75 words in length and presentation title along with your contact information to Yvonne Ishida at <y_annable@hotmail.com>. Deadline: December 31, 2001. This will be our "big" event in 2002. For further information, please visit <www.jalt.org/test/conference.htm>.

CALL—Fantastic "Changing Face of CALL" T-shirts to be won! Continuing our 2001 SIG conference theme, we are holding a competition to find the future face of CALL: *The Fourth Face*. Vote on the contenders at our website, <www.jaltcall.org/competition>, or send your own suggestion as a JPEG or GIF to Richard Gitsaki-Taylor <taylor@hum.nagoya-cu.ac.jp> (deadline, November 18, 2001). Winners will be notified by email and can collect their prizes from the CALL SIG desk at JALT2001.

Pragmatics—The Pragmatics SIG now has 73 members and is still growing. The best way to find out more about this group is to join their activities scheduled for the JALT conference in Kita Kyushu in November 2001:

*SIG Forum—Saturday, Nov. 24, 3:00-4:45, AIM Room 3B.
*Swap Meet—Saturday, Nov. 24, 6:00-6:45, AIM Room 3B.
*SIG-sponsored special talk by Gabriele Kasper, University of Hawaii, Saturday, Nov. 24, 5:00-5:45, AIM Room 3B.
*SIG Colloquium—Sunday, Nov. 25, 9:00-10:45, AIM Room 33A.
*SIG AGM—Sunday, Nov. 25, 11:00-11:45, VIP Room.
For further information, see the website at <www.groups.yahoo.com/group/jaltpragsig>.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>
College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>
Computer-Assisted Language Learning—Richard Gitsaki-Taylor; t: 052-872- 5815(w); t/f: 052-704-1017(h); <taylorx@sc.starcat.ne.jp>
Foreign Language Literacy—David Dycus
Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; Jane Nakagawa; <janenakagawa@yahoo.com>; website <www2.gol.com/users/ath/gale/>
Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>
Help with Employment and Labor Policies—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>
Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>
Junior and Senior High School—Robert "Bob" Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>
Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicholl/>
Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>
Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>
Pragmatics—Yamashita Sayoko; t/f: 03-5-5283-5861; <yama@tmd.ac.jp>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>
Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>
Testing and Evaluation—Tim Newfields; t: 052-832-6211 ext. 241 (w); f: 052-832-8773(w); <testsig@jalt.org>; website: <www.jalt.org/test/>
Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); 0722-65-7005(f); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Forming SIGs
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>
Crossing Cultures—Robert Long; t/f: 093-884-3447; <long@dhs.kyutech.ac.jp>; Warwick Francis; t: 045-960-3323; f: 045-961-2542; <warwick@japan.email.ne.jp>

Chapter Reports

edited by richard blight

This month we commence with a Special Feature reporting on a selection of presentations from the JALT Hokkaido 18th Annual Language Conference. The conference was held over two days at the Hokkaido International School in Sapporo, with 134 people in attendance. More information can be found on the JALT Hokkaido website at <englishforum.sgu.ac.jp/~jalthokkaido>.

Hokkaido: May—(six presentations) 1) ***Travel Brochures in the Classroom*** by Jerald Halvorsen. Travel brochures can be employed as useful authentic materials in the classroom. Halvorsen discussed many practical ideas for setting up activities which can be geared to any class level, including: word finds, puzzles, fill-in-the-blanks, and information gaps. After becoming familiar with various brochures, students can also make a one-page minibrochure about their hometowns. Through this activity, students learn about promotional language typically used in tourist brochures, and they generally enjoy the project because of their personal involvement. More information about collecting travel brochures can be obtained from: <www.travelinformation.com>.

2) ***Language and Culture Learning: A Bigger Picture*** by Paul Stapleton. Recent research shows that the brain is hardwired for both linguistic and cultural knowledge. Although thousands of languages are spoken throughout the world and a universal grammar is hard to isolate, many constants exist binding human languages together. Neurological research on impaired language functions has now revealed areas of the brain where language specifics (including knowledge of vocabulary and linguistic rules) are carried out, and this suggests common language propensities among all people. Likewise, while diverse cultures exist around the world, certain universals of culture, such as a taboo against selfishness, can be identified in all societies. Stapleton concluded by stating that the language teaching profession needs to give more consideration to aspects of language and culture that derive from human nature. While this type of knowledge is in its relative infancy, natural sciences should play an increasing role in the field of education.

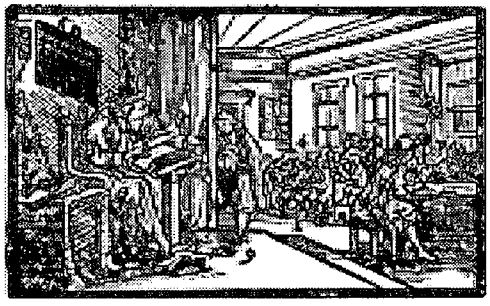
3) ***Pragmatics in the Classroom*** by Bricklin Zeff. Zeff believes that knowledge of Grice's (1975) Co-operative Principle is necessary for learners of English to communicate effectively, and he suggested ways of introducing this in the classroom. The Co-operative Principle was first outlined in terms of the four maxims of Quality, Quantity, Relation, and Manner, which were summarized as: "be true, be brief, be relevant, and be clear." While these maxims may apply in all languages, research has also shown that flouting the maxims may lead to instances of cross-cultural pragmatic failure. Zeff observed that many of his students have problems making correct inferences in English and proposed that knowledge of Grice's maxims and associated pragmatic theory would improve their communicative ability as well as confidence. One way to do this is to use dramatic sequences on video and teach simple information exchanges that include various functional and sociolinguistic elements.

4) ***Extensive Reading with Graded Readers*** by Jeff Herman. This Oxford University Press workshop discussed using graded readers in an extensive reading program, and explored some associated activities which could be adapted for various student levels and ages. Participants first interacted in a Running Dictation in an effort to answer questions about the purpose and methodology of incorporating graded readers. We also talked about the why and how of pre-reading, and focused on achieving student-centered involvement and high motivation levels. The basic procedure was then adapted for younger learners, nonfiction materials, and additional supplementary options. Finally, Herman distributed English and Japanese guides explaining in detail the theory and practical implementation of an Extensive Reading program.

5) ***Using Video Movies in the Language Classroom*** by Ian Munby. Movie videos are often not employed in mainstream language instruction

according to the view that they are a form of passive language instruction which frequently leaves students feeling tired. However Munby argued that learner behavior is not determined by features inherent to the input source, but by the nature of learning activities and individual motivation levels. One of the advantages to be gained by sourcing language from popular movies (rather than language courses) is that the language is often less fabricated and superficial. Also movies generally represent authentic cultural values and consequently are of more interest to students. Munby gave advice on designing viewing activities and worksheets for learners of all ages and levels, as well as for various class sizes in Japan.

6) ***The Significance of Integrative Motivation Affecting TOEIC Scores—A Case Study of Aomori Public College*** by Matsubara Katsuko and Tanno Dai. The presenters investigated elements that account for students' TOEIC scores, based upon study results from 110 Aomori Public College students. Two multiregression models were utilized to examine the relationship between TOEIC scores and five critical elements: integrative motivation, instrumental motivation, avoidance, ethnocentrism, and ethnorelativism. They concluded that there was a positive association between integrative motivation and students' TOEIC scores, but that the other four elements weren't significant. Hence TOIEC scores could be improved by employing various methods to enhance integrative motivation. Suggestions for doing this included: short-term summer English study programs, providing more opportunities to speak with native speakers, and introducing culture with language instruction.



Reported by Alan Bossaer, Kristy Hopper, Stuart Walker, William Green, Jeff Herman, Peter Reemst, and Dennis Okamoto

Kitakyushu: July—*Collaborative, student-centered activity: Does it work in language classrooms in Japan?* by Niiyama Miki. Niiyama reported on action research done with a 17-member class in a private women's college. The focus was upon students' perceptions of peer feedback, difficulties encountered, and insights gleaned. Prior research indicated that students sometimes felt they could not trust peers to give useful advice, preferring instead to receive it from the teacher, and that students generally favor negative over positive feedback. Niiyama found these conclusions also borne out in her study. Written questionnaires with open-ended qualitative questions to elicit feelings about various aspects of the activity were given twice during the project. Generally, students were receptive to peer responses; most incorporated changes based on the feedback, although many felt uneasy about identifying errors in others' work. While feedback was mostly seen as surface error correction, students enjoyed reading other writing and began to recognize the need to negotiate meanings. This made them more sensitive to the needs of the reader, helping them in turn to write more coherently themselves. Realizing that it was easier to spot other peoples' mistakes helped students to reflect on their own writing. Overall, student feedback was perceived as effective, though it appeared to the researcher that students could have benefited from the use of more specific techniques. Niiyama finished her presentation by inviting discussion from the audience. It was pointed out that a greater sense of responsibility seems to come from peer feedback. In a teacher-centred classroom, it is too easy to simply cast the teacher in an all-powerful role, and to relinquish any sense of personal responsibility for learning. Ideas for ways of encouraging written dialogues between students and teachers were shared to finish an informative and enjoyable evening.

Reported by Dave Pite

Nagasaki: July—*Team Teaching, or Mission Impossible?* by Karen Masatsugu. Masatsugu underwent teacher training in the U.K. before arriving in Japan some 14 years ago, and has experienced a variety of teaching situations since that time. These include participation in the inaugural year of the JET programme in 1987, as well as working in both a private high school and a private women's university. Her presentation was based around the theory and practice of team teaching as it is related to junior and senior high schools in Japan. She was optimistic in many respects, pointing out that the concept of teachers working together in some sort of complementary, balanced relationship has taken root, especially among younger staff. She quoted from Brumby and Wada's *Team Teaching* (Longman, 1990), where the authors bravely state "Team teaching is total co-operation between JTE and AET where they take equal responsibility in planning and teaching their lesson." She continued

by outlining principles of flexible equality, and how to negotiate them. In-class benefits of collaborative teaching were also explored, as well as reasons for the failures and successes of actual examples, such as the Koto-ku project in Tokyo, the forerunner of the current JET programme. The latter was described by Sturman in *Team Teaching: a Case Study in Japan* (CUP, 1992). We discussed our own experiences of team teaching. Problems seemed to focus on differences of philosophy, differing assumptions about methods and materials, lack of orientation and communication, and an absence of overall administrative guidance and purpose. Successes included varied opportunities for students, more choices and ideas, and the general benefits which can accrue from having extra pairs of eyes and hands available.

Reported by Tim Allan

Omiya: June—***Graded Readers, Language on Loan: Reading in Class and Beyond*** by Jeff Herman. What kinds of problems do Japanese learners have learning to read? Firstly, they tend to translate everything, and so are dependent on their dictionaries. Also their reading is at the word level, so they don't develop an ability to process chunks of language. Herman explained the difference between intensive reading and extensive reading. While intensive reading aims to practice and learn the language through close grammar and vocabulary study, extensive reading aims to build reading fluency and confidence. So learners read huge amounts of very simple text well within their ability level. Learners choose their own books to read and do the reading out of class, usually without formal assessment. Extensive reading with graded readers provides a cure for common difficulties confronting teachers and learners in language classes including lack of learner confidence and motivation, inadequate learner-centered material, and lack of time.

Herman also demonstrated some communicative classroom activities that used the book covers, the first lines, and the summaries printed on the back. These activities were designed to generate interest in the books, to help students assess their own reading levels, and to practice reading skills such as scanning and skimming. Herman followed by discussing ways to implement an extensive reading program, to manage a reader library, and to monitor learners' reading. He suggested that the library should be set up on the basis of at least one book per student with a few extras to compensate for loss or damage. We also discussed types of assessment, including prediction exercises, book reports, and gap fills. Finally everyone participated in a running dictation exercise and the winners were awarded graded readers.

Reported by Michael Stout

Chapter Meetings

edited by tom merner

Fukuoka—***Affective Factors in the Language Classroom*** by Randall Pennington. Pennington will examine and discuss the degree to which Japanese students' affective filters affect their ability to learn English from native speaker teachers. He will then examine Japanese student expectations of how their teacher will and should behave, and this will be contrasted with native teacher expectations of student behavior. Motivation, and the lack of it, will also be examined. *Saturday October 20, 19:00-21:00; Aso Foreign Language & Travel College, Building 5 (1-14-17 Hakataekiminami, Hakata-ku Fukuoka-shi); one-day members 1000 yen.*

Gifu—***Conversation Strategies and Timed Conversations*** by Tom Kenny, Nagoya University of Foreign Studies. Kenny will give a talk on Conversation Strategies and Timed Conversations. He will explain this new approach, tell why it's important, and show you how it can make your students better speakers within a matter of weeks, using video clips of his learners in action and sample activities from his two textbooks, *NICE Talking With You* and the new *Nice Talking With You, Too! Sunday October 28, 14:00-16:00; Dream Theater, Gifu City; one-day members 1000 yen.*

Hiroshima—***Pre-JALT Presentations***. Join us for pre-JALT presentations by Hiroshima Chapter members and share your ideas on language teaching issues ranging from children's to university level classes. Visit our website for further details about the many presentations taking place. *Sunday October 14, 15:00-17:00; Crystal Plaza; one-day members 500 yen.*

Hokkaido—***Teaching Writing and Dealing with Difficult Students*** by Curtis Kelly, Heian Women's University, author of *Significant Scribbles, Basics in Writing, The Snoop Detective Conversation Book,* and *Writing from Within* (new title from CUP). Kelly will be making two presentations on the above topics. For more information and directions to venue please visit our website. *Sunday October 28, 13:30-16:00 (doors open at 13:00); Hokkaido International School (5 minutes from Sumikawa Station); one-day members 1000 yen.*

Ibaraki—Title to be announced. Marie Nelson of the Gender Awareness in Language Education SIG will be giving a presentation. *Tuesday October 2, 18:30-21:00; Tokyo Kasei Gakuin Tsukuba Women's University; one-day members 500 yen.*

Iwate—***Suggestopedia*** by Charles Adamson, School of Nursing, Miyagi University. Suggestopedia accelerates language learning by employing sugges-

tion to free the students' functional reserves. A pure suggestopedic class consists of three phases: the decoding of the material, a concert session, and elaboration. Suggestopedia as an independent method will be described first and then suggestions will be offered concerning how these ideas could be applied to the participants' classrooms. *Sunday October 28, 10:30-12:30, Iwate International Plaza; one-day members 1000 yen.*

Kagoshima—*Introducing Public Elementary School English and the Monbusho Handbook* by Tom Merner, Japan College of Foreign Languages. English instruction is about to become an option for the new "Period for Integrated Studies" in the Japanese public schools. Monbusho has published the *Handbook for Elementary School English Teaching Activities*, to provide support to teachers. Merner, a member of the authoring committee, will introduce the handbook, share views about the direction public elementary school English seems to be heading, and introduce results of a survey about the current situation in schools which have already implemented English. *Sunday October 21, time and venue to be announced.*

Kanazawa—*Getting Students to Express Themselves* by Alistair Lamond, Thompson Education Japan. Thompson Education Materials Display will also be held. Please check the website and your email for details. *Sunday October 21, 14:00-16:00; Nagamachi Kenshukan (Nagamachi 1 chome, Kanazawa); free for all.*

Matsuyama—*Maximizing Learning and Confidence through Monolingual Dictionaries* by Brendan Delahunty, Longman Japan ELT. It is widely recognized that the effective use of monolingual dictionaries is one of the keys to successful second language learning. In this practical presentation, the presenter will explore the many advantages of using a monolingual dictionary. Then he will introduce ways of developing confidence in using monolingual dictionaries to help students develop a flexible vocabulary. *Sunday October 14, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Miyazaki—*Introducing Public Elementary School English and the Monbusho Handbook* by Tom Merner, Japan College of Foreign Languages. See the Kagoshima Chapter announcement above for details. *Saturday October 20, 14:30-17:00; Miyazaki Municipal University, Room 310; one-day members 500 yen.*

Nagasaki—*Video and Movies in the Classroom* by Vernon Chun, Nagasaki University. The presenter has been using movie videos for the past 10 years in Japanese university classes with as few as 10 students and as many as 350 students. The presenter will demonstrate procedures for creating vocabulary, listening, and comprehension exercises as well as puzzles for teaching with movie videos. The procedures demonstrated should be simple enough for language teachers of all grade levels to utilize. Paul Rosengrave, a representative of Pearson Education, will be distributing and explaining catalogues and free sample inspection copies of materials related to film and video. *Sunday October 14, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nagoya—*A Closer Look at Folktales* by Robert Croker, Nanzan University, and Bev Curran, Aichi Shukutoku University. Folktales are a wonderful resource for exploring language and culture. This workshop will provide activities that use folktales to develop language skills through storytelling, and raise a more critical awareness of some of the cultural assumptions embedded in these narratives. Chapter elections will follow. Come and match your volunteer interest to the flexible opportunities. *Sunday October 21, 13:30-16:00; Nagoya International Center, Lecture room 3 on the 4th floor; one-day members 1000 yen.*

Nara—*Extreme Digital Storytelling* by Rex Tanimoto. Tanimoto will demonstrate ways to use a word processing program, digital photography, graphics, and sound recordings to create stimulating stories for teaching. He is currently teaching creative writing and storytelling at Osaka Gakuin University, and has published, narrated, recorded, and mixed numerous storytelling textbooks. *Saturday October 27, 14:00-17:00, Tezukayama University, Gakuenmae Campus (near Kintetsu Gakuenmae Station); free to all.*

Niigata—*Holiday Fun for Everyone* by Meg Ishida. This Christmas workshop with a side of Halloween will give you games, songs, stories, and decoration ideas you can use with classes of varying ages. Join the fun and learn how you can make a quick and easy Christmas cake with your students. *Sunday October 14, 10:30-13:00; Niigata International Friendship Center, 3F; one-day members 1000 yen.*

Okinawa—*Activities in the Language Classroom* by Ed Hays. Hays' presentation will address teaching writing using computers and will also include activities that will be useful for those teaching other skills to students with access to the Internet. If time permits Ed will also introduce language activities that he presently utilizes in the classroom. *Sunday October 28, 14:00-16:00; OCJC; one-day members 1000 yen.*

Omiya—*Cultures Alive! Multicultural Education for Children* by Michele Milner. This presentation will show how folk stories and folkdances can be used to teach multicultural concepts in the elementary classroom. Engaging folk stories allow children to view the world through the eyes of a new culture. Hands-on activities will include cooperative methods of retelling and dramatizing the

stories. Folkdances provide a kinesthetic learning experience to reinforce the concepts introduced in the folk stories. All activities will emphasize active and cooperative learning and can be adapted for large and small classes. *Sunday October 21, 14:00-17:00; Omiya Jack 6F (near Omiya JR Station, west exit); one-day members 1000 yen.*

Osaka—***Stories for the Heart*** by Curtis Kelly and Nakamura Mitsuo, Heian Jogakuin University. Kelly and Nakamura will help us explore the power of stories in the classroom: why they appeal to us and how we can use them to humanize our classes. In addition to some general theories, we will be given some heart-warming stories to try out ourselves. There will be officer elections after the presentation. *Sunday October 21, 14:00-16:30; Abeno YMCA (near Tennoji Station); one-day members 500 yen.*

Shizuoka—Come and hear presentation ideas by Shizuoka members wishing to go to the JALT Conference in 2002 as the Shizuoka Chapter sponsored presentation. *Sunday October 21, 13:30-16:30; Shizuoka Kyoiku Kaikan (next to Mr. Donuts, across from Shin-Shizuoka).*

Toyohashi—***Enhancing Perceived Value in the Language Classroom: From Apathy to Autonomy in Language Learning*** by Paul Doyon, Asahi University, and Brad Deacon, Nanzan University. The speakers using anecdotes from their own lives and classrooms will introduce the concept of Perceived Value and demonstrate techniques on how a teacher can shift students' perceptions, and in turn, create autonomy out of apathy in the language classroom. *Sunday October 21, 13:30-16:30; Building 5, Aichi University, Toyohashi Campus.*

Yamagata—***Encouraging University Students to Express Themselves*** by Mark Anthony, Yamagata University. Japanese university students still have very much difficulty in expressing themselves in English. How to encourage them to express themselves in English communicatively is still the most difficult task for native English instructors. The presenter will give a presentation on the above-mentioned topic based on his teaching experience. *Saturday October 13, 13:30-15:30; Yamagata Kajo Kominkan Sogogakushu Center (0236-45-6163); one-day members 1000 yen.*

Yokohama—***Introducing Public Elementary School English and the Monbusho Handbook*** by Tom Merner, Japan College of Foreign Languages. See the Kagoshima Chapter announcement above for details. *Sunday October 14, 14:00-16:30; Gino Bunka Kaikan (near Kannai station); one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com; website <hamamatsujalt.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal.yasuda-u.ac.jp/student/jalthiroshima.html>.

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/for>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <iwatejalt@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Hirayanagi Yukio; t/f: 078-794-0401; hirayanagi@aol.com; website <asia.geocities.com/wm_hogue/kobejalt>

Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <dkchris@shokei-gakuen.ac.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>
Matsuyama—Richard Blight; t/f: 089-927-8341; <rblight@eec.ehime-u.ac.jp>; website <MatsuyamaJALT.50megs.com/>
Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <aab28032@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Chikahiko Okada; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Phil Julien t/f: 0492-31-9896 <phjulien@pg7.so-net.ne.jp>; website <jalt.org/chapters/omiya/index.htm>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Job Information Center

edited by paul daniels

To list a position in *The Language Teacher*, please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.

Aichi-ken—The Department of Cross-Cultural and Social Studies, Aichi University of Education, invites applications for a full-time associate professor to commence from April 1, 2002. **Qualifications**: native-speaker English competency, MA or PhD in TEFL/TESL or a related field, appreciable number of publications, substantial teaching experience, working knowledge of Japanese. **Duties**: teach a minimum of six English communication classes for majors and nonmajors. **Salary & Benefits**: Salary and commuting allowance are based on the university's scale. **Application Materials**: CV with a photograph and a copy of the certificate of your highest degree, letter of recommendation, list of publications, a copy of each publication or documents supporting them, a letter from a public hospital or health center testifying to your health condition, a list of the previous items. **Deadline**: Application should be postmarked no later than October 20, 2001. **Contact**: Application to be sent by registered post to: The Personnel Office, Aichi University of Education, 1 Hirosawa, Igaya-cho, Kariya, Aichi 448-8542. For further information contact Anthony Robins at the above department.

Aichi-ken—Bianchi International Services is seeking full-time native English teachers for postings in public elementary and junior high schools in the Nagoya and Inuyama city areas. **Qualifications**: university degree + RSA CELTA or equivalent (MA TESOL preferred), minimum one-year teaching experience (Japanese public school experience a plus), communicative Japanese skills, driver's license is a plus. **Duties**: teaching and developing curriculum and materials for our elementary or junior high school programs. **Salary & Benefits**: 260,000—290,000 yen/month. Company accommodations include full payment of key & gift money, 1/2 rent subsidy of up to 35,000 yen/month, 1/2 health insurance payment of up to 15,000 yen/month, transportation arranged and

compensated as appropriate, paid holidays, and approximately six weeks paid vacation (summer, winter, and spring breaks). One-year renewable contracts begin in April 2002. **Application Materials**: Send resume and cover letter. **Contact**: Keiko or Anthony at Bianchi International Services, #103 Maison Yamamoto, 172 Higashi-Koken, Inuyama City 484-0083; <bianchi@topaz.ocn.ne.jp>.

Himeji-shi, Hyogo-ken—The English Department of Himeji Dokkyo University is seeking two full-time EFL teachers beginning April 1, 2002. **Qualifications**: MA in TESOL, applied linguistics, or a related field preferred and/or two years ALT experience or university or college teaching experience in Japan. Two publications are also desirable. **Duties**: teach ten 80-minute classes per week to students of foreign language, econo informatics, or law departments, plus approximately ten hours per week for class preparations, office hours, and student consultation. Special two- or three-week between-term course duties may also be required. **Salary & Benefits**: instructor rank pay scale of 4,500,000 yen for a one-year contract, plus 165,000 yen research allowance, 60,000 yen for conference travel, and commuting allowance according to university regulations. Contract renewable upon mutual agreement for two additional years. Medical insurance is subsidized. **Application Materials**: cover letter plus resume/CV, a recent photograph, one-two page statement of views on teaching and career objectives, two letters of recommendation, copy of university degree(s). Interview to be scheduled for short-list applicants. **Contact**: Chair, English Department, Foreign Language Faculty, Himeji Dokkyo University; 7-2-1 Kamiohno, Himeji, Hyogo, 670-8524. For further information contact: J. E. Strain at fax: 0792-23-1973 or <strain@himeji-du.ac.jp>.

Niigata-ken—The International University of Japan, an English-medium graduate institution, is looking for temporary English language instructors to teach in its Intensive English Program in 2001 for nine weeks: one week orientation & de-briefing and eight weeks teaching. The program dates have yet to be finalized, but will probably run mid-July to mid-September and will take place in Yamato-machi, Niigata prefecture, a mountainous region about ninety minutes by train from Tokyo. Dates are scheduled that allow full-time teachers in Japan to participate during their summer break. **Qualifications**: MA or equivalent in TESL/TEFL or related field; experience with EAP, intermediate students, and intensive programs highly desirable; experience with programs in international relations, international management, or cross-cultural communication helpful; familiarity with Windows computers is required. **Duties**: teach intermediate-level graduate students up to 16 hours/week, assist in testing & materials preparation, attend meetings, write short student reports, participate in extra-curricular activities. **Salary**: 850,000 yen gross. **Benefits**: Free apartment-style accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Application materials**: Mail a current CV and cover letter. No email applications will be accepted. **Deadline**: Application received by November 1, 2001. Successful applicants will be invited to interview at the JALT2001 Conference in Kitakyushu or in Tokyo in February 2002. **Contact**: Nakajima Mitsuko, IEP Administrative Coordinator, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken, 949-7277.

Tokyo-to—Tokyo Denki University's School of Engineering is seeking three Japanese native speakers and three English native speakers to teach English starting April 2002 at their Kanda campus. **Duties**: teach 12 *koma* (90-minute periods) of English classes per week, be present Monday—Friday during regular class sessions. Work schedule can be changed when necessary. **Contract period**: one academic year. Renewable contract subject to performance and other needs. **Salary & benefits**: stipulated in the TDU English instructor provisions, membership in the Promotion and Mutual Aid Corporation for Private Schools of Japan if desired. **Qualifications**: enthusiastic and skillful, ample English teaching experience, firm determination to improve students' English proficiency, CALL (Computer Assisted Language Learning) teaching experience preferable, native Japanese applicants: native-like command of English, native English applicants: MA in TESOL desirable. **Application materials**: Japanese speaking applicants: format set CV with a specified-sized photo handwritten in Japanese by the applicant, English speaking applicant: CV with a passport-sized photo, cover letter with teaching experience and English classes specified, copies of relevant degrees and certificates, list of publications, copy of working visa certificate, a short essay on the applicant's English teaching experience. Japanese speaking applicant's essay should be typed on two A4-sized pages, 40 Japanese letters by 40 lines per page. English speaking applicant's essay should be typed on two A4-sized pages, 80 English characters by 40 lines. **Deadline**: October 15, 2001. **Contact**: S. Miyoshi, Chair, Department of Foreign Languages, Tokyo Denki University School of Engineering, 2-2 Kanda, Nishiki-cho, Chiyoda-ku, Tokyo 101-8457. Send all the application materials by registered mail. Note "Application for SHOKUTAKU Assistant Prof/English Instructor position" in red ink on the forwarding address face. Application materials will

not be returned to the senders. Inquires by phone will not be responded to. All inquires should be emailed to <miyoshi@cck.dendai.ac.jp> in either Japanese or English. For further information see <www.dendai.ac.jp> or <www.kl.dendai.ac.jp>.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident in Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one-year university English teaching experience with a PhD. **Duties**: Classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. Contact: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to—Aoyama Gakuin Women's Junior College is seeking a special part-time teacher to join a staff of 12 foreign teachers in the college's English Language Program starting April 1, 2002. **Application Deadline**: December 7, 2001. **Qualifications**: MA in TESOL or a closely-related field, native-speaker competency, basic computer skills, experience in writing classroom materials and tests, ability to keep pace with established schedules of classroom activities, resident of Japan, college teaching experience in Japan, Japanese ability sufficient to communicate with administrative staff. **Duties**: teach eight 85-minute coordinated classes (listening, speaking, reading, and writing) over a four-day workweek; attend weekly staff meetings; participate in team-teaching, curriculum development, course design, and course coordination. **Salary**: depends on qualifications and experience; one-year renewable contract based on performance. **Application Materials**: cover letter; resume with a recent passport-size photograph; visa status, length, and expiration date; copies of university and graduate school diplomas and transcripts; names, addresses and phone numbers of two references, preferably recent supervisors; list of publications and presentations; samples of original classroom materials and tests. Application materials will not be returned. Short-listed candidates will be contacted for interviews. No phone calls, faxes, or email, please. **Contact**: John Boylan, Coordinator, English Language Program, Aoyama Gakuin Women's Junior College, 4-4-25 Shibuya, Tokyo 150-8366.

Tokyo-to—The Department of English and American Literature at Seikei University invites applications for a permanent position (*sennin*) of lecturer or associate professor starting April 1, 2002. **Duties**: teach English education or communication-related seminars and lectures; teach English courses in cultural studies (including literature, film studies, contemporary history, etc.) of America, the United Kingdom or English-speaking communities, and basic English skills classes. **Qualifications**: Doctoral degree or equivalent is preferred; experience teaching at university or equivalent institutions; proficiency in Japanese; availability to be interviewed in Tokyo during October or November 2001. **Salary**: Salary scale and promotion rules for permanent Japanese teaching staff will apply. **Contact**: Professor Kawachino Saburo, Chair, Department of English and American Literature Seikei University, 3-3-1 Kichijoji-Kitamachi, Tokyo 180-8633; fax: 0422-37-3875. No telephone inquiries can be answered.

Tottori-ken—Tottori University of Environmental Studies (TUES) is seeking part-time teachers to teach vocabulary & grammar, reading & listening, writing & presentation starting April 2002. The campus is located in Tottori-shi, near Tsunoi Station. **Qualifications**: must be a Chugoku resident, native-speaker competency in English, MA in TEFL/TESOL or a related field preferred. **Duties**: teach a minimum of three *koma* per week. **Salary & Benefits**: comparable to national universities, one-year contract renewable subject to performance and budget. **Application Materials**: cover letter; CV; details of publications and presentations, if any. Apply either in English or Japanese. No email applications will be accepted. **Deadline**: ongoing until filled, highly advised to apply as soon as possible. **Contact**: Uchida Hiroki, English Department, Tottori University of Environmental Studies, 1-1-1 Wakabadai-kita, Tottori-shi, Tottori-ken 689-1111; <uchida@kankyo-u.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want ads.htm>
2. Information for those seeking university positions

(not a job list) atÅ@<www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links atÅ@<www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.eslworld.com>

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 086-474-4729, so that it is received before the 19th of the month, two months before publication.

差別に関する *The Language Teacher* Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、下記の用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 086-474-4729。

Bulletin Board

edited by timothy gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers

TESOL Arabia 8th Annual International Conference—The conference will be held at the Abu Dhabi Hilton Hotel, United Arab Emirates, from 20-22 March, 2002. The theme is "Critical Reflection and Practice." Guest speakers include Bonny Norton, Robert Phillipson, Keith Richards, Suresh Canagarajah, Graham Crookes, Barbara Sinclair, Stephen Gaies, Adrian Holliday, and Tove Skutnabb-Kangas. Proposals for presentations are being accepted until **November 14, 2001**. A proposal form is downloadable from <tesolarabia.org/conference>. For further information on proposals, please contact: Christine Coombe at <christinecoombe@hotmail.com> or Phil Quirke at <phil.quirke@hct.ac.ae>.

Other Announcements

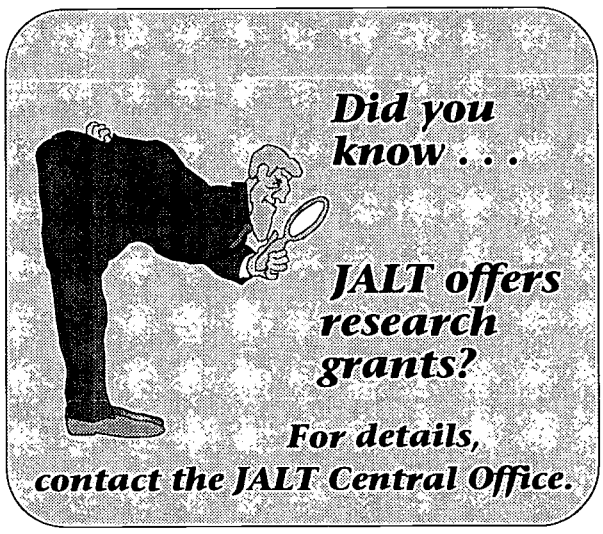
Questions Needed for PAC3 at JALT2001 Plenary Dialogue—You are invited to participate in a dialogue on teaching and learning in the 21st Century that will help to shape a collaborative plenary by Professors Christopher Candlin and Anne Burns at the PAC3 at JALT2001 conference. The main speakers are collecting questions on three key issues facing teacher-researchers: 1) Contacts, Contexts, and Identities; 2) Motivation; and 3) Classroom tasks. They want to know

whether EFL students have been "getting the right stuff" from their teachers and classrooms in Asia. Please join the dialogue exploring the validity of existing teacher beliefs such as *People who have little contact with the host community will not learn the language successfully* and *Motivation is the most important variable in second language acquisition.* Contact them by email at <enopera@cityu.edu.hk> and <anne.burns@mq.edu.au> well before their November 24 collaborative plenary speech where they intend to make the dialogue come alive.

Call for Participation in Pan-Asian Vibrant Debate—You are welcome to join in a debate at the Pan-Asian Conference with the main speakers who will try to tackle key issues and questions facing our teaching profession in Asia. PAC is designed to elicit questions and to seek answers from participants. For example, at PAC1 held in Bangkok in 1997, Marc Helgeson asked the audience "Are we moving toward an Asian methodology?" and "What is the usefulness, necessity and possibility of an Asian model?" After the conference, participants began investigating these questions and some researchers formed collaborative study teams. These questions proved to be an important line of inquiry. Dr. Kensaku Yoshida of Sophia University (who was a main speaker at PAC2 held in Korea in 1999) presented a Japanese model of language learning during his TESOL 2001 plenary speech. Two more key questions to be posed at PAC3 include: "Should foreign languages be taught in elementary schools?" and "Is value added by learning and researching collaboratively?" More questions are needed to add to the vibrant debate scheduled from 3 p.m. to 4 p.m. Sunday, November 25 in Kokura, and you are invited to send your ideas to David McMurray, the PAC3 at JALT2001 Program Chair, by email at <mcmurray@int.iuk.ac.jp>.

MA TESOL project—The Australia-Japan Foundation has launched an ambitious MA TESOL project in Japan. The new degree course, specifically designed for English language teachers in Japanese Junior and Senior High Schools, has been under development for more than two years. The course is the first offshore course available that focuses on the classroom needs of teachers in the Japanese secondary school environment. With a modular system that lets teachers choose subjects to meet their specific needs, the course also includes personal English language improvement components and comes with extensive glossaries and readings in Japanese as well. The program was put together with the University of Technology Sydney, Curtin University, and Insearch Language Centre. With qualified tutors and advisers in Japan and full Internet service envisaged for the program, the course also takes into account the busy schedules of teachers while providing a high quality of education at a very low cost. For more information contact: Terry White, Australia-Japan Foundation; t: 03-5232-4174; f: 03-5232-4064.

Staff Recruitment—***The Language Teacher*** needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.



Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは１，０００字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、２００ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2 カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1 週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

JALT Publications Board Chair — *Gene van Troyer*
t: 098-875-2294; pubchair@jalt.org

Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-884-3447, f: 093-884-3400 (w); tlt_sub@jalt.org

Associate Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ed3@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
(w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Erin Burke, Brian Cullen, & Oishi Harumi*
t: 052-735-5175; tlt_ms@jalt.org

Book Reviews — *Steve Snyder*, tlt_br@jalt.org

Publishers' Review Copies Liaison — *Amanda O'Brien*
tlt_rr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Timothy Gutierrez & Saito Makiko*
Timothy Gutierrez: t: 0823-21-4771
English: tlt_bb@jalt.org;
日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t/f: 048-789-2240; tlt_sf@jalt.org

SIG News — *Coleman South*
t: 018-886-5100; f:018-886-5019; tlt_sig@jalt.org

Chapter Reports — *Richard Blight*
English: tlt_chre@jalt.org

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi, Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — *Paul Daniels*
tlt_jic@jalt.org

OCCASIONAL COLUMN EDITORS

Educational Innovations/Creative Course Design — *Daniel J. McIntyre*; djm@tkg.att.ne.jp

Net Nuggets — *Larry Davies*; tlt_net@jalt.org

Off the Presses — *Coleman South* <tlt_op@jalt.org>

Working Papers — *John McLaughlin* <tlt_wp@jalt.org>

PRODUCTION

Proofreaders — *Douglas Doyle, Tim Gutierrez, Nigel Henry, Kinugawa Takao, Aleda Krause, Beverley Elsom Lafaye, Paul Lewis, Linh T. Pallos, Amanda O'Brien, Ono Masaki, Tsukahara Maki, Jerry Talandis*

和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

Printing — *Koshinsha Co., Ltd.*, Osaka

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JALT

TLT Online: www.jalt.org/tlt

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630;
f: 03-3837-1631; jalt@gol.com

For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). Applied Linguistics (forming), Crossing Cultures (forming), Pragmatics (forming). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育(準分野別研究部会)、外国語リテラシー(準分野別研究部会)、ジェンダーと語学教育(準分野別研究部会)。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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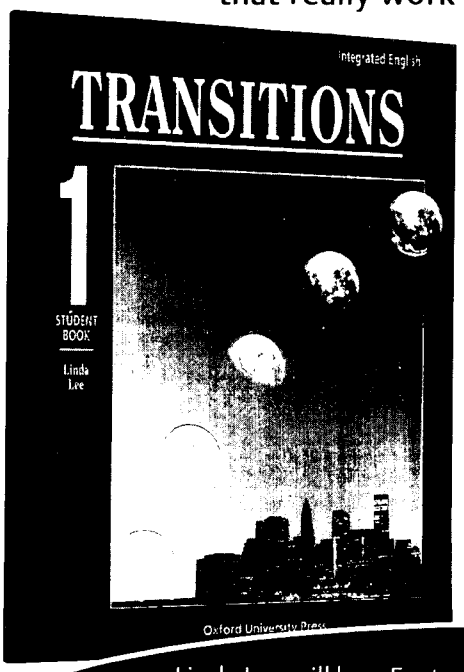

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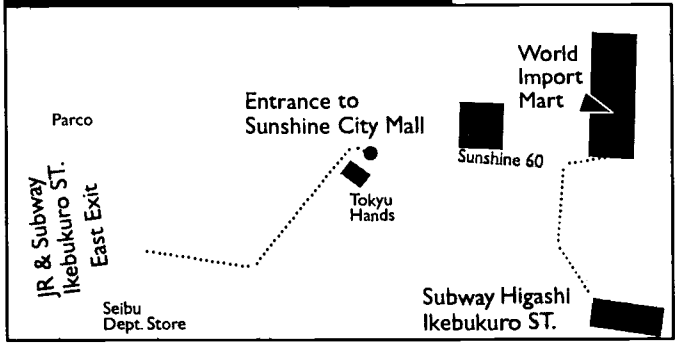

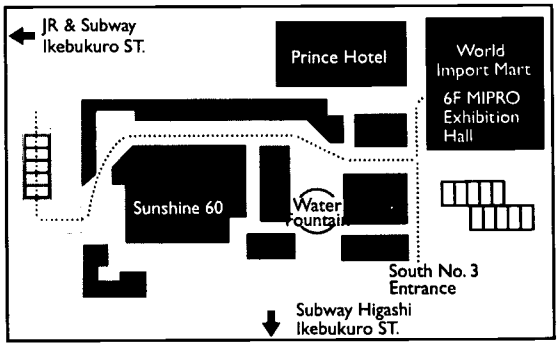

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the language teacher

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The PAC3 at JALT2001 Conference Issue
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Volume 25, Number 11 • November, 2001

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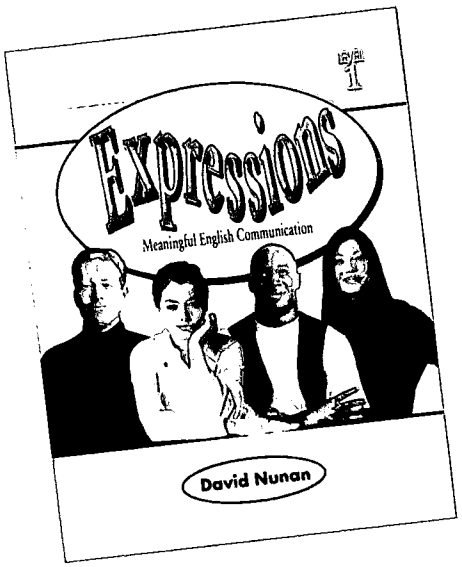

Expressions

NEW

by David Nunan

初級者から中級者対象、3レベルに分かれた総合スキルのコーステキスト。4つのスキルを統合したシラバスを用い、英語学習者に、コミュニケーション能力の向上と、有効な語学学習の習得を約束します。2002年はじめには、日本全国、及び諸外国でもすでに大好評の全3レベルに、イントロレベルが加わります。

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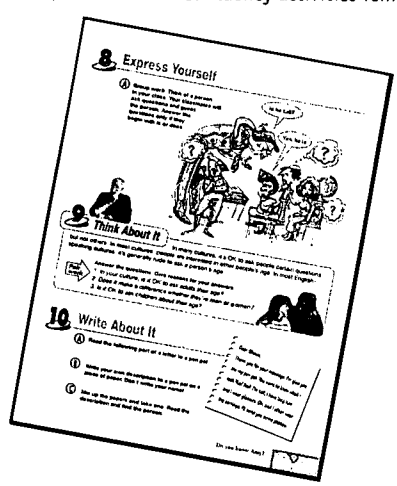

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Conference time is always the JALT highlight of the year. It's that carnival occasion when we get to meet friends only seen annually and rejuvenate ourselves professionally. This year is doubly special because the conference has been combined with the third in the pan-Asian series of conferences—PAC 3. It also marks the first time JALT has run a full conference in Kyushu, and the local team are pulling all stops to put on what is certain to be a memorable event.

This conference issue of *The Language Teacher* has been assembled as a "teaser" for what you can expect at "2001, A Language Odyssey" in Kitakyushu. Instead of our usual feature article section, we have selected 14 short papers that were submitted by conference presenters. Hopefully, reading these will motivate you to attend the actual presentations. More papers are available for reading on the conference website <www.jalt.org/jalt2001/>—just select "Conference Schedule" from the pull-down menu. A special "thank you" to Linh Pallos, Aleda Krause, and Amy Hawley for their tireless work on the editorial and review committee for this issue.

Also included in this issue is a brief guide for conference attendees containing last minute information on *PAC3 at JALT2001* in Kitakyushu... be sure to bring it with you!

As usual, *The Language Teacher* will be present at the conference. Look for us at the Publications Desk, or come to "Getting Published in JALT" on Friday, November 23 at 10 o'clock in Room 32C. See you there!

Malcolm Swanson
TLT Co-Editor
<*tlt_ed@jalt.org*>

年次大会の季節は、毎年JALTの重要な時期と言えるでしょう。それは、年に一度しか会えない同志と再会し、知的好奇心を活気づける、いわばお祭り行事なのです。今年の年次大会は、PAC 3(third in the pan-Asian series of conferences)と合流しているため、特別であることは間違えありません。また、今回初めてJALTが九州で開催されます。現地の皆さんは、この記念すべきイベントを成功させるため、寸暇も惜しみ取り組んでいます。

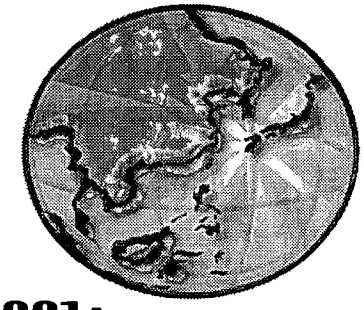
The Language Teacher年次大会特集号は、北九州で開催される「2001, A Language Odyssey」で皆さんが何を期待できるかについて興味を引きつけるような内容に編集されています。恒例の特別講演者セクションに代えて、今回は、発表者の皆さんから提起された論文を14点選出しています。これらを読んでいただくことが、実際のプレゼンテーションへ足を運んでいただく動機になればと願っております?さらに興味をお持ちの方は、年次大会のウェブサイト〈www.jalt.org/jalt2001/〉をご参照ください— "Conference Schedule" をプルダウンメニューから選ぶだけで他の論文も参照していただけます。この件に関しましては、レビュー委員会のLinh Pallos, Aleda Krause, そしてAmy Hawley に深く御礼申し上げます。

本号はまた、年次大会出席者に向けた、北九州でのJALT2001のPAC3に関する最新情報の概略を含んでいます…。必ずご持参ください!

通常通り、The Language Teacherは年次大会でプレゼンテーションがあります。11月23日（金）10時、Room32C内の、Pubications Desk, もしくは "Getting Published in JALT" でお会いしましょう。

contents

conference presenter papers
5 David McMurray
7 Ahn Soo-Woong
11 Christopher N. Candlin, Mark Evan Nelson, Neil H. Johnson
13 Marshall R. Childs
15 Michael Cribb
17 Christopher Cuadra
19 遠藤みゆき
23 Fujioka Mayumi
27 Laura Fukunishi
29 Hosoda Yuri
31 Philip MacLellan & Dawn Grimes-MacLellan
33 Miyazato Kyoko
38 Scott Sommers
41 John Thurman
working papers
43 Falling Student Numbers and the Impact on Employment
off the presses
47 *Impact Grammar*
a chapter in your life
51 Homage to Our JALT Central Office
departments
53 my share
58 book reviews
60 recently received
60 jalt news
64 special interest group news
64 sig contacts
65 chapter reports
66 chapter meetings
66 four corners tour 2001
67 chapter contacts
68 conference calendar
70 job information center
72 bulletin board
74 submissions
75 staff list



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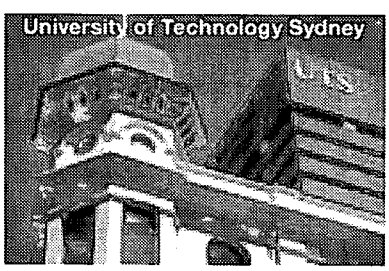

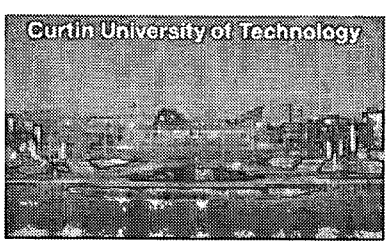

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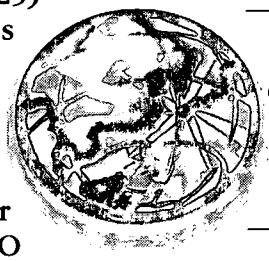
Important Information for PAC3 at JALT2001 Attendees

For those of you coming to Kokura, Kitakyushu, here is some important final information...

1. Forgot to pre-register? Don't worry... registration at the conference is available for one to four days. There are still limited spaces at the featured speaker workshops on the Thursday, and if you hunt around, low-cost hotel rooms are still available.
2. The three main conference days (11/23-25) are all FULL programmes with events running right through the day. Make sure you order lunch at the Food Court so you don't miss anything!

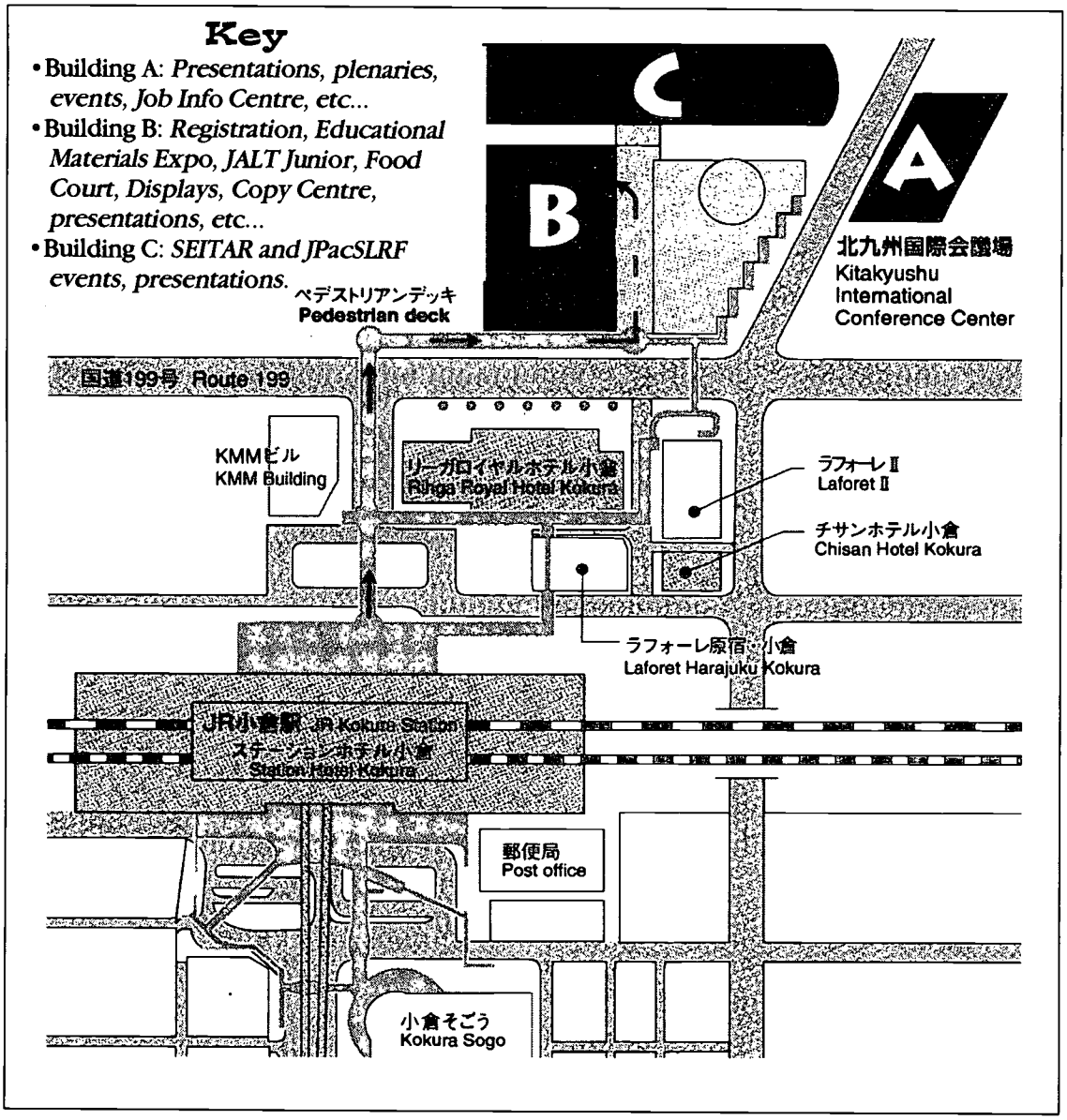


3. Don't forget—whether you're coming by Shinkansen, train, bus, or whatever, your goal is Kokura Station (there is NO Kitakyushu Station). Once you get there, finding the conference site is a snap (see the map overleaf...). Look for our friendly volunteers! Note: volunteers will also be stationed at Fukuoka Airport to guide travellers to buses or trains.
4. Still not sure how to get there? The website below has a full transportation guide with all the information you need.
5. Want to party? Don't forget to get your tickets for the Nellie's Odyssey Party on Friday night, kindly sponsored by *Nellies Discount Books*. Great food, and a chance to groove along to the *Latin Latinos*—a sensational local band...
6. Oxford Classics Party – Saturday evening, 7:30 PM to 9:00 PM at the Rihga Royal Hotel Kokura, 3F Gion no Ma. Good music, free drinks and hors d'oeuvres. Attendance: free. Just fill out the trip-for-two to England contest entry form in your conference bag and bring it directly to the party.
7. You'll find everything very close to the conference site—transportation, hotels, restaurants, shopping or night life... you won't be trudging miles on aching feet or hunting for connecting trains and buses.
8. Are you a presenter? Don't forget your notes, handouts (copies to the Copy Centre please!), laptop computers and cables. Check your rooms when you get here. Let us know if there are any problems.
9. For you fitness freaks, bring your running gear and join us for our Fun Run around some of the scenic spots in Kokura at 7:00 on the Saturday morning! Registration is free, you can win prizes, see the city, and clear your heads...

Finally, everyone down here in Kokura is working hard to put on a conference that every attendee will enjoy. If you get a chance, say thanks to the staff and volunteers who are giving their time and energy to you. This is their home, and they're looking forward to welcoming you to it...

<www.jalt.org/jalt2001>

PAC3 at JALT2001 Site Map



Locating PAC3 at JALT2001:

Most attendees will arrive via *Kokura Station*, and it's a useful reference point anyway. From the station, it's an easy 5 minute walk to the conference registration area in the *West Japan Exhibition Centre Annex* (Building 'B' on the map above).

Exit Kokura Station on the second level by the *North Exit*—veer to the right and you'll soon see the automated walkway on the pedestrian deck. Follow that to the end and turn right, continuing until you reach the large entrance to the Exhibition Center as shown on the map. Walk into the building (easily distinguished by the lofty glassed-in area) and walk to the very end where you'll see an escalator. Go down and you'll find the *Conference Registration Area*. There will be signs and volunteers along the way to guide you.

Most of the presentations and plenaries will take place in the *Kitakyushu International Conference Center* (Building 'A' on the map). Building 'B' will house the *Registration Area*, *Educational Materials Exposition*, the *Food Court*, *JALT Junior*, and around 8 presentation rooms. There are also a small number of presentation in Building 'C'. If you do happen to get lost, ask a local... they're exceptionally friendly!

Conference Presenter Papers

New Englishes of Asia

David McMurray

The International University of Kagoshima

Saturday, 5:00, Room 32C

The development of new Englishes in Asia and elsewhere around the world has rekindled a vibrant debate about whether American and British English are global languages and the desired target languages for EFL learners. Our teaching profession may have grown too comfortable thinking that they are.

Goddard (2001, p. 22) surveyed how some teachers approach the teaching of multiple varieties of English in their classrooms and paraphrases the majority of his colleagues as stating "My students struggle with listening comprehension in American English, which they've been studying for 5 years now. Why would I confuse them with another variety?"

Burns and Candlin (2001, p. 4) challenge the idea that "people who have little contact with the host community will not learn the language successfully" and call "into question whether the traditional English-speaking countries—the US, UK, Australia, Canada, New Zealand—can still be regarded as owning English and having the right to set standards . . . [and raised] the issue of whether the standards of the native speaker (usually interpreted as British or American) can ever be a realistic goal for language learning . . ."

New players in the tug-of-war over the ownership of English are coming to the fore—the strength and creativity of whom we have not felt in Japan and Korea since team-teaching was introduced—in classrooms, conferences, academic articles, and creative compositions among other places where language teachers discourse.

Honna et al. (2001, p. 80) found students today are comfortable with speaking English with a Japanese accent when they asked high school students "whether they wanted to sound like their assistant language teacher (an American) or whether they wanted to sound like their Japanese teacher. I was very surprised when they all quickly said that they wanted to sound like their Japanese teacher. I should add that there was nothing wrong with this ALT! But the Japanese teacher in this class spoke excellent English and with an unmistakably Japanese accent."

In my classroom a dramatic shift in demographics has occurred. Where once homogeneous EFL classes composed of Japanese students were the norm, now they are interspersed with students from Asia just like ESL classes in America and Britain have been for years. Borrowing ESL teaching models and textbooks is not an appropriate solution to meet my students needs however, because when EFL learners leave the classroom they do not come face-to-face with American or British English and culture; rather they are encountering Asian and English soundscapes (the wide variety of English that can be heard in a particular place or region). Students are more likely to communicate on campus, via email and telephones with other non-native speakers of English than to native speakers of English.

To bolster falling enrolments, new universities in Oita, Okinawa, and Tokyo have been approved based upon attracting up to 50% of their capacity with students and faculty from Asia. Other universities attract foreign students by offering one-year exchange programs at sister universities in Asia, and core courses at popular faculties in English. This means student needs have to be re-assessed and syllabi and textbooks redesigned to accommodate the use and learning of new Asian Englishes. Students of language are doing pair work, group work and other communication exercises with speakers of different English dialects with different cultural backgrounds.

At the main speaker podium of the Korea Association of Teachers of English international conference on Teaching English as a Global Language in the Asian Context, Kwon (2001) introduced research by Smith and Rafigzad who had taped the narratives of highly educated English speakers from the US, Japan, Korea, Hong Kong, the Philippines,

Malaysia, India, Nepal, and Sri Lanka. When these tapes were played back to over 1,300 educated listeners from these countries and also from Bangladesh, Thailand, Indonesia, and Taiwan, the most internationally intelligible pronunciations were those of Japan, India, Sri Lanka, and Malaysia while the pronunciation of the American was close to being the least intelligible. Somewhat to the chagrin of the American main speakers and perhaps to the relief of the Japanese main speakers who followed Kwon, his statement highlighted the conference that was entirely conducted in English and was much appreciated by the predominately Korean audience.

I also tried to capture the sights and sounds of the way English is being used in Asia at the turn of the 21st century and bring them into my classroom. To obtain original spoken sources of language, recordings were made on site with the help of coordinators based in the Philippines, Thailand, Korea, Taiwan, Singapore, Japan and China. At least six and often over ten people were interviewed in each country. Original sources of written English were collected through e-mail. Current articles about international news and local news events or activities that represent the characteristics of the country were collected from locally published newspapers, magazines, newsletters or other publications. After the interviews, each respondent was asked to read aloud at least six of the selected emails and articles from their country and their voices were recorded onto cassette tapes. The massive amounts of source data were then edited into the form of a textbook plus cassette-recordings for use in the classroom, whereupon the challenge lay in helping the students to understand and to use the various varieties of English that are currently being used in Asia. During the first semester of 2001 I introduced the materials to 200 (Japanese, Chinese, Thai, Korean) first-year university non-English majors. I then surveyed 150 of the students, asking them to rank which of the Englishes (including US, UK, Australian and Canadian) they felt were the easiest to understand. As a countercheck I also tested them on the written materials and recordings. Preliminary analysis showed 94 percent said English spoken by Japanese was the easiest, followed by Korean, and the students test results correlate well with their beliefs.

Languages take new directions through the coining of new words and EFL speakers today have introduced many new words and ways to use them. During a 6-year longitudinal project I collected more than 90,000 haiku poems that were forwarded to me in letters, faxes and emails by poets living in 30 countries. Each week, 10 of the best are selected and published in the *International Herald Tribune Asahi Shimbun* and at <www.asahi.com/english/haiku>. During the first 3 years most of the published haiku were by native English speakers, but lately by my count on average 7 of the 10 selected haiku are by EFL poets. Japanese haiku was introduced to American and British poets in the mid-1900s. Translated 17 *onji* (Japanese sound syllables) poems, as well as those originally written in English are immensely popular. After 50 years of development in standard varieties of English however, remarkable changes are beginning to appear. Hisako Akamatsu, an EFL speaker, creatively customizes English words to fit a new 3-5-3-syllable count proposed as an optimum form for haiku. She takes control of English, and effectively demonstrated Kachru's (1996, p. 135) response to the question of language ownership that "If you can use it, you own it," when she composed:

Counting blooms

reveals day's fortune

morn' glory

She truncated the flower name for colleagues around the world because the full name "morning glory" is a four-syllable word that wouldn't fit on the last line; the preferred position for haiku season words. This is a simple example, but when multiplied by the million EFL haikuists in the world today it suggests that in future more creative forms of haiku could emerge. Poetry aficionados may soon feel a competitive tug for the ownership of English haiku toward Japanese composers.

Based on the haiku project and the more comprehensive research project to record and analyze the new Englishes that are currently spoken and written in Asia, more course and lesson plans are needed to teach reading and listening skills geared to the understanding of the new Englishes. Where five years ago I tried to determine how to emphasize the interconnectedness, the varieties, and the richness of several foreign languages being used to write haiku, the realities of the new century mean considering how to emphasize the interconnectedness, the varieties, the richness of Englishes.

Language teachers have led many innovations into the 21st century such as task-based learning, team-teaching, teaching of English at elementary levels, introduction of computer-based testing, and the partnering of professional language teaching associations. I now look forward to facilitating the introduction of the new Englishes of Asia.

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David McMurray is Associate Professor of Intercultural Studies in the Humanities Department of The International University of Kagoshima, editor of Asahi Haikuist Network published each Friday in the *International Herald Tribune*, and founder of PAC, the Pan Asian series of Conferences. He can be contacted by e-mail at <mcmurray@int.iuk.ac.jp>

Nellie's Odyssey Party

Friday evening from 7:00 PM in the Event Area of the conference building. Groove to the sound of local sensations the Laugh Bag while dining on a sumptuous feast. Tickets available from the registration area.

On the Role of Input and Needs in Second/Foreign Language Acquisition

Ahn Soo-Woong

Pukyong National University, Busan, S. Korea

Sunday, 9:30, Room 31

When teaching English in elementary schools was introduced in Korea in 1997, the theoretical basis was the critical period hypothesis (CPH). During years of debate for and against introducing teaching English in elementary schools, very few people raised questions about whether the CPH would work in Korea as it works in California or Canada. Success stories of Korean children acquiring English fast in such places as Los Angeles were quoted in justifying beginning to teach English at a younger age. It seemed that people took it for granted that the "younger = better" theory would work because the research data proved it. But the fact was overlooked that most of the research data were from research in North American environments. Nunan (1999) points out, "unfortunately, most of the research is irrelevant to settings in which English is taught as a foreign language. Many of the claims in favor of beginning language study in elementary school are based on North American investigation into the effects of foreign language programs in the elementary school (FLES)" (p. 3). It seemed to many Koreans that if the age for starting to learn English were lowered to eight from twelve, the great advantage of an early start would come automatically, as the CPH predicts.

This study proposes that language acquisition is a function of language input and needs, as shown by the following equation:

$y = kx$

(where y = language acquisition, k = language input, x = language needs)

This equation can be plotted on a graph where *input* is on the vertical axis and *needs* on the horizontal axis. The acquisition will be calculated by the total square area on the graph that these two variables make. In an EFL situation like Korea or Japan, the graph will produce a very little total square area with scanty input and needs. In comparison, in the U.S.A. and Singapore it will produce a massive total square area with ample input and needs. So language acquisition depends upon the amount of input and needs children have, even at younger ages. This equation predicts that age alone will not bring natural language acquisition without adequate amounts of input and need.

Theoretical Background

When the CPH was suggested by Penfield in the sixties, the general tendency of linguistic studies was the rise of innatism against behaviorism. The theoretical support for the CPH was from Lenneberg's classical work *Biological Foundations of Language* (1967) and Chomsky's LAD hypothesis (1965). With theoretical support, the CPH rapidly became a belief held by the general public and also by many second and foreign language teachers. But it still remains "a universal folk belief shared by many linguists" (Aronoff & Rees-Miller, 2001). The provocative arguments behind the CPH and Chomskyan generative linguistics were: 1) Language is acquired by an innate system in the brain; 2) Human brains are preprogrammed at birth to learn a language; 3) Language is not learned; it grows in the mind; 4) Language learning is biological, a change of the genotype to the phenotype; 5) Language is acquired in a special module in the brain; and 6) The innate system (LAD) is triggered by the input.

Comparison of English input and needs in Korea, the U.S.A., and Singapore

To compare the amount of input and needs that elementary school children actually have, questionnaires were conducted with 135 Korean elementary school children, 68 immigrant Korean children in the U.S.A., and 93 Singaporean children. The subjects' age range was nine to ten in Korea, seven to twelve in the U.S.A., and eight to twelve in Singapore. To know the status of English in Singapore, eight statements were given to Professor Foo at RELC Institute, an authority in teaching English in Singapore, and his answers are given in italics after each statement below.

1. An elementary school teacher teaches all subjects always in English except the Chinese language class. *Yes.*
2. A teacher in the elementary school speaks English to the students outside the classroom at school. *Yes.*
3. Students speak English outside the classroom with other students. *Yes.*
4. Children are more comfortable with English than with their mother tongue. *Yes.*
5. All the textbooks are written in English at elementary schools except the Chinese language. *Yes.*
6. All the textbooks are written in English at secondary schools except the Chinese language. *Yes.*
7. English is recommended as a means of instruction, but there are not enough English proficient teachers in the schools. *No, all teachers are proficient in English.*
8. English is the first language among elementary school children. *Yes, statistically speaking, it is safe to say that English is the first language of most elementary school children.*

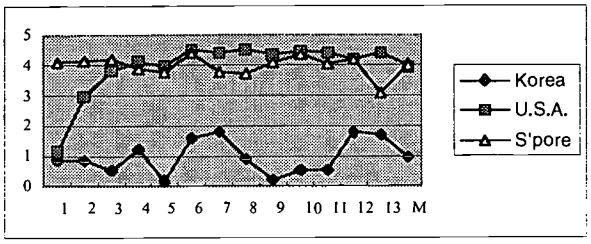
Answers from Professor Foo show that English is the first language among children, that children are more comfortable with English than with their parents' language, and that children learn all subjects with textbooks written in English except the Chinese language. Singapore is a total immersion situation.

The items in Figure 1 are arranged in a continuum of primary input sources to secondary input sources, numbers 1 to 13: *1) My parents speak to me in English. 2) My brothers and sisters speak to me in English at home. 3) After school my friends speak to me in English. 4) People on the street use English for communication with other people. 5) I speak English at stores when I buy things. 6) My teacher speaks to me in English at school. 7) I watch TV programs in English. 8) I listen to the radio in English. 9) I chat online or use the Internet in English. 10) I read English comics and storybooks. 11) I read English newspapers and magazines. 12) I watch English video movies or animations. 13) I listen to English audio story tapes or conversation tapes.*

A 0-5 scale was used for the degree of agreement, 5 = very much, 4 = much, 3 = a little, 2 = little, 1 = almost none, 0 = none.

The graph in Figure 1 shows that children both in the U.S.A. and Singapore have much higher input throughout the continuum than Korean children. The status of English in Singapore is almost the same as that of the U.S.A.

Figure 1: Comparison of English Input in Korea, the U.S.A. and Singapore

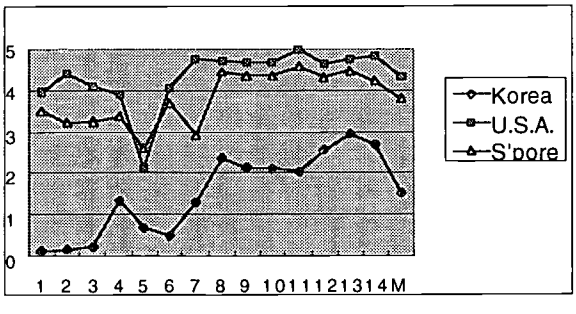


M=mean

The items for English needs were arranged in a continuum from immediate needs to future needs, numbers 1 to 14: 1) *I need to speak English to buy food or drinks. 2) I need to speak English to protect myself from any danger. 3) I need to speak English to make friends. 4) I need to speak English to maintain my pride or identity. 5) I need to speak English to get love from my family. 6) I need to speak English wherever I go in Korea/the United States/Singapore. 7) I need to speak English to get teachers' praise in the class. 8) I need to know English to enjoy English movies. 9) I need to know English to use the Internet or computer games. 10) I need to know English to read English comics or storybooks. 11) I need to learn English to get a higher mark in English examinations. 12) I need to learn English to know a lot of things in this world. 13) I need to know English to get a good job in the future. 14) I need to know English to be a successful person.*

The graph in Figure 2 shows that children both in the U.S.A. and Singapore have much higher needs throughout the continuum than Korean children.

Figure 2. Comparison of English Needs in Korea, the U.S.A. and Singapore



Conclusions

It can be said that the CPH is irrelevant in Korea unless conditions are met. It is difficult to expect the good effects of the "earlier = better" theory without ample input and needs for the CPH to work. The CPH is about natural acquisition of language competence, mainly speaking ability. If the CPH works in Korea, the effect should be uniform, not exceptional. But there is no report that Korean elementary school children have acquired natural speaking ability. As DeKeyser (2000) says about the CPH, "Early age confers an absolute, not a statistical, advantage—that is, there may very well be no exceptions to the age effect," but "Implicit acquisition processes require massive amounts of input, which only a total immersion program can provide, not a program consisting of a few hours of foreign language teaching per week" (p. 520).

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EFL Press 40
McGraw-Hill 50
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Nellie's 45
Oxford University Press .....
..... IBC, 10, 49, 61
Pearson ..... 13, 14, 36, 37, OBC
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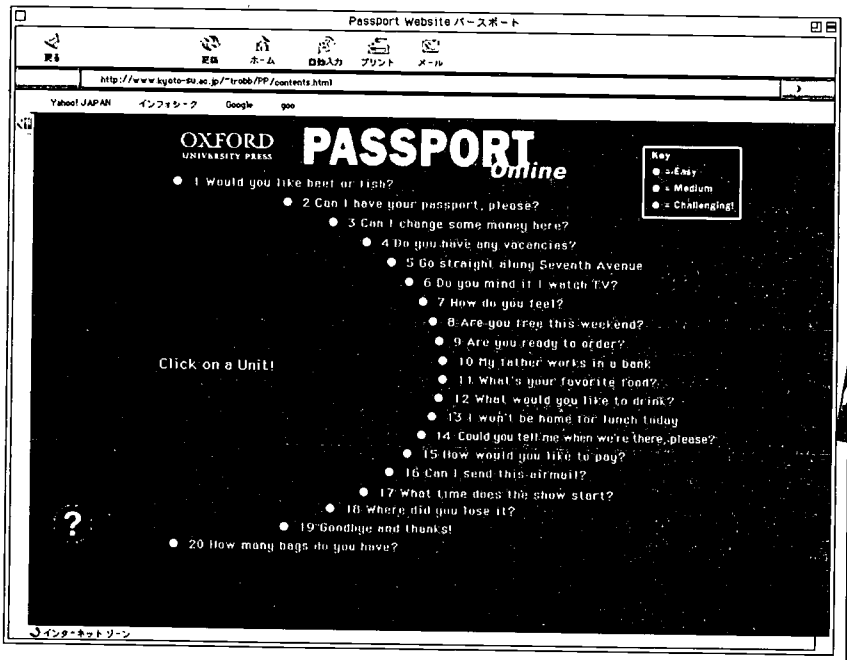

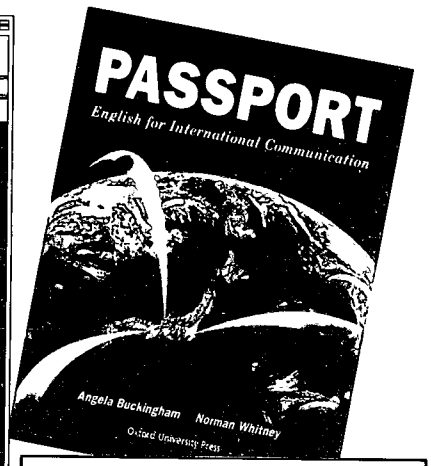

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Rethinking Text Within A Task-based Approach to Language Teaching

Christopher N. Candlin
The City University of Hong Kong

Mark Evan Nelson
Kanda University of International Studies

Neil H. Johnson
Kanda University of International Studies

Sunday, 11:00, Room 21B

As language educators, if we believe that language is a living and evolving tool for social interaction and interpersonal meaning-making, or in Halliday's own terms, a "social-semiotic" system (1978), we can appreciate the vital importance of meaningfully engaging learners in the construction and interpretation of written and oral language, that is *texts*. Yet, given what we have come to know about language and how it is most effectively learned, the construct of *task* must also be a crucial consideration in the design of a language-learning program. It is the opinion of the authors that a complex and important reciprocity exists between texts and tasks; the purpose of this paper is to explore the nature and potentialities of that reciprocal relationship.

The employment of tasks in language learning can broadly be traced back to the beginnings of the communicative approach in the early 1980s. SLA research suggested that interaction on the part of learners in the context of meaningful language tasks was key to promoting negotiation of meaning, which triggers acquisitional processes in language learning (Long & Robinson, 1998). Though there has been some debate among proponents of the task-based approach as to exactly what characterizes a task, for our purposes a useful definition is provided by Bygate, Skehan, and Swain. They define *task* with regard to learners and learning, as ". . . an activity influenced by learner choice, and susceptible to learner re-interpretation, which requires learners to use language, with emphasis on meaning to achieve an objective" (2001:11). Interestingly, if we accept this definition as valid, we might also claim that a text, in and of itself, fulfills the requirements for "task-hood," in a sense. We may view texts as, by their nature, tasks waiting to happen.

To understand this, it is useful to view text from this *social-semiotic* point of view. Halliday and Hasan describe text as "a continuous process...there is a constantly shifting relationship between a text and its environment . . . the essential feature of text therefore is that it is interaction." (1989:139) Environment here may be understood as the factors that impact on meaning in the text, and interaction refers to the fluid, continuous process of cognitive negotiation that these factors participate in, which results in a continual revision and reinterpretation of meaning within a text. In other words, every time a text is approached, there is a natural interplay between the reader/listener, current circumstances, history, language, etc. that directly shapes the way that text is understood; and because these factors are not fixed, neither is the meaning of a text. A more concrete, practical list of these factors may include the following:

Participants: This refers to the author of a text, the author's intended audience, the actual audience that interacts with a text, as well as perhaps parties represented in the text itself. The knowledge, experiences, emotions, predispositions, prejudices, of these participants greatly impacts and shapes the communication act that a text represents, resulting in widely varying responses to and interpretations of the text.

Environment: A text's environment may, for our purposes, be understood as the time and circumstances in which a text is created as well as those in which it is interpreted. Over the course of a thousand years, a month, even a minute, the evolution of events can dramatically affect the meaning of a text.

Presentation Mode: One particular text can be carried, in effect, by a range of "vehicle" types. Fundamentally, texts can be presented orally, in writing, or by means of both, but further delineations can be drawn to distinguish interpersonal conversation, letters, video, audiotape, books, electronic media. A text that is read on a computer monitor may well invoke a

very different response than would result from hearing the same text read aloud on a taped recording. In this sense, texts are always multimodal.

Text Type: Text type is a construct that is related to yet distinct from the presentation mode. This refers to the archetypal texts that are familiar to us through their generic structures, and the formal, stylistic, and semantic expectations that we have of them. By way of example, if you were to imagine a newspaper in your mind's eye, you would likely see strings of small print presented in columns with larger headlines introducing them. You might also envision headlines featuring quite economical phrasing, devoid of articles, and stories characterized by an even, passionless accounting of events. These archetypes do change and evolve and, in fact, as with the newspaper, there are text genres that are actually a composite of many genres; our knowledge of these generic text types profoundly influences the ways we approach and understand specific examples of them.

A more complete explication of this construct would reveal other salient factors, but these four serve to illustrate an important, basic point: a text, with its participants, environment, and other qualities has a history, and this history continually evolves in context. Duranti and Goodwin cogently make this point when they assert, "a focal event cannot be properly understood, interpreted appropriately or described in relevant fashion, unless one looks beyond the event itself to other phenomena (for example cultural setting, speech situation, shared background assumptions) within which the event is embedded" (1992:3). The significance of this notion is that it allows us to look at text from a new perspective. We see a text, when activated by a learner, as dynamic, subjective, and necessarily, fundamentally communicative. We recognize that a learner who is engaged with a text is, in fact, already engaged in a task.

Yet, if we are to understand a text as having the qualities and serving the functions of a communicative task, we must next try to understand the construct of text in task terms. What exactly is the nature of the engagement that a learner has with a text? What is the learner thinking and doing? As teachers, how do we prepare learners to tackle text-tasks meaningfully and successfully?

In an attempt to begin to answer these questions, we might usefully think about learner engagement with a text as an investigative, creative process. Like any great mystery, every text contains some hidden objective truths, some answers; yet, there are also many peripheral details, nuances, and shades of meaning that are open to interpretation. In fact, it is the process of making and integrating these peripheral interpretations that most often leads to gaining a more complete, global understanding of a situation.

This is why the process of negotiating through a text-task is both investigative and creative. Seeing a text as dynamic and communicative requires a learner to approach the text as an event, as opposed to an object. Accordingly, it is highly desirable for learners to be able to tease out the meaning-making factors in the text, that is, participants, environment, etc. However, this is not and should not be a process of simple decoding.

A text also offers the opportunity for creative participation on the part of the learner in the text event. Each learner contributes to the text his or her own knowledge of the world, text themes, conditions for text production, lexicon, and grammar, etc. that arguably produce as much real meaning, if not more, as what the text itself presents. A pedagogic procedure for negotiating texts must draw upon learners' critical ability to decipher clues they find in the text—what Eagleton refers to as "invitations to construct a piece of language into meaning" (1983:76)—as well as their creative ability to infuse the text with what they bring themselves. This learner participation in and contribution to the text is what preserves the continuing history, the dynamic vitality of a text.

In this paper some very broad strokes have been sketched and there are many questions that remain unanswered. Challenges that we face include developing learners' awareness of the meaning-making factors they will encounter in a text-event; creating exercises and tasks that engender in learners the skills and sensitivity necessary to effectively bring their investigative and creative faculties to bear on a text; extending the act of reading/viewing a text toward the act of doing something, that is, using text as a trigger for action. These are topics for further investigation, but for now, it is hoped that the reader has been given cause to consider whether the solitary act of reading this paper was really so solitary after all.

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Future History of the Theory-Practice Relationship

Marshall R. Childs

Katoh Lynn College

Saturday, 5:00, Room 31

An ideal theory-practice relationship would be like what happens in some fields of medicine, say pediatric medicine. The point of end use in such a relationship is clinical practice, where the doctor meets the patient and strives to give the best possible care. But the clinical practitioner is not alone; he or she is backed by an extensive cast of researchers. By reason of training in a common body of knowledge and a variety of methods, practitioners and researchers can talk to each other in more or less the same language. And, best of all, useful information flows both ways—from practitioner to researcher and from researcher to practitioner, if, indeed, they are not the same person.

In language learning, such an ideal theory-practice relationship has not been the case. There are several reasons for this. Many of the conditions that are true of medicine are not true of language learning. You can spot them in the previous paragraph. Language teachers are often self-taught and do not generally consider themselves backed by an extensive cast of researchers. Teachers and researchers have had little in the way of a common body of knowledge or of methods, and there has been little useful communication between teachers and researchers (Ellis, 1997).

Help is on the way, however. Certain rigidities in theory and methods are giving way to broader understandings. And researchers and teachers are beginning to find common grounds for mutually productive communication. We may expect that the target population—language learners—will begin to feel, to a greater extent than previously, that they are submitting themselves to the best of informed care.

Phase shifts in thinking

There are two primary changes in the traditional ways of thinking. First, understanding of the human mind is moving away from the metaphor of stored-program logic. Second, there is a widening of the range of knowledge accepted as relevant to language learning and teaching.

Since the 1950s, the stored-program metaphor has underlain studies of language in the mind. Chomsky's (1957) manifesto asserted the value of analyzing linguistic processing as a series of logical steps like those of a computer (although Chomsky said himself that logical processing wasn't the whole story, just the part that lent itself to the best analytical tools). Perhaps the full flowering of the stored-program approach is to be found in works like that of Levelt (1989), which depicts language processing in large diagrams with boxes and arrows—marvelous confections, but of little use; when you turn the crank, they don't go.

The best alternatives to stored-program logic are to be found in the maturing fields of dynamic systems analysis and chaos theory. These and related approaches view mental functions as more analogous to weather than to computer programs. It is difficult to offer references in this fast-growing area, but two important applications to language processing are Elman (1995) and N. C. Ellis (1996), particularly Ellis's rejection of the Universal Grammar idea that grammar is innate: "I am sufficiently agnostic not to acknowledge the last possibility until it has been shown that distributional, prosodic, and semantic sources of information are clearly insufficient to cue syntactic class" (p. 117). The general drift is toward the view that whatever goes on is a flow, and that perceived structures such as grammar, are patterns ("attractors" in chaos theory) of fluid movement.

The effect on teaching is to change from a focus on language as rules to a focus on developing conscious and unconscious skills. Practices that good teachers have known all along were beneficial are at last justified in theory. Memorizing points *about* language is of limited value; meaningful participation *within* a language is valuable, the more the better. The new insights heighten the roles of phonology and some kinds of repetition.

The second change in traditional ways of thinking is the enlarging of the number of disciplines and methods of analysis that are considered acceptable in analyzing how we do language. Now, fields such as neuropsychology, anthropology, and psychiatry, which formerly stood beyond the pale of politely received theory, are accepted as relevant and useful. An emerging style of professional scientific reporting is making results available to an educated audience that no longer must spend a lifetime mastering each detailed discipline (Brockman, 1995).

Now, too, methods of analysis such as clinical observation and computer modeling are taking their place alongside the familiar parametric statistics of the educational researcher and the growing practices of case studies, participant observation, and cooperative learning. The fruits of the new analytical attitude are already evident in results bearing on such matters as the optimal time for language learning and efficient ways of organizing language learning in schools (Childs, 2001).

An interesting example of the confrontation of old and new methods occurred in studies of extraordinary language-learning ability associated with a rare but favorable development of the brain. Obler (1989) discussed one such case, that of "CJ," an American raised in a monolingual environment who learned several languages easily, with the result that at age 29 he possessed native-like fluency in French, German, Spanish, Italian, and Arabic. Humes-Bartlo (1989) followed with a study of 71 Spanish-speaking New York City school children who were learning English, comparing the grouping of children into fast- and slow-learner categories with some "Geschwind-Galaburda factors," such as allergies and left-handedness, that sometimes accompany exceptional language-learning ability. She reported only grouped data, finding no overall correlation. Obler (1993) later commented that Humes-Bartlo had "found a high incidence of the Geschwind-Galaburda factors in the single most exceptional second-language-learning child," but treated the case as a statistical outlier. One imagines that if Humes-Bartlo approached the problem now, 12 years later, she would drop her parametric approach and clinically study the daylights out of that one child.

Practical Linguistics

All during the last 50 years there has been an undercurrent of interest in process approaches to what Lee (1996) called "languaging." Nowadays, however, we see ever-more-insistent proposals for a phase shift. Generally the idea is to bring theorists and practitioners together in an endeavor that embraces new ways of working. To create a symbiosis of practical affairs and theory, van Lier (1994) proposed "educational linguistics," which "uses participation in the practical affairs of the field to fuel theory, which then is put back into the service of progress of practical affairs, and so on, in reflexive ways." Lieberman (2000), in synthesizing turn-of-the-century knowledge of how the brain processes language and meaning, proposed the new field of "biological linguistics," by which he meant to include cooperative work among linguists, cognitive scientists, and neurobiologists.

The most direct path to our goals would be to embrace both van Lier's (1994) vision of interaction between theorists and practitioners and Lieberman's (2000) union of scientific fields. We might call the activity "practical linguistics" (Childs, 2001). Intended to embrace the theories and methods discussed above, practical linguistics is broader than traditional "applied linguistics," and broader also than what R. Ellis (1997) termed "second language acquisition research." A particular benefit is that modern theories employed in practical linguistics seem intuitively comprehensible to practitioners, upon whom reality has imposed dynamic views of language learning even without theoretical support. We may expect that, increasingly, theorists and practitioners will be able to speak the same language and contribute to each other's work.

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Machine Translation and the Future of English as a Global Language

Michael Cribb

Kansai Gaidai University

Friday, 3:30, Room 21D

Imagine a Japanese speaker who has no working knowledge of English. He is browsing the Internet one day and comes across the *New York Times*. He navigates to an article in English, clicks the 'Translate' button on his browser and the page refreshes in Japanese. After reading the article, he decides to write a letter to the editor. He composes this in Japanese using his word processor, clicks the Translate button again and the letter is translated into English, which he then emails to the *New York Times*. A few days later, a reply in Japanese comes back from the editor confirming that his letter will be printed online. The following week, he receives a phone call from a French farmer congratulating him on the letter. The farmer knows no Japanese but the voice message is automatically translated and the two hold a natural conversation for several minutes.

Before you jump to the next article and dismiss me as another one of those crazy 'Nostradamus' soothsayers, please stop to think of the implications of machine translation (MT) and the effect it will have on the future of English as a global language and on our teaching (TESOL) profession. When, not if, such technology arrives—and the machine translation of written text is already here—the rise of English as the global *lingua franca* could be put into reverse and the teaching of foreign and second languages as we know it today could virtually disappear. Non-English speaking countries will be able to roll-up and shed their massive foreign language (mostly English) education programs, and the number of students visiting English-speaking countries solely for language education will drop to a trickle. Language teachers will go home or move into other professions and the world will get on with talking to each other on even terms, leading to true 'linguistic emancipation' (Eastman 1983: 101).

For many, the rise of the English language as the global lingua franca has been seen as the only solution to the increasingly problematic language barrier as the world moves toward globalization. David Crystal has illustrated this rise well in his book *English as a Global Language* in which he notes how English 'has repeatedly found itself in the right place at the right time' (Crystal, 1997: 110). The suggestion is that English is once again well placed to take advantage of the electronic revolution and establish itself in an 'impregnable' (p. 22) position as the international language. However, MT technology is rapidly developing and recently there has been an explosion of web sites offering translation services (e.g., AltaVista's 'Babel Fish', <www.world.altavista.com>). MT, then, looks like it will be a formidable 'opponent' to the English language in the near future and could well make second language learning redundant.

Interestingly, Crystal (1997) hints briefly in his book at the potential of MT as an alternative to English as a global language and the coming battle between the two:

> It will be very interesting to see what happens then—whether the presence of a global language will eliminate the demand for world translation services, or whether the economics of [machine] translation will so undercut the cost of global language learning that the latter will become otiose. It will be an interesting battle 100 years from now . . . . we may well be approaching a critical moment in human linguistic history. (Crystal, 1997: 22)

Crystal (1997) puts the battle some 100 years in the future but I believe that is a conservative estimate and sometime within the next two decades this battle will materialize in earnest. For example, by 2005 it is estimated that 57.3% of all Internet users will be non-English speaking, a 150% increase on 1999 (Transparent Language, 2000). It is unlikely that the world can afford to sit around for 100 years waiting for a solution.

In this coming battle, there are a number of reasons why MT has an advantage over English. First, there is the well-known progress of computer tech-

nology which follows Moore's law—doubling in speed and capacity every 18 months. In comparison, new breakthroughs in second language acquisition and teaching methodology are few and far between. Nobody really believes that second language acquisition will be significantly quicker or less painful 50 years from now. Second, more and more material is appearing in electronic form. This includes newspapers, books, magazines as well as discussion, and chat groups. As the volume increases, MT technology will be well positioned to take advantage of this.

A third factor comes in to play when we consider the new type of user in the electronic world. In the past, anyone who needed to communicate at an international level (e.g., for business or academic study) usually had several solid years of foreign language study behind them. But the Internet allows rapid and instant access to the global village to just about anyone with a computer and modem. With such a rapid change in the way the world interacts, a new algorithm for the way it communicates is needed. It is unwise to believe that new users with little foreign language competence will embark on long-term courses in English, or that competence will develop simply as a result of surfing the Web. Rather, the companies and organization that form the backbone of the Web will need to take their products to the users in their native language, not only English. That some companies have already recognized this need is evident in the number of major internet companies offering multilingual services to their customers (e.g., Yahoo! <www.yahoo.com>).

No one is denying, of course, that MT is limited at the moment in its ability to produce quality translations between languages and that there are a number of hurdles to overcome. Web companies are all too keen to remind their customers that output from MT is nowhere near perfect, and words such as 'gisting' are common to explain how MT can only provide a general outline of a text to see if it is worth following up. We are likely to see great improvements in quality over the coming years with the help of example-based MT (Brace, 1993) and corpus linguistics. In example-based MT, a bank of bilingual phrases and sentences pairs are stored in memory and accessed when required, thus alleviating the need for word-for-word translation for the more idiosyncratic parts of the language. At the same time, large corpuses of language samples enable powerful, domain-specific collocations to be built regarding the lexical content of a language. These collocations can then be used to determine with high probability the sense of a particular word in any one context.

At the end of the day then, we need to ask ourselves whether it is easier to encode the rules of the English language in silicon-based chips (i.e., machine translation systems), or carbon-based matter (i.e., the human mind). I would suggest that the former is the more parsimonious, logical, and inevitable solution to the "Tower of Babel" problem, even if on an emotional level many teachers of English feel uncomfortable with this.

If MT does put the rise of English as the global language into reverse then it follows that the TESOL profession will see a similar decline. Many of the massive EFL education programs at secondary and tertiary level in Japan could be scaled back and language teachers will move on to other employment. This may horrify many teachers who, especially in the case of English teachers, have been able to travel the length and breadth of the world because of their profession. But change usually does not happen overnight and it often opens up more windows of opportunity than it closes, one particular window being the opportunity to communicate with the world on an equal footing; that is, 'linguistic emancipation' (Eastman, 1983: 101).

Obviously, nobody can accurately predict the future, but, as with Latin and French that were once thought destined to become global languages, we have to be prepared for the time when English too may become redundant in this role. That time may be approaching. In the words of David Crystal (1997: 113): "linguistic history shows us repeatedly that it is wise to be cautious, when making predictions about the future of a language." Or in the words of the AltaVista 'Babel Fish' translator (translated into French and then back into English): "the linguistic history proves to us on several occasions that it is wise to be careful, by making forecasts about the future of a language"!

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JALT2001 — Join Us

November 22–25
Kitakyushu

2001: A Language Odyssey

A System of Choice for Motivating Big Classes

Christopher Cuadra

Shokei Women's Junior College

Sunday, 11:00, Room 22

The Problem

Many teachers at the secondary and tertiary level of education are faced with the perennial problem of how best to teach very large English classes (i.e., 30 or more students). Problems of maintaining discipline, checking attendance, and basic classroom management are just some of the headaches teachers have to deal with every time.

Such is the situation we presently face at Sendai College of Physical Education, in which 322 non-English majors must attend one 90-minute compulsory English class each week. With only five teachers (three Japanese and two foreign) available to teach this course, making it a ratio of about 64:1, the educational issues involved in teaching these classes are quite daunting.

The Solution

To solve this problem, a new course has been developed wherein the responsibility for learning is put squarely on the students' shoulders. As responsible learners are given the choice to direct their learning, they are expected to carry out courses of action, in the form of different tasks and activities, which are rewarded with points earned for their efforts (Burns & Candlin, 2001: 5).

Such a flexible system started a year ago, in which four self-access centers were created – *Listening/ Speaking, Intensive Reading, Speed Reading,* and *Grammar* – where students, during class time, can learn on their own, choosing tasks according to their level of ability. Two more areas of study, *Extensive Reading* and *Writing,* were done by students outside of class. A goal of 500 points, established by the teachers, was the minimum set to pass the course. Within this framework, the system controls the choices made concerning what type, when, and how much effort will be expended.

The course is compulsory for two years so, although it may sound somewhat paradoxical, students are being forced to choose. Only by making a choice, making the effort, and achieving a result can they pass the course. This is based on the assumption that choice is a good thing and leads to increased motivation (Brown, 1994). Immediate feedback is given on their actual performance. As teachers, we hope there will be a "rub off" effect on their long-term motivation towards learning English.

Choice and Responsibility

A range of materials are available to allow individual students to choose tasks appropriate to their English proficiency level. How and when students study is left entirely up to them. They can visit any number of areas within a 90-minute class. Each week the students alone decide how long they stay in a class. They even have the choice to not come at all. Attendance is not taken.

Responsibility for learning starts with the student. In exchange for an element of choice, the student must accept the responsibility for learning. Likewise, the teacher must be willing to let go of controlling the class. The student must also accept the responsibility of solving any problems encountered by asking the teacher for help. The teacher, in turn, has a responsibility to ensure that the amount of effort made by the students directly correlates with the reward they receive in the form of points.

Reward

> Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. (Brown, 1994: 34)

The awarding of points is seen as an extrinsic force that motivates students into action, not only for a particular task on a given day, but on a consistent basis leading to the desired goal of achieving 500 points. As students become successful in completing the different tasks, the accumulated points heighten their self-esteem and build their self-confidence, thereby contributing to a positive cycle of achievement (Ellis, 1985: 119).

At the same time, the points provide immediate feedback, which is crucial to maintaining this cyclical process. The points are posted the following week for everyone to check their progress. This serves as the motivating factor that directs them to choose what they want to do next, such as try a more challenging listening task or write a philosophical essay, all for higher points. The tendency,

therefore, would be to strive harder in order to get more and more points.

By reinforcing the students' behavior with points that have been externally imposed, they have a clear sense of direction – characterized by tasks and activities that are moderately difficult – knowing that the set goal of 500 points is obtainable within each year. Although the tasks are challenging, they can be completed within a reasonable amount of time. It is hoped that this reward system will foster the desired behavior and greater effort (Littlejohn, 2001), thus enhancing self-worth, for as Brown (1994: 37) puts it, "Motivation is highest when one can make one's own choices, whether they be in short-term or long-term contexts."

Results of Last Year's Course

The system began in April 2000 with 497 first year students. Two thirds passed the course, that is, they got over 500 points in a year. The average attendance was approximately 70% (where attendance is equal to the number of students who scored points each week).

50% of those who passed said the points system encouraged them to study. Of the remainder, 46% said it did not discourage them from studying, the reason being that most of them liked English anyway.

The three full-time English teachers are pleased with the change in the majority of student attitudes and effort being made. Students' queuing at doors before class time is now a regular occurrence. However, we would still like to see more students directly asking questions to the teachers.

Teacher preparation time outside class initially rose then stabilized at about an hour a week. Early in the year, about 20 students (4%) were caught cheating and had to start again from zero. Two students cheated again and were expelled from the course for a year.

Plans for the Future

Over the coming years we will try to expand the level and the range of content of the materials to adequately match the students' different levels of ability, hopefully by finding more material which is sports- or health-related. This is an on-going project, as relevant commercially available language learning material has to be carefully selected and some of them usually need adapting.

Another important issue to be considered is accountability - some way to measure the success or failure of the system. Getting 500 points is one measure, but the next step is to try to show a correlation between the number of points students get and their proficiency and attitudes towards English or studying in general.

A qualitative approach to this may be for selected students to keep a "diary" to be completed each week about the main activities completed, how they performed, the difficulties encountered and their feelings about them, and what they intend to do next (Dickinson, 1987). Not only will it guide them in their self-assessment, but also in selecting material more appropriate to their level. On the other hand, a quantitative approach that could also be used is a pre- and post-test to be given to a randomly selected sample of students. This is currently being considered.

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Thanks to all the members of ThaiTESOL, KoreaTESOL, and ETA-ROC who helped to select, finance and moderate five of this year's main plenary speakers at PAC3.

The Visual Learner – Languages Made Easier

遠藤みゆき

Jakarta International School, Indonesia

Sunday, 9:00, Room 3B

I. はじめに

海外における日本語学習者の数は増え続けており、中でも初等中等教育における学習者数の増加は著しい。（『国際交流基金海外日本語教育シンポジウム（初等中等教育レベルの日本語教育に対する研修）－海外日本語センターでの事例報告を中心に－議事録』平成１２年９月９日、国際交流基金日本語国際センター）。筆者は、年少の学習者の興味を惹きつけることができる日本語教育の方法の一つとして、プロジェクトワークを中心にした総合的なアプローチに取り組んできた。本稿では、そのプロジェクトのタスクの一つである学習者が作るヴィジュアルエイドをどのように日本語学習の一部として取り入れることができるか、また、それによってもたらされた利点についても報告する。

II. 学習者が作ったヴィジュアルエイドの活用の仕方

教師は、それぞれのトピックで新しい語彙と表現を学習させた後、できるだけ４つの日本語能力全てを使って取り組めるようなプロジェクトを設定する。学習者が作ったヴィジュアルエイドを学習者自身が用いながら、新しい語彙や表現を様々な学習活動の中で使用できるようなタスクのあるプロジェクトでなければならない。

具体例

以下は過去に作られたヴィジュアルエイドの例である。

正社員/ アルバイト募集の広告・海外旅行の広告・観光地のパンフレット・天気予報図

料理の作り方を書いたポスター・場所案内の地図・視覚検査用のポスター

お見合い用のプロフィール・友人/ガールフレンド/ボーイフレンド募集の雑誌投稿記事

家やマンションの見取り図・調査プロジェクト（例：余暇の過し方）の表やグラフ

パーティや学校行事開催のお知らせポスター・日本の年間行事のポスター

家庭訪問お礼のカード・レストランのメニュー・私の一日（一生）・理想の制服

・　校内ごみ減量ポスター・自己（家族）紹介ポスター・ルームメイト募集の広告

本稿では、この中から、学習した語彙や表現をヴィジュアルエイドに書き入れて作る観光地のパンフレットをとりあげる。

トピック：「旅行」

プロジェクト：

身近にあるリソース（例えばインターネット）を利用して日本の有名な観光地について調べ、それらを盛り込んだ観光客用のパンフレットを作る。旅行会社で起こりうるスキットを作り、作ったヴィジュアルエイドをロールプレイの中で実際に活用しながらスキットを演じる。さらに、観光地から日本人の友人に手紙を書く。

学習者は、新しい文法や語彙、表現を一通り学習し、練習してから、プロジェクトにとりかかる。ヴィジュアルエイドに書き込む文のレベルや数、使用してほしい語彙等、できるだけ細かい明確なガイドラインを提示した方が、初等中等教育では学習者がついてきやすいし、教師側も評価のときに公平に評価しやすい。この例では、「夏休みに、ジャカルタから帰国途中、日本に寄って３日間観光することにしました。日本に着いた後、旅行会社に行って、観光地についてききます。」という状況を与える。観光地の選択、パンフレットの作成までは個人の作業だが、ロールプレイのためのスキットはペア活動で、パフォーマンスには自分たちが作ったパンフレットを使う。ヴィジュアルエイドの下書きは、できるだけ教師の助言が得られる教室の時間内で終わらせるようにする。締め切り間際になって日本人の友人から必要以上に手を借りたり、実際にあるパンフレットをそのままコピーしたりする者も出てくる。ヴィジュアルエイドを作って語学学習をすることの目的を明確にすることで、そのような学習者を減らすことができる。しかし、場合によってはビジュアルエイドのポイントが得られないことを前もって学習者と確認しておくことも、後に評価の段階になって生じてくる学習者とのトラブルを避けるためには有効である。この例におけるヴィジュアルエイドの評価は、プロジェクト全体の評価の３０％を占め、具体的には以下のように設定した。タスク（要求された条件を満たしているか、例えば文の数やトピックに合った適切な内容か）３０％、構成（デザインや丁寧さ）２０％、言語５０％（場面に応じた言語使用１０％、スペル２０％、文法２０％）。参考までに、このプロジェクトの残りの７０％は、オーラルの５０％と日本人の友人に出す葉書の作文の２０％である。

III. 学習者の反応

２０００年１２月に行ったアンケートでは、自分が作ったヴィジュアルエイドを使用しながらの学習について、５６名中４６名が役に立つと答え、１０名はどちらとも言えないと答えたことから、学習者がヴィジュアルエイドを作って活動する語学学習を肯定的に評価していることがわかる。どのように役に立っているかと言う質問に対しては以下のような回答を得た。

良いヴィジュアルエイドを作るために絵や言葉を何度も考えるので記憶に残る。

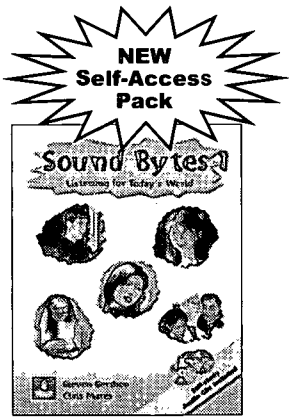
視覚化されて提示されるので理解しやすい。

楽しいので学びたいと思うようになる。

積極的に参加するようになる。

Listening

Sound Bytes
Listening for Today's World



- Comprehensive, task-based listening course
- Develops vocabulary, cross-cultural awareness, and critical thinking
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PAC 3 at JALT 2001 author presentation
Steve Gershon
November 24, 9:00 - 9:45 Room AIM A2

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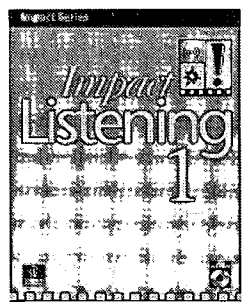
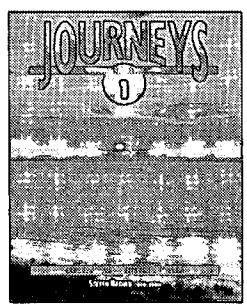


- Motivating topics relevant to young adults
- Follow up short speaking activities provided for each section
- Self-study appendix with free audio CD
- Tests available for each level

PAC 3 at JALT 2001 presentation
Richard Walker
November 25, 10:00 - 10:45 Room: 11

Journeys Listening and Speaking Series



- Three levels from beginner to intermediate
- Realistic listenings give learners exposure to a range of authentic language types
- Stimulating pair and group work emphasize information exchange
- Varied tasks allow learners to negotiate meaning with the intention of increasing fluency skills

PAC 3 at JALT 2001 author presentation
Carl Adams / Setsuko Toyama
November 23, 12:00 - 12:45 Room: 32A

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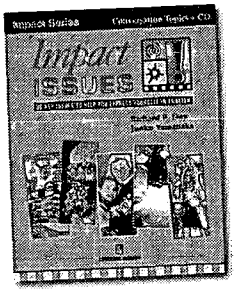
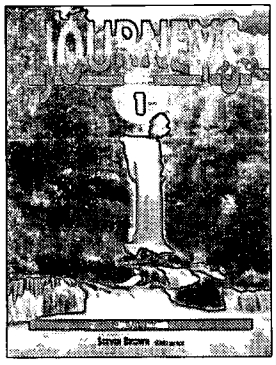


- Flexible, self-contained units
- Clear discussion models given for each unit
- Motivating follow-up activities
- Free Teacher's Guide available

PAC 3 at JALT 2001 author presentation
Junko Yamanaka
November 23, 12:00 - 12:45 Room: 21B

Journeys Writing 1 - 3



- Exercises targeting the mechanics of writing
- Equal attention paid to accuracy and fluency
- Model paragraphs which implicitly demonstrate specific organization patterns
- Communicative activities and tasks to reinforce written production

PAC 3 at JALT 2001 presentation
Richard Walker
November 25, 12:00 - 12:45 Room: 11

Global Links

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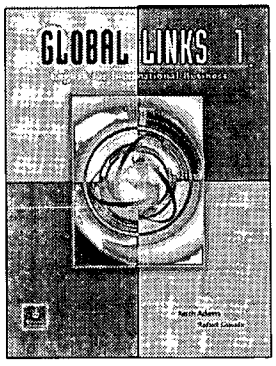

- Modular lessons meet the needs of busy professionals
- Real companies and real-world tasks provide motivation for businesspeople in the classroom
- Cultural pointers build skills for doing global business
- Systematically teaches business functions and vocabulary that students can use in practical production activities

PAC 3 at JALT 2001 author presentation
Keith Adams / Rafael Dovale
November 23, 18:00 - 18:45 Room: AIM A2

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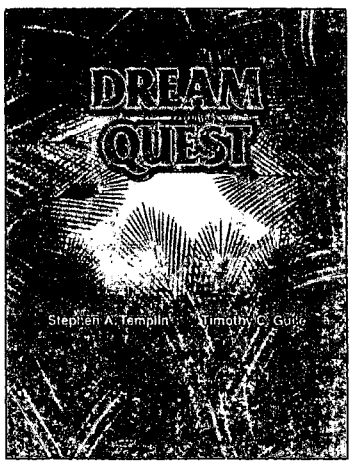

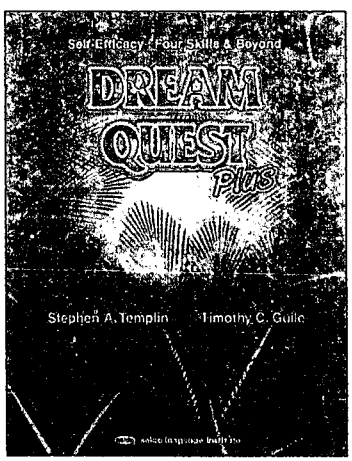

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(1) Clearly informing students what objectives they need to master in each chapter

(2) Providing role models that encourage students to succeed

(3) Praising students

(4) Helping students reduce physical and mental stress

√ Challenges students with a combination of ...

- **Pronouncing** parts of English that cause the most problems for Japanese learners
- Connecting phrases in a smooth, native-like way (**discourse**)
- Learning basic features of **culture** and **society**

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経験的な学習ができる。

他人のヴィジュアルエイドを見たり聞いたりするので語彙や学習ポイントを記憶しやすい。

IV. 終わりに

学習者が作るヴィジュアルエイドを積極的に語学教育に取り入れたことで下記のような利点が観察された。

単調になりがちな教室内での語学学習に活気を与えてくれる。

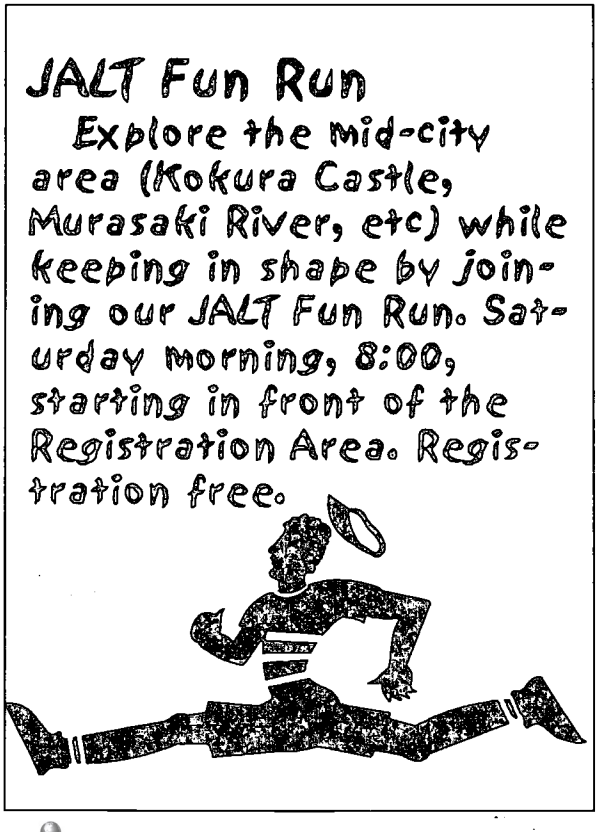
文法学習が不得意な生徒の能動的な学習参加を促し、満足感や達成感を与えることを可能にする。

学習項目を実際に使用したり、また他の学習者の活動を見たり聞いたりすることによって、学習項目の強化と定着を促す。

集中力の持続が難しい低年齢層の学習者のクラスでは、騒がしくなりがちな発表時間でも、楽しみながら聞くことができるので活発に発表者に質問をする等の態度の変化が見られた。

4）が可能になることによって、日本語を母国語としない人が話す日本語に慣れさせ、理解させる機会を与える。

ヴィジュアルエイドはその名が示す通り学習の補助教材であり、語学学習の理論をつくるようなものではない。しかしながら、上記のような利点から、特に年少者の興味を惹くには有効なアプローチの１つではないだろうか。このアプローチは、教室内での語学学習の活発化に焦点があてられたもので、今後は、このアプローチがターゲット言語の技能の向上に影響を及ぼすことができるかどうかを探っていきたいと思っている。



Asian Students' English Writing Experience

Fujioka Mayumi

Hiroshima University, Hiroshima Shudo University, Hiroshima University of Economics

Saturday, 5:30, Room 32C

With increasing numbers of Asian students pursuing their academic training in English-speaking countries, there is a need to help them prepare for their overseas studies while they are in their native countries. In U.S. higher education in particular, Leki and Carson (1994) comment that many university courses "evaluate students through some form of written text (e.g., essay exams, short-answer essays, research papers)," and that "(a)bility to write well is necessary both to achieve academic success and to demonstrate that achievement" (p. 83). Considering the great emphasis on writing at U.S. universities, the kind of writing training Asian students receive prior to their U.S. studies and the problems in their English academic writing need to be examined. To investigate these issues could contribute to the improvement of writing instruction for Asian EFL students who plan to study in academic programs in the U.S. and/or in other English-speaking countries.

To date, however, there have not been many studies (e.g., Mohan & Lo, 1985; Liebman, 1992; Leki, 1995; Spack, 1997) which investigated these issues. Thus, this study has dual purposes: (1) to describe English writing training received by Asian students in their home countries, and (2) to identify specific problems they encounter in U.S. academic writing and investigate how they learn to handle their problems. The academic activity targeted for investigation was writing research papers (term papers) for courses, as it is a common requirement in U.S. universities. As a target population, graduate students were selected due to their

ability to provide a comprehensive view of their university English writing training background. Moreover, compared to undergraduates, graduate students could be expected to be more attentive and analytical regarding the particular problems they encountered in U.S. academic writing and how they dealt with their specific writing problems.

Method

Study design and procedures

The research site was a large U.S. mid-western state university. The study was conducted in two stages, using quantitative and qualitative research methodologies. In the first stage, a questionnaire was used, and in the second stage, follow-up interviews were conducted. The questionnaire consisted of 13 questions of three types: (1) Likert scale questions (e.g., When you were an undergraduate or a graduate student in your home country, how often did you learn to write in English? Circle one: 1. Never 2. Some years 3. Most years 4. Every year), (2) short-answer questions (e.g., What writing courses in English did you take in your home country?), and (3) open-ended questions (e.g., What kind of problems did you have when writing research papers for graduate classes for the first time in the U.S.? How did you overcome those problems?).

Participants

Forty participants responded to the questionnaire in the first stage. They were eight males and 32 females, ranging in age from 22 to 45. Twelve of them were from Taiwan, 11 from Japan, eight from Korea, four from Malaysia, two from the People's Republic of China, two from Thailand, and one from Singapore. Almost all the participants had completed their undergraduate degrees in their home countries and some (eight out of 40) had finished their master's degrees back home. In the U.S., participants were mostly education majors with some majoring in linguistics. In the second stage, six (one male and five females) out of the 40 participants from the first stage were interviewed: three from Japan, two from Taiwan, and one from Korea.

Findings/Discussion

From the synthesis of the questionnaire data and the interview data, the following results were found. First, most participants took English writing courses for general purposes (English composition courses) during their undergraduate years in their home countries. However, their writing activities focused on sentence-level exercises, translation exercises, and short-writing assignments (e.g., personal essays). Instruction mainly emphasized form (e.g., grammar and spelling). Their instructors' instructional styles were teacher-centered (lectures, teacher providing feedback to students' writing) with few student-centered activities such as peer reviews. Participants were generally not taught a process approach to writing nor the idea of considering an audience for their writing. These results generally coincide with the traditional approach to EFL writing in Asia discussed by Shih (1999) (see also the following sources regarding writing instruction, in particular Asian contexts: Mohan & Lo, 1985 for Hong Kong; Liebman, 1992, and Takagi, 2001 for Japan).

Most participants did not learn to do advanced academic writing, such as writing research papers in English; they were also generally not taught such essential reading skills as careful and critical reading of potential information sources. Due to the lack of experience with reading and writing research papers in English in their home contexts, participants encountered problems with a lack of knowledge about the expected organization of research papers and pre-writing skills (e.g., synthesizing information from reading sources) when they first wrote research papers in the U.S. Moreover, grammar and vocabulary were also included among the major problems which participants encountered.

Pre-writing skills and grammar and vocabulary continued to be major problems even as participants gained more experience with writing research papers in the U.S., as was also found by Leki and Carson (1994). Participants' concerns about pre-writing skills seem reasonable since writing a research paper involves reading and synthesizing information from outside sources. Their continuing concerns about grammar and vocabulary, on the other hand, could be interpreted as "an interest in efficiency" for "more speedy processing of language" (Leki & Carson, 1994) or their desire for rhetorical refinement in their writing.

In order to solve their various writing problems, participants developed specific "coping strategies" (Leki, 1995). For example, they looked for models (Leki, 1995); they read manuals about writing a research paper and read research papers (e.g., journal articles) to learn the expected organization. Participants also utilized others' help; they asked tutors or native English-speaking classmates to proofread their papers and asked experienced students or native English-speaking classmates about the organization of a research paper. They also asked instructors, experienced students and friends for advice, for example, on how they could organize information from reading sources effectively.

Conclusion & Implications

This study investigated English writing instruction which Asian graduate students at an American uni-

versity received in their home countries and how they learned to write research papers in the U.S. The findings show that participants generally received form-centered writing instruction at home. Moreover, due to the lack of training in academic reading and writing skills back home, participants encountered problems with expected organization of research papers and pre-writing skills in their U.S. studies. Moreover, participants continued to feel concerned about grammar and vocabulary in English. The findings also reveal that participants developed specific coping strategies such as looking for models or utilizing others' help.

Based on the findings, the following suggestions are made for writing instruction in Asian contexts. First, students should be more exposed to academic reading and writing (e.g., research papers) in their writing classes so that they can familiarize themselves with the expected organization of particular types of academic texts in English. Second, given the fact that participants in this study utilized others' help as a coping strategy, students in writing classrooms should participate in peer review sessions to utilize mutual feedback and raise their audience awareness. They could also share with the class specific problems they encounter in writing research papers (e.g., incorporating information from readings into their writing) and ask for advice on how to overcome their problems. Third, participants' continuing concerns about grammar and vocabulary indicate that writing classes should incorporate activities to improve students' control of grammar and build on necessary vocabulary through reading and writing academic texts.

This study is a preliminary study and it is not my intention to make strong generalizations about writing instruction for all Asian contexts. Based on this study, however, it is my hope that writing teachers and researchers in Asia will build a network and share information about research and pedagogical issues to improve writing instruction for Asian EFL students who are interested in future overseas studies.

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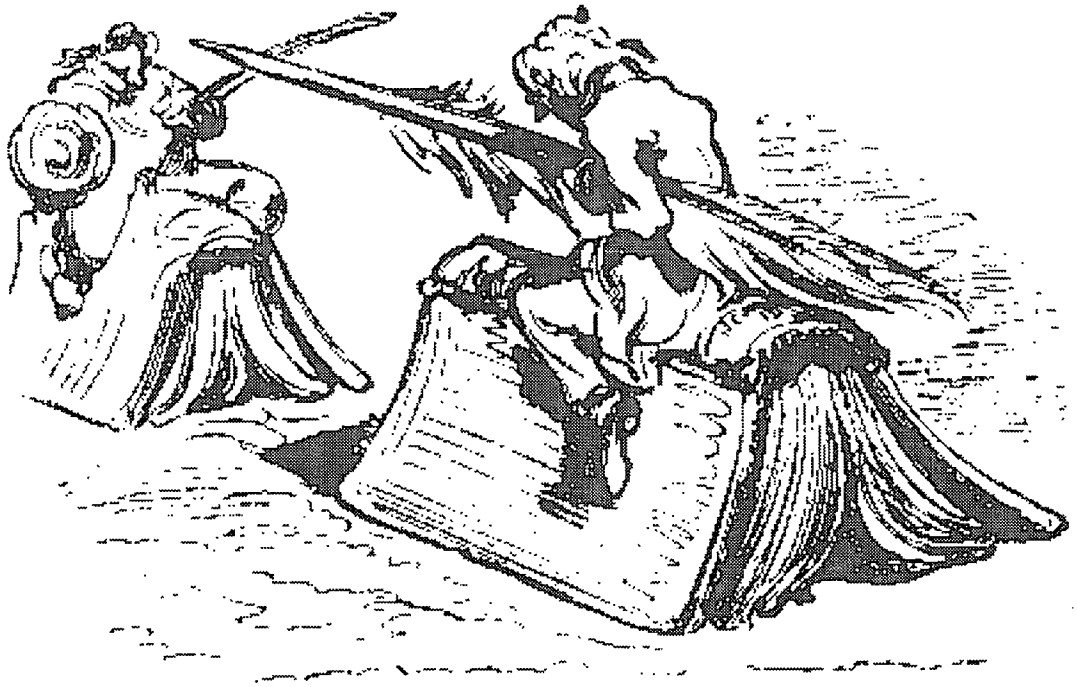

To solve their various writing problems, participants developed specific "coping strategies."

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Romazi, Roomazi, Rohmaji, and Romaji: Psycholinguistic Implications of Shared L1-L2 Orthography in L2 Processing

Laura Fukunishi

Kobe City University of Foreign Affairs

Saturday, 10:00, Room 31

The Problem

Documentation of a bewildering variety of mistakes in children's classroom work led to the formulation of an hypothesis: the introduction of *romazi* in the 4th grade of elementary school interrupted normal foreign language acquisition and caused serious confusion in the children's minds. Interference occurred in their confident acquisition and categorization of a foreign language, in this case, English.

Elementary school children's English orthographic and, subsequently, oral language processing, was being damaged, as it remained based on the visually similar but phonologically bi-valent systems of the English alphabet and the *romazi tuzuri* (writing/spelling). Not only by its study in the educational system but also in its use in the environment, *romazi* (*romaji, roomazi,* and *rohmaji*) was interfering with normal foreign language learning, students' speech comprehension and production, and even the psychological process of learning itself.

The Experiment

Subjects

Once the idea of *romazi* interference was postulated, it was decided to test both a control group and a subject group consisting of students aged 9, 10, and 18, in grades 3, 4, and 11, respectively. It was thought that this selection would show the range and demarcation of no *romazi* effect in a pre-learning year, great disturbance in the *romazi* class year, and the tapering off of the effect some years later.

The control group consisted of students at an international school who never studied *romazi*, but when studying Japanese, were told to transcribe new words using their own languages' alphabets. To further increase the validity of the *romazi*-effect research, this investigator included two other Japanese control groups: kindergarteners and college students.

Methods

Listening tests were conducted using both English and nonsense words, and the answers were recorded on an English distinctive features chart. All answers on the chart showed the sound spoken and the sound perceived.

Results

The kindergarteners' mistakes were normal, developmental ones with no romazi influence. College student answers showed that the longer the word, the better the chance to understand or produce the same sound. They appeared to hear the English, change the pronunciation to katakana and then write *romazi*. *Romazi*'s influence had decreased only very slowly. The control groups did not show a statistically satisfying contrast, but the phonic mapping showed a combination of environmental and AFL factors in their mistakes or misperceptions concentrated in certain expected areas of the feature chart grid.

Discussion

The 4th graders' decisions showed they believed the visually learnt *romazi* orthography was actually a fair representation of spoken English, or even English itself. Learning their L1 Japanese phonemes by activating new neural responses appropriate to L2 graphemes, the 4th graders, reversing the procedure, used the assembly method. Ravid, 1996, posited that the Hebrew *nikud* orthography interfered not only with native speakers' reading, but that its ÅghelpÅh also had a deleterious effect on immigrant speakers' ability to process the language quickly.) The 4th graders were using a L2 learning method as their basis, but were putting into effect the already-empowered *romazi* phoneme-grapheme transfer, illustrating Jacobvits' ideas on transfer theory (*Language Learning*, No. 19, pp.55-86) on as-

suming equivalency of form and function of one system to another.

For these Japanese L2 learners, the normal holistic identification of the full orthographic form of the foreign word, which gives direct access to its phonological form in the lexicon, is being interfered with by the letter-by-letter method of assemblage, the analytic mapping of misapplied phonological elements onto the transparently supported orthographic segments: looking for an English word in an all-Japanese dictionary.

For them, *romazi*, a totally transparent orthography, the basis of which is stored in long-term memory, gives two possible lexicons. However, it is evident that the phonological information of Japanese is usually processed first and most quickly by sub-lexical, spelling-sound correspondence, and that it influences and interferes with L2 visual word recognition by prompting L1 retrieval instead of the target, L2. Grainger, (1993), doing work on visual word recognition, says that isolating and fixating the correct orthographical and phonological description in long-term memory leads to correct word meaning identification. In addition, Garman's (1996) work on perception adds this information on the human learning habit: visual perception involves integration of what we *already* know and what we *expect* to know.

Language learning is based on three points:

- ability to categorize phonemes and graphemes
- congruence in the language's signs and symbols, and
- confidence in active integration of the above

However, *romazi* contributes to 3 types of psychological stress which are pernicious to language learning: stress caused by the learner's using a dysfunctional code; stress caused because the code has been authoritatively provided and will be used to judge his ability; and stress leading to anxiety that he will most probably make a mistake, one which he almost cannot help making. This last step in the Ministry of Education's program is most deleterious because the learner believes that *he* is the cause of the error. Subsequently, with the seeds of failure thought to be within, the student is more unwilling to try to speak or express himself orally or on paper. This reaction would seem to credit Titone's Holodynamic Model (Titone, 1989, 1994) which posits a hierarchical structure of Tactics, Strategy, and Ego language-learning layers, all based on and rooted in the deepest layer of the Ego, its experience, and its basic characteristic of desiring to communicate if it has had unimpeded, normal development.

The results of the experiment, although carried out in the classroom rather than in the laboratory, show that when the acquisition of English is still in an unresolved stage, competing (*romazi*) stimulation has a deleterious effect on the acquisition of English on the morpho-phonological level. The results also show that, unfortunately, the psychological conditioning which occurred in the 4th grade, which now includes all Japanese under the age of 67, continues to produce feelings of discomfort. Their discomfort and/or apathy towards school are in large part based upon dislike and fear of the English language in particular, and upon fear of their inability to learn in general.

Solution

The solution to the problem is very simple: remove *romazi* from the 4th grade curriculum and reschedule it for junior high school or high school. There is no need for any Japanese to write anything in *romazi* except, perhaps, names and addresses. The second recommendation is for the Ministries of Communications, Transportation, Education, and Foreign Affairs to comply with the 1954 law signed into effect by the then Prime Minister Yoshida, which states that all different *romazi*'s must consolidate and conform to the international, *already agreed-upon* 1934 ISO *romazi* alphabet. This means that all street signs, all train station signs, all passports, and all national and international documents using *romazi* must conform to a single *romazi* system.

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Conditions for Other-Repair in NS/NNS Conversation

Hosoda Yuri

Temple University Japan

Sunday, 11:00, Room 31

This study is concerned with conditions for other-repair and the relevance of the categories "native" and "nonnative" in the other-repair sequences in native(NS)/nonnative(NNS) conversations in Japanese.

Recently, some researchers from the Conversation Analysis (CA) paradigm have questioned whether studies in second language acquisition (SLA) accurately describe second language (L2) speakers' competence in using their L2 during interaction (e.g., Firth & Wagner, 1997). Problems discussed partly arise from the difference in the ways native and nonnative categories are viewed by SLA and CA.

Traditional SLA research usually takes "the positivist stance" (Schegloff, 1992, p. 108), in which analysts treat native and nonnative categories as successful categories that are relevant at any time of interaction. On the other hand, in CA, analysts are concerned about showing that characterizations of the participants' interactions are empirically grounded, and that the participants themselves are demonstrably oriented to the categories at the moment for which the account is being provided (Drew & Heritage, 1992; Schegloff, 1992). In NS/NNS interaction, participants orient to native and nonnative categories at one moment of interaction, while the same participants do not at other moments. As I will discuss, I have found that in NS/NNS conversations in Japanese, the categories are activated in other-repair sequences. "Repair" in this study refers to any responses to problems of speaking, hearing, and understanding; and "other-repair" refers to repair carried out by the other speaker.

The Study

Method

The data analyzed for this study are based on 15 sets of casual NS/NNS conversation and 15 sets of casual NS/NS conversation in Japanese. All NNSs are NSs of English.

Results and Discussion

The analysis revealed that native and nonnative categories were relevant in other-repair sequences, which were found to occur in the following specifiable interactional conditions: when one invited the other's repair; when there was a problem with mutual understanding; and when one corrected the katakana English used by his/her interlocutor.

Self-Initiation of Other-Repair

Other-repair occasionally occurred following the speaker's invitation of repair in both NS/NNS and NS/NS conversations. However, one of the differences between NNS/NS conversations and NS/NS conversations was found in the preferred way of self-initiating other-repair.

In both types of conversations, a speaker's search for a word resulted in other-repair. However, in the NS/NNS conversations, in addition to invitation of other-repair in word search, NNSs solicited their interlocutors' help in a more overt way: NNSs occasionally stopped the talk-in-progress in order to check the correctness of vocabulary items they had just produced, as seen in (1).

(1) Bill: NNS; Koma: NS

1. Bill: *un. >sou sou sou.< (.) demo (.) anmari nanka: ima yatteru kamosirenai*
2. *<ano:::: kyouyui:::n kaigi?*
   Uh-huh, right, right, right. But not much, like, the talk {they're} probably doing now, you know, uhm, a *kyouyui:::n* meeting*?
3. Koma: *>kyouin.< un*
   Teachers. Yeah.

In checking vocabulary, as Bill does in the example above (*kyoyui::n kaigi?* at line 3), NNSs marked the vocabulary items in question with rising intonation and in response to NNSs' vocabulary check, NSs provided repair. Thus, NNSs invoked their nonnative or "novice" status by seeking help on vocabulary items, while NSs oriented to their native or "expert" status by providing help.

Problem of Mutual Understanding

In the NS/NNS conversations, the NSs repaired the NNSs when their mutual understandings were jeopardized, and the trajectory of the interaction displayed the participants' orientation to nativeness and nonnativeness. Below is the interactional for-

mat employed on such occasions.

Repair Sequence Format A (RSFA)

T1. Talk that contains a repairable by NNS
T2. Next turn repair initiation (NTRI) by NS
T3. Attempt at self-repair (SR) by NNS
T4. Other-repair (OR) by NS
T5. NNS's acceptance of OR in the form of repetition
T6. Main sequence

In (2), RSFA is employed.

(2) Dean: NNS; Toku: NS

T1 1. Dean: *ano:: sigoto kankei no ryokou wa?*
Uhmm, how about work related travel?

T2 2. Toku: *nn? kankei?*
Huh? Relation?

T3 3. Dean: *a:: sigoto kankei ryoukou a a ano (.)*
4. *ryokukou zya naku te ano tch e:: nihongo de wa*
5. *wakan nai kedo ((cough))*
6. *(.) ano::: Osaka: e:: [ka Nagoya e::]*
Uhmm, work relation travel, uh, uh, uhm, not travel but well, tch, uhmm, I don't know {the word} in Japanese but uhmm, to Osaka or to Nagoya,

T4 7. Toku: *[ah syuttyou] desu ne.*
Oh, you mean a business trip.

T5 8. Dean: *syuttyou aa SYUTTYOU.*=
Business trip, oh, business trip.

9. Toku: =*syuttyou.*=
Business trip.

10. Dean: =*hai. [°syttyou°]*
Yes, business trip.

T6 11. Toku: *[u:::::::n] syuttyou wa...*
Hmmmmmmm, as for a business trip,...

Although RSFA itself does not appear to be very different from repair sequences in NS/NS interaction, there is something distinctive about the NS/NNS conversations in T3, T4, and T5. At T3, in the course of a self-attempt to repair, the NNSs' produced some utterances that displayed their orientation to nonnativeness. In the example above, at lines 4-5, Dean explicitly states *nihongo de wa wakan nai kedo* (I don't know {the word} in Japanese but), in which he himself orients to the fact that he is a NNS of Japanese. At T4, NSs repaired the word (line 6). At T5, NNSs accepted the repair by repetition (line 8). The items that were accepted by repetition were single lexical items or single phrases, and this finding is consistent with that of Ohta (2001) who examined classroom discourse. This may imply that even in casual conversations, when the NNSs orient to their nonnative roles, the structures of interaction become similar to those in language classrooms. Furthermore, as shown in line 8, in the NS/NNS conversations, even after NNSs accepted the repair, NSs further pursued NNSs' uptake of the repaired words and thus showed their orientation to their expert category. This "teacher-like" behavior by NSs was observed exclusively in the NS/NNS conversations.

Correcting *Katakana* English

In Japanese conversations, NSs of Japanese frequently use words that are borrowed from English. We usually call words borrowed from English and pronounced in the Japanese sound system "*katakana* English." Although the use of *katakana* English does not cause any problems in NS/NS conversation, in NS/NNS conversations studied, the use of *katakana* English by NSs of Japanese sometimes triggered repair by the NNSs whose L1 was English, as shown in (3). Toku's use of *katakana* English results in other-repair by Dean.

(3) Dean: NNS of Japanese, NS of English; Toku: NS of Japanese, NNS of English

1. Toku: *ano:: yappari (1.0) e::to:: fairu ne:mu o a:: fairu ari [masu ne]*
Uhmmm, of course, well, *fairu* name, uh, there is a *fairu*, right?

2. Dean: [file]

3. Toku: file.

4. Dean: *un.* file mhm *hai.*
Uh-huh, file, mhm, yes.

5. Toku: file no *neimu o:* . . .
Names of the file are . . .

In (3), Toku pronounces *katakana* English *fairu* (lines 1-2). At line 3, Dean offers a candidate understanding by producing "file" with English pronunciation. This understanding check by Dean also functions as a repair of Toku's pronunciation of the word *fairu*. In the next turn, Toku accepts the repair as well as ratifies Dean's understanding by repeating the word in the English pronunciation Dean had produced (line 4), and the participants then go back to the main sequence (line 6). In this example, Dean orients to his category as a NS of English, as it provides repair with "correct" English pronunciation, while Toku orients to his categories as NSs of Japanese and NNSs of English as he produces *katakana* English.

In short, when the use of *katakana* English resulted in repair sequences in NS/NNS conversations, the participants displayed their orientations to their native and nonnative categories.

Conclusion

In this study, using the framework of CA, I have discussed contexts of other-repair and the relevance of native and nonnative categories in the other-repair sequences.

This way of looking at native and nonnative categories in natural NS/NNS conversation might contribute to second language learning and teaching. As this study has shown, although the participants in ordinary NS/NNS conversations do not always orient to their native and nonnative categories, when they do, the structures of the conversations become similar to those of language classrooms. Therefore, even in interaction outside classrooms, when participants orient to their nativeness and nonnativeness, NNSs may be provided with opportunities to learn something from interaction with NSs. Thus, findings from NNS discourse in ordinary conversation may have the potential to show what L2 learners can and cannot learn from ordinary conversation.

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Department of Amplification:

Kent Hill and Greg Poole were responsible for the excellent annotated bibliography in the October, 2001, special issue of *The Language Teacher.*

Motivating Learning Through Ethnographic Projects

Philip MacLellan

Kobe College

Dawn Grimes-MacLellan

Konan University

Saturday, 12:30, Room AIM 3C

Creating authentic learning opportunities that motivate university students in EFL classrooms can be challenging. Cross-cultural ethnographic research projects meet this motivational challenge by promoting active student engagement in language learning through a teacher-facilitated process of inquiry that students themselves design and implement. Students are motivated by the authentic and integrated use of English that emerges from their research, and the autonomy to pursue a cognitively challenging topic of interest. Learners benefit by building skills to initiate interactions and carry on a "dialogue" with native speakers, gaining confidence through their use of English and the realization that they possess the ability to direct their own learning. In addition to discrete skill development, the integrated use of language skills in authentic interactions with native speakers facilitates an increased awareness of cultural patterns and thought processes which leads to students' linguistic development, sociolinguistic awareness, and improved communicative competence.

In educational cultures such as Japan where students have not often been socialized to pursue such inquiry, the open-ended and unfolding nature of ethnographic research can initially be uncomfort-

able (if not downright frightening!), though most students eventually find the process liberating once they more fully understand their role in the endeavor. To accommodate EFL learners' need for structure, the research process is scaffolded through a step-by-step modular approach to research and language skills development. This modular approach also provides teachers the flexibility to offer the modules as a complete semester-length course or as supporting activities in a full year skills or content-based course. Worksheets and mini-lessons provide models that students then apply to their own projects.

As a result of our experiences using this approach in our classes, the syllabus has become more structured, with worksheet exercises that develop students' skills in problem areas and a selection of materials that can be adapted to differing abilities, available resources, and research directions. A typical syllabus incorporates the following modules: topic and group selection; background research; research design; observation; questionnaires and interviews; reports; analysis; charts, graphs and posters; and presentations. Within these modules, language as well as research skills are developed. Scanning and skimming exercises facilitate background research. Practice in opening and closing discussions, sharing opinions and nominating new topics supports classroom discussion of research findings. Peer and teacher review helps the process of writing in-progress and final reports, and videotaped progress reports with simultaneous evaluation by classmates and subsequent viewing by presenters helps prepare students for the final presentation, which we have typically organized as a poster session.

Although ethnography has traditionally been within the domain of social science research, predominantly anthropology, ethnographic methods are particularly suitable for EFL students because this approach to research utilizes methods that rely not only on linguistic ability in order to perform interviews, for example, but also on other techniques such as observation that require few linguistic resources. One task that is used to develop students' observation skills is to send them out on the campus for twenty minutes to the cafeteria, library or other busy locations with instructions to observe styles of dress, behaviors, and patterns of interaction. At the same time, they are also required to record field notes based on these observations. From this exercise, students learn valuable lessons such as the extent to which they notice behavior when it is consciously observed, and that choices are made in deciding which individuals and what interactions to record as field notes simply because all information present in the observation field cannot be written down.

Back in the classroom, students discuss not only what they observed and the associated difficulties in keeping field notes, but they also explore their own *situatedness* in recording the data. Questions such as "what drew your attention to the individuals you recorded,""how did it feel to keep notes while observing,""how did you decide the location where you observed from,"and so forth are fodder for interesting, serious discussion. They encourage students to consider how their position as researchers necessarily influences the process and practice of inquiry. This exercise, and ones for teaching other ethnographic methods, attempt not only to help students master the technique but also to analyze each step of the process to improve their skills and continually consider how the situation might have been approached differently and speculate on the results that a different approach might have yielded.

As may be inferred from the illustration above, teaching ethnography is demanding for teachers. It is demanding not only because this form of activity is new to Japanese students, being absent from traditional educational culture, but also because it has not been a major technique used within the academic research community of Japan. One of the initial challenges is convincing students of the iterative nature of the research. It is important to help students understand that ethnographic research develops throughout the course of the research project, and data collected at one stage of the process often influences the direction of inquiry at later stages. This is difficult for students to grasp because they often begin the project with an anticipated "conclusion" in mind, and we have encountered progress reports typically written as traditional final summative reports. Then, as is often the case with any learning, overcompensation occurs and students then may state unashamedly that they could not complete work due to their own carelessness or not spending enough time on it.

Providing interim feedback and class discussion, however, can help to mitigate students' feelings of frustration and uncertainty during the research process. Most importantly, students need to learn the difference between creating a research hypothesis that they will test, and holding a predetermined estimation of what the research will yield. This conceptual challenge is faced during the transition from background research to later modules, and can be learned through either verbal or visual exercises that present scenarios without their endings. After discussing potential outcomes for these situations, the endings are presented and further discussion examines the factors that lead to the various anticipated endings. A breakthrough occurs when students are able to let go of one strongly

held expectation, and subsequently can view the ethnographic research project as one of discovery which provides further motivation in its pursuit.

The autonomy provided by ethnographic research projects typically energizes students to respond and learn in creative ways. Do you have a student who wants to "watch movies?" If you have them justify including their interests in their research projects, you may be surprised by the creativity you will witness. One student who in the initial stages of choosing a topic indicated an interest in movies decided to code and analyze the spatial proximities of characters in five of her favorite movies. She did this in order to triangulate data she had collected from questionnaires she had administered to foreigners and Japanese regarding cultural differences in personal space when communicating. Not all project designs are so ambitious, but other student projects have included gender in advertising, manners, international marriages, cultural adjustment of homestay families and students, and cross-cultural analysis of fashion. One of the most crucial by-products of the research process is the transference of responsibility that occurs. Students learn that they can direct their language learning according to their preferences, and that they can be successful in doing so.

Ethnographic research requires resourcefulness on the part of both teachers and students. All available opportunities need to be tapped, and for intercultural topics, obtaining foreign viewpoints is typically a challenge. Brainstorming activities identify locally available resources such as foreign study-abroad students, other international exchange venues and internet communication. Encouraging students to collaborate and share resources helps facilitate a classroom community of inquiry. One of the most challenging aspects for teachers and students is to fit the research to the available resources, and earlier discussion about how there is no single answer or truth to discover helps facilitate results at this stage. When the window is opened wide, students may initially hesitate, but when they realize that they can leap forward, they do (sometimes with a little prodding). This is an essential part of the process.

Thanks to Jim Kahny of the Language Institute of Japan (LIOJ) in Odawara who assisted this year's Asian Scholar Sir Raul Laborte to apply for a visa at the Embassy of Japan in the Philippines.

Team Teaching and Japanese Learners' Motivation

Miyazato Kyoko

Hakuoh University

Saturday, 12:30, Room 22

Although many team teachers admit that there are problems which need to be solved, the enormous popularity of team teaching (TT) among students was reported in Miyazato's study (2000). In this study, two major hypotheses are assumed for the effectiveness of TT based on determinants of Keller's (1983) education-oriented theory: (1) the TT approach reduces learners' stress and anxiety in foreign language (FL) classes by a native speaker teacher of English (NSTE) and supplements the learners' lack of linguistic abilities with the help of a Japanese teacher of English (JTE), which increases the learners' expectancy of success; (2) cross-cultural issues for the theme in the TT course increase learners' intrinsic motivation and are also relevant to their instrumental needs of accommodating themselves to Japan's internationalization.

TT and Japanese learners' psychology

Japanese students' anxiety in TT

JTEs and NSTEs in Miyazato's 2000 study perceived that the presence of a JTE compensates for the limitations in students' linguistic abilities and lessens students' stress and tension in FL learning. Ellis (1993) points out that the biggest problem in Japanese high schools is the learners' lack of exposure to spoken English, because English classes are mostly conducted in Japanese. In addition, anxiety toward NSTEs' different teaching styles is also reported to have a great influence on learners' psychology. Yamashiro and McLaughlin (2000) state that a mental block occurs in FL learners when

they fear they might not understand every word or be able to speak without making mistakes.

Not only learners' linguistic limitations but also their psychological distance from NSTEs is presumed to be another component of FL anxiety in Japanese learners. NSTEs are still rare for many Japanese students, especially in less urban areas. Miyazato's 2000 study indicated that one-third of the participants had no previous exposure to NSTEs' classes before entering the university. Medgyes (1992, pg. 340) argues that nonnative-speaking EFL teachers have advantages in anticipating language difficulties by being empathetic to the learners' problems and sharing the learners' mother tongue.

In summary, JTEs in TT are assumed to serve two roles: as a linguistic assistant for students' better understanding of English and as a pressure relief valve for language learning.

Students' perceptions of native and nonnative teachers

Despite the learners' anxiety toward NSTEs, a contradictory perception of NSTEs as charismatic is reported by Japanese EFL learners in the literature of TT under the JET (Japan Exchange and Teaching) Program. In recent years, TT has been Assistant English teacher (AET)-centered and JTEs have tended to take a more passive role as an "interpreter." This is not only due to the AETs' dissatisfaction over being used as living tape recorders, but also from students' strong expectations of AETs to be the main teacher in TT settings.

Although most AETs in the JET Program are young college graduates with little or no teaching experience, admiration toward AETs, especially Anglo speakers of English, is seen from students in Japan. Sturman (1992, pg. 159) also states that the presence of foreign teachers in the Japanese school is appreciated as living "proof" of the internationalization of Japan.

Japanese students' motivation in FL learning

A problematic issue is that many university students show little interest in learning English. Berwick and Ross (1989) state that an instrumental motivation vacuum was left by years of competition and by studying English for entrance exams to get into the highest possible level university in Japan's hierarchy of universities. Actually, Koizumi and Matsuo (1993) report that a decrease in motivation of Japanese junior high school students is found after the initial stage of the learning process.

Furthermore, many students in the universities in less urban districts intend to spend their future lives in their local areas, where English is not really indispensable for their daily lives yet. Therefore, they perceive little necessity to learn English and have little instrumental motivation. Consequently, increasing their intrinsic motivation becomes the essential issue in those environments.

Cross-cultural studies and learners' motivation

One of the possible factors for which TTU (team teaching at the university level) was evaluated more highly than TTSE (team teaching in secondary education) in Miyazato's (2001) survey was the adoption of cross-cultural issues, which are presumed to induce intrinsic motivation in Japanese EFL learners who no longer respond to the standard methods of studying English. Prodromou (1992, pg. 47) states that discovering more about a culture so different from a students' own is an intrinsic delight in language learning.

It can also be assumed that despite learners' anxiety or even refusal to learn the English language, especially learners of low English proficiency, acquiring knowledge on cross-cultural issues, however, would fit their hidden desire to communicate with foreign people and societal expectations for accommodating themselves to Japan's internationalization. As Yamashiro and McLaughlin (2000) indicate, some researchers have noted a high level of motivation among Japanese students without a corresponding high level of proficiency.

Hence, it is hypothesized that TT would be appreciated by Japanese learners because it lessens their anxiety and eventually gives an impetus to their intrinsic and instrumental motivation in English learning through cross-cultural studies.

Method

Participants

The participants were 11 male and seven female students from two freshman TT English courses (N = 92) which were taught by the same team teachers of a university in a small city. Six students from each of three different English proficiency levels (beginner, intermediate, and advanced) were randomly chosen based on the results of an English proficiency test.

Procedure

Two TT courses on cross-cultural studies were conducted in the Spring semester. After the summer vacation, conversation practice under TT was done in the Fall semester in order to provide students with opportunities to perceive

Thanks to Mrs. Sibonga, a high school teacher at Emilio Ramos High School in Davao City of the Philippines, who coordinated transfers of funding from JALT to this year's Asian Scholar Sir Raul Laborte.

cross-cultural studies in TT in comparison to another approach in TT. The TOEIC test, short version, was given in September to gauge the proficiency of the participants in this study. After the academic year of the TT course, individual semi-open interviews were conducted with the 18 participants.

Results/Discussion

Among the 16 students who preferred TT to individual instruction (II), eight acknowledged the advantages of TT, offering dual perspectives and cross-cultural interactions as their model. However, the other eight students claimed that they would take II by an NSTE if their English proficiency reached a certain level, which implies that half of the TT supporters see TT as a footstep toward II by an NSTE. Therefore, it is predicted that a main cause of Japanese learners' anxiety in FL classes is a low tolerance of linguistic ambiguity or uncertainty and that anxiety toward NSTE themselves will be mostly solved if anxiety about their linguistic uncertainty decreases.

Interestingly, however, the anxiety of linguistic uncertainty was reported least by beginners, compared to advanced and intermediate learners. Beginners did actually perceive their lack of English ability and great dependence on JTEs. However, having a JTE who helped them out of hopeless situations and their anxiety about FL learning, they looked at the content of the class rather than the form of the language.

One possible reason for the advanced learners' high anxiety is that advanced learners are more critical about their own English abilities. Yamashiro and McLaughlin (2000, pg. 13) also draw attention to the sociocultural aspect of Japanese notions of "face" and the extraordinary pressure to fit in with group norms.

As for TT as a motivational inducement, it can be concluded that a TT approach which focuses on cross-cultural studies motivates learners, especially those of low English proficiency. Although the system of self-reporting concerning motivation has limitations, the data of 11 supporters of cross-cultural studies and nine students who reported an increase in their motivation, among the 18 participants, give some validation to the conclusion.

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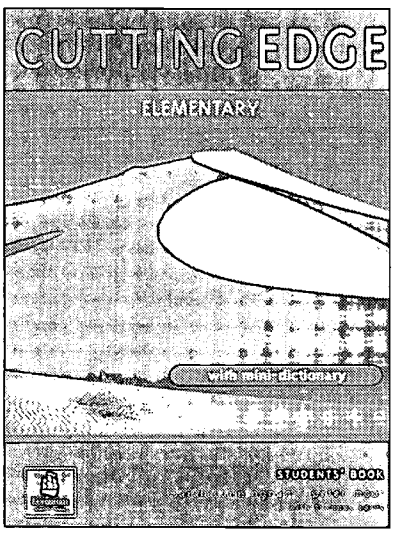

PAC 3 at JALT 2001 Presentation
Paul Rosengrave
November 23, 2001 10:00 - 10:45 Room: AIM A2

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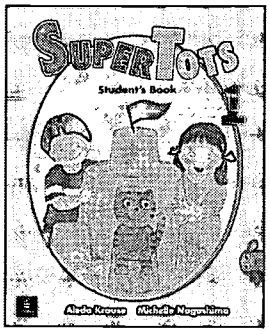

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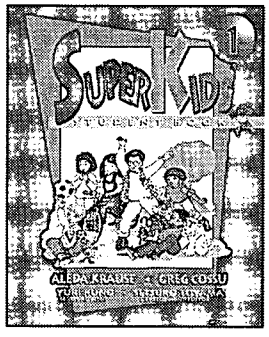

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A History of the Native Speaking English Teacher

Scott Sommers

Claire English Institute

Friday, 4:30, Room 32B

The history and sociolinguistics of English in the nations where it is spoken as a first language is well understood—or at least researched. Likewise, these aspects of the language in the former colonies of Britain and in the USA are increasingly coming under scrutiny. In the nations where English is spoken as a foreign language, however, very little is known about the place of English. Drawing from previously published sources, this paper attempts to synthesize an historical and sociolinguistic description of the place of English as it has been developing in North-East Asia, Japan, Taiwan, South Korea, and China. The historical description of this situation, combined with a discussion of the contemporary case, points to an amazing change in the world. A migration of English-speaking people is occurring in Asia to answer an historically continuous call for English teachers. These migrants are developing their own culture and constructing their own world to express this culture.

One look at the Internet and you can tell something's going on in East Asia. It seems that nowhere else in the world is English taught so extensively by foreign teachers than in Japan, South Korea, Taiwan, and China. And while it is arguable that nowhere else is English education so universally regarded as a failure, this has not always been the case. Asia's initial contact with the West brought a great demand for English language skills that could not be met by local teachers. Beginning in Japan during the 1870s, and in China at the turn of the century, schools utilizing foreign, native-speaking instructors teaching in English were established by government and missionary organizations. The rise of nationalism in Japan and China destroyed all of this, and the school systems that emerged from the devastation of this period were more concerned with training workers and soldiers than with educating citizens to understand the world. English emerged as an arcane code of grammatical rules to be mastered merely for the sake of passing tests. The study of English as communication was to wait half a century before individuals could once again pursue the kind of education that served their interests. As martial law came to an end and with the development of affluent economies, Asians became free to pursue their own educational goals. The huge shortage of teachers with communicative English skills once again led to a widespread use of foreign, native speaking instructors.

In Japan, beginning in the 1870s, and later in China, starting at the turn of the century, dozens of schools were established that used English as their medium of communication. The goal of these schools was to teach the technological and cultural skills necessary to become part of the modern world. In Japan, these schools were established by the national government, and their descendents went on to become the leading national universities of Japan. In China, schools established by Christian missions led the development of post-secondary education by building high schools, colleges, and later universities staffed by foreign teachers instructing in English. By the 1930s, these schools had educated a generation of business and political elite who were remarkably fluent in English.

The turmoil that ended in the 1940s saw an end to all of this. Newly established governments created schools whose goal was the socialization of national identity and workplace discipline. Standardized national curriculums were developed in Japan, China, and Taiwan that had no place in them for anything but the national language. English instruction withered into the uneven form of instruction with which we are all familiar. Military regimes and post-war poverty assured that all but a select few would have access to the special educations and overseas travel necessary for effective language learning.

By the 1980s and 90s, however, this had changed. The martial control of society was disappearing, and increased economic development assured that citizens would have the power to educate themselves and their children any way they choose. The demand for English that emerged from this situation was amazing, as was the solution. While a huge army had been educated and trained to teach the grammatically oriented form of English that flourishes in the public schools,

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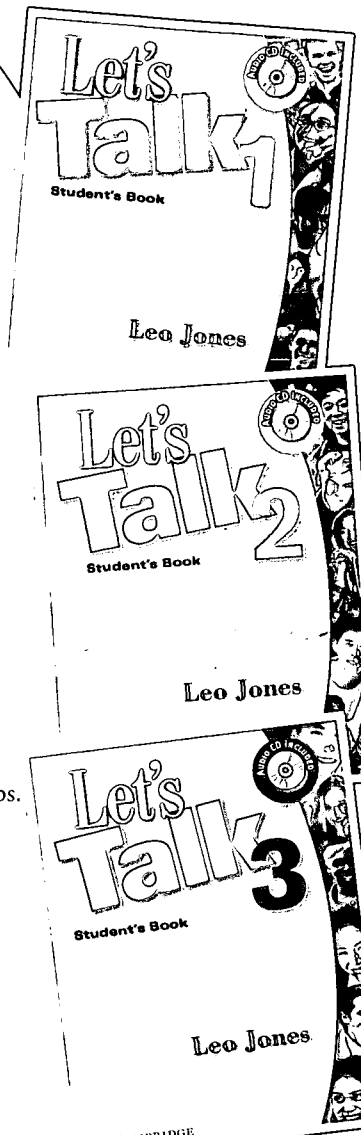
Let's Talk

by Leo Jones



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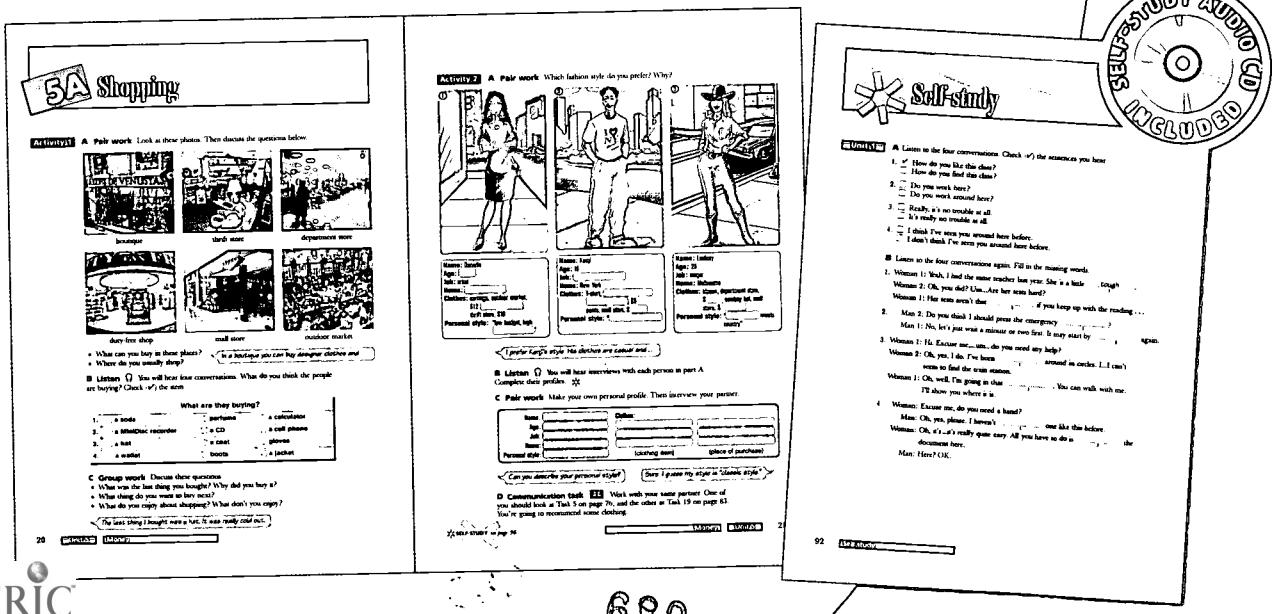

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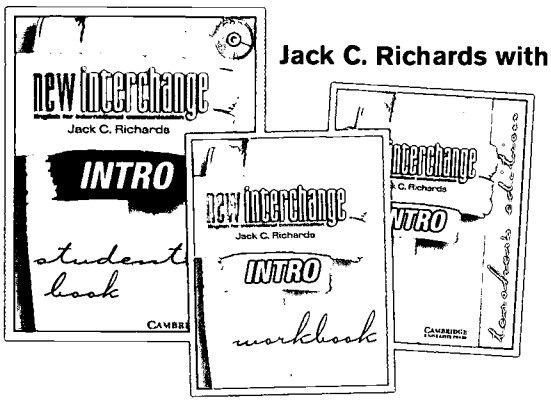

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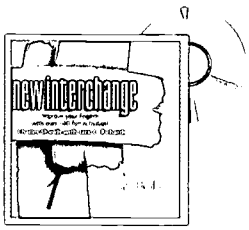

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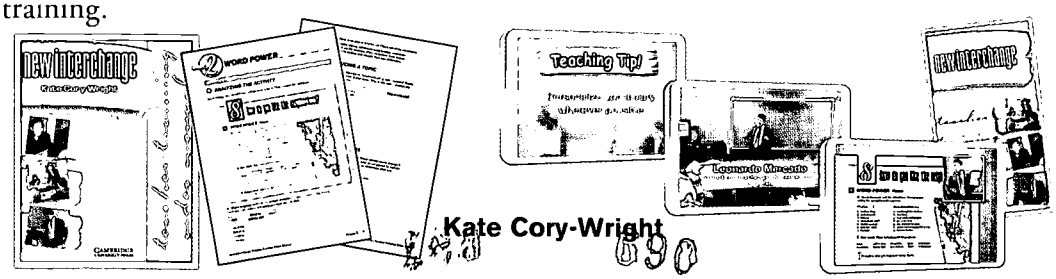

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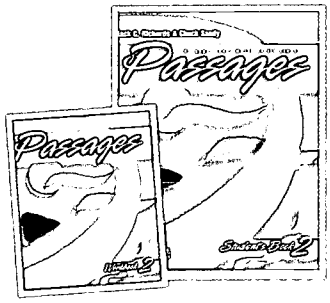

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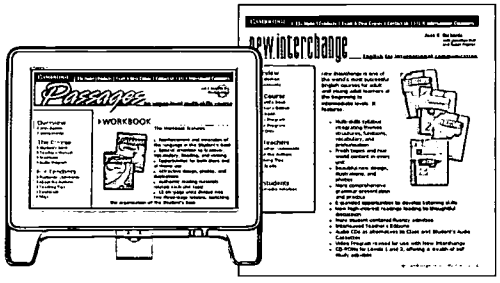

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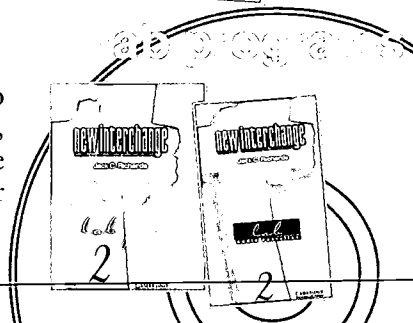

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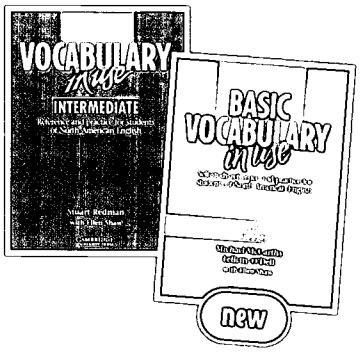

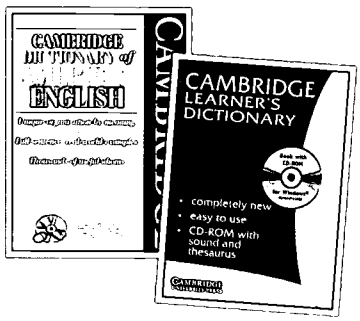

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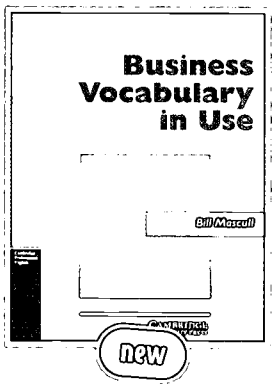

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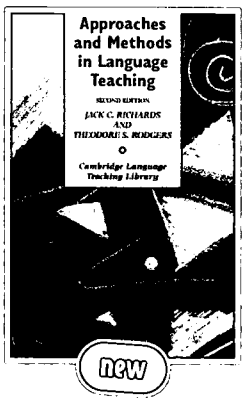

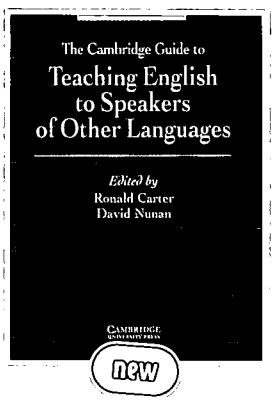

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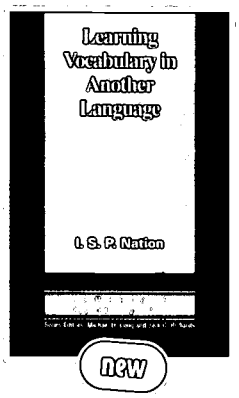

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decades of isolation and poverty had resulted in a vast shortage of teachers who could effectively teach communicative English. As in the past, large numbers of foreign, native speaking instructors would be 'imported' to staff schools and teach communicative English skills.

The foreign-staffed schools of Japan and their Christian counterpart in China are quite well understood. Some of their instructors left autobiographies and large collections of personal writings in newspapers and private collections. Many biographies have been written that draw from this material and describe in great detail the lives and experiences of teachers overseas. In addition, governments along with university and church scholars have researched the contributions of this period to their own histories. In part, this is because many of the educators involved came from established organizations. A large number were well-respected educators, scientists, and administrators prior to their arrival in Asia.

While many facts are known about the pioneers of English teaching in Asia, very little is known about the more contemporary scene. Research on native-speaking teachers in this contemporary situation almost always focuses on the technical value of speaking skill, rather than on the more personal aspects of life. For example, while the number must be known accurately in such places as Japan, I have yet to see an estimate of the number of foreign teachers who are working in Asia. While my estimate of between 250,000 and a million people over the last ten years may be wrong, the true number is certainly vast. In fact, considering the short time period, it compares well with the 100 million or so migrants who crossed the Atlantic during the eighteenth and nineteenth centuries. In addition, many other aspects of the culture and society of contemporary English teaching in Asia resemble the migrations of Europeans to the Americas over the last two centuries, for example:

Motivations: As with the current situation, most early migrants were searching for better economic conditions. Also, most early migrants did not come from the poorest regions of their nations, but rather from regions that were suffering from economic slowdowns. Those who migrated were better off than those who stayed at home.

Return migration: Most English teachers at some time resettle in their nation of origin. While this pattern changed over time, many, even most, who migrate to America, up until the 1920s, returned to their home nation, sometimes even returning to America one or two more times.

Work: The domination of certain industries by particular ethnic groups is well known. For example, Chinese dominate the restaurant industry and in the past laundries and corner stores (a market now dominated by Koreans). The ethnic domination of the English industry is not substantially different.

Despite the lack of attention to cultural and social aspects of English teacher's lives, there are vast resources available to study this phenomenon. For example, the Internet appears to be one of the main forms of communication and cultural exchange for Asian-based English teachers. The Net is widely used for finding jobs, but it is also a medium of cultural expression. Analysis of the Web-based culture of English teachers in Asia points to a group that shares many common themes, regardless of country of origin or place of settlement.

This is not surprising given the many similarities in working and living situations shared by English teachers in different Asian countries. For example, citizenship, never an issue for early migrants, is extremely difficult to obtain in East Asia. Labour laws are weak or poorly enforced. Fortunately, English teachers, unlike citizens of the many Asian nations, are much more free to travel and work wherever they want. All these factors contribute to the kind of fluid, expressive culture we find among English teachers in Asia.

The historical movement that contemporary English teaching is part of has been long and dramatic. While early foreign English teachers established highly effective schools, these were destroyed in the disruptions brought by the emergence of nationalism in Asia. History has been able to repeat itself however, and once again foreign English teachers have been able to involve themselves in the huge movement of peoples that is now changing the world in which we live. Surrounded by similar demands and living similar lifestyles, these teachers have created their own style of life and culture, much of which is contained on the Internet. The potential to study this culture abounds and is a promising focus of future research.

Thanks to Donald Freeman and Wes Eby, both TESOL officers at the time, for their valuable consulting advice when the idea of hosting PAC3 in Kitakyushu, Japan was sparked in 1994.

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Affect Change in University EFL Students

John Thurman

Kochi Women's University

Friday, 12:00, Room 21C

What are the dynamics of motivation and affect in the English as a foreign language classroom? Much has been written about the motivation, attitudes, and anxiety held by those who are learning a foreign language. For example, motivation consists of, amongst many other orientations, the orientations of integrative motivation and instrumental motivation. It would not be unusual that due to certain circumstances or experiences, a single student's motivation for learning will move from where there is more intensity in, for example, integrative motivation, to where there is now more intensity in instrumental motivation. These changes can mean a great deal as to how the teacher will plan future lessons.

Researchers recently have begun to see motivation in less static terms and to see it as an ongoing process that goes through stages. One of these is Dörnyei, who, along with Otto in 1998 wrote a very informative paper dealing with the second language learning motivational process. According to these researchers, motivation can be considered a process through which a student goes through various phases of motivation when a person learns a foreign language. There is a "pre-actional phase" and an "actional phase" (with an "instigation force" in-between), ending up with a "post-actional phase. In the section of the actional phase, there is an aspect of the action sequence called "Appraisal," where fluctuations in the motivation of the motivational construct can occur, and in the words of Dörnyei and Otto:

> Students constantly evaluate how well they are doing in terms of approaching the desired outcome, and if they feel that their action is conducive to reaching that outcome they experience a feeling of success, which then provides further motivation. (1998, p. 58)

In his famous 1985 book, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, Gardner reported research done by him and Desrochers where an excursion was planned for Canadian-English students to help them interact with French Canadians and found that positive attitude change occurred not from the amount of contact but from the experiences themselves (Gardner, 1985, pp. 86-87). Gardner also mentioned earlier studies where there was a reported deterioration of attitudes towards second language learning as a result of continued study (p. 89) and in a study for publication in that book, found that there was a decrease in attitudes from the first to second year (p. 97) and postulates that this may be due to the effect of the course, the effect of increased age, education and experience, "or the effect of taking the test twice" (p. 97).

In 1999, Kang published a study he had conducted in Korea in 1995. This study surveyed 40 male and 40 female randomly selected high school students who were taught English as a required subject at two Korean high schools, one an urban high school and the other more rural. The survey instrument was an open-ended questionnaire with four questions, of which the third dealt with motivational change:

> "How different are your current motivation (orientations) from the past or the future?"

Kang was able to isolate four major reasons a student's motivation changes and the focus of the proceeding paragraph will concentrate on the third of these questions with some examples from Kang's results.

The first is that there was a shift from a more intrinsic orientation/motivation to a more instrumental one. This mostly was due to the fact that students were initially excited to study English but then they needed to study English to enter the university. The second reason was due to a shift from "intrinsic and extrinsic orientation/motivation during the middle school years to a loss of interest because of external causes, such as task difficulty" (p. 17). A student reported, "At first, English was so easy and interesting that I was interested in studying English during middle school years, but it was getting so more difficult that I lost interest" (p. 17). This is also common in Japan where during the second year of middle school, the students encounter a difficult grammatical item and many second-year junior high school students lose much of the enthusiasm they had during the first year (K. Becchaku, personal communication, June, 1999). The third reason for motivational shifts in Kang's subjects was due to "attributions of success or failure to internal or controllable aspects of attributions," as in a loss of interest. (p. 18). Lastly, the fourth reason for a

shift in motivation was due to "motivational and cognitive-informational aspects of intrinsic/extrinsic orientations" (p. 19): "I became interested in studying English, because I got an excellent grade during the middle school years. But I lost interest since I got a bad grade during the high school years" (p. 19-20). Kang explained this as the student had a more intrinsic orientation/motivation because of her interests, but at the same time, there was a "cognitive-informational extrinsic" orientation in the grade and that it was an external criteria for success or failure and this external criteria could influence the student positively or negatively. Kang claims that from his results there were two sub-categories to this reason that the subjects answered as to predictions for the future: movement from an instrumental orientation (enter a university) to an integrative one (once entered, to write letters to foreign pen pals), and from one instrumental orientation (enter a university) to another instrumental orientation (get a job).

This presentation will present the results of a study conducted with first-year Japanese university students studying English as a foreign language. The presenter surveyed these students at the start of the school year in April and the same student group a half-year later using the same instrument. The participants for this study were first-year students at a women's university who are enrolled in an English class as a foreign language class. There were 36 first year students who took the survey in early April and 29 students from almost the same group who took the same survey again in early October. The instrument used in this survey was an instrument adopted by Kimura (1999) (Cronbach's alpha=.6740). In this survey, there are 50 questions comprising 10 categories answered on a six-point scale:

Intrinsic Motivation;
Extrinsic Motivation;
Extrinsic/Instrumental Motivation;
Instrumental Motivation;
Situation Specific Motivation (Anxiety);
Teacher-Specific Motivation;
Activity Specific Motivation;
Attitudes Towards Anglofonic Culture;
Integrative Motivation;
Attribution.

According to the results, the overall average for the April group was 3.57 (out of a high of six and a low of one) and the overall Average for the October group was 3.69. Next, the April scores were subtracted from the October scores. If the number is a positive one, then it is a score that was higher in October than it was in April, and, oppositely, if the score is a negative, then the score for that item or category was lower in October than it was in April. Here are the results for this calculation done for the categories:

Category 1= +0.084291188
Category 2= +0.10967433
Category 3= +0.360632184
Category 4= +0.187739464
Category 5= +0.036015326
Category 6= -0.078224777
Category 7= +0.159482759
Category 8= +0.222222222
Category 9= +0.058429119
Category 10= +0.063457854

As can be seen, all the categories showed higher scores, except for one.

Next, conducting t-tests, it was found that the Total score was significantly higher in October, 188, than in April, 180 (p=<.05). Also, the Activity-Specific Motivation score was significantly higher in October, 36.125, than in April, 33.75 (p=<.02). Questions in this category deal specifically with what a student does in class, such as working in pairs and groups and the use of video and music in the class.

It can be seen form the above-stated results that a student's motivation is certainly not static. That the scores were higher with the very same group of students with the very same survey is possibly proof of that. It can also be seen that what happens in the class, as in the Activity-Specific Motivation, can have a great effect on what happens to shape the student's motivation. Perhaps this may mean that much more attention should be paid to the needs and expectations of the students. Interestingly, outside motivational influences did not show high significance. This may be all the more proof that what goes on in the classroom makes the greatest difference.

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Falling Student Numbers and the Impact on Employment

Roger Jones

University Teachers' Union Vice-President

A massive wind of change is steadily going to drastically affect all aspects of Japanese life. It comes at a time when the economy is already extremely bruised and battered due to the longest postwar economic depression on record. The problem is the drastically falling birth rates. Indeed, the Japanese population as a whole is going to plummet from a high of around 130,000,000 people—expected in a few years time—to less than 96,000,000 people in under 90 years (Japan Statistical Yearbook, 1998). Birth rates are already at an all-time low, and by the year 2008, there will be 20% fewer 18-year-olds than at present (Yoshimi & Onoda, 2001).

These striking population changes will have a dramatic impact on teaching institutions and teachers. Put simply, there are far more school, college, and university places available than there will be students to fill them. The length and breadth of Japan will see a panic situation in educational establishments, which for too long have plundered the goose that laid the golden egg, as they see their huge revenues shrink. Many, perhaps up to 50% of universities, may simply have to close their doors and go out of business.

During the tough times ahead, there is no doubt that the pay and working conditions that face teachers will be under threat. Indeed, it has already happened in its most draconian form, the firing of teachers. At Tokyo Foreign Language College, a two-year vocational institution, the management, between 1996 and 1997, fired a total of 16 teachers, citing falling student numbers as the reason for the layoffs. The fired teachers were all union members and fought against the dismissals. Just recently, a Tokyo District Court judge ruled against the dismissals as excessive and unnecessary despite the falling student numbers. Furthermore, Judge Suzuki ruled that, despite management's claim that the teachers were on one-year contracts, it was not unreasonable for the employees to expect continuing employment at the college—in other words, to be treated like the lifetime workers at the college. The case has been appealed to the High Court, the result of which could have major implications on employment practices throughout Japan. The Tokyo Foreign Language College case could well be indicative of the approach that management will adopt in educational institutions throughout Japan. They will see a problem of having too many teachers on the books compared to student numbers, and they will simply not renew contracts, which, in particular, will target part-time staff.

Japanese universities are well placed simply to let employees go irrespective of the job that they have done or how long they have worked at the university. Both private and public universities rely heavily on part-time staff; more than 55% of staff at public universities are part-time, while it is approaching 60% for private universities (*Daigaku hijoukin koushi mondai kaigihen*, 2000). These part-timers are subject to one-year contracts that can easily not be renewed at the whim of the university. Thus, in the difficult times ahead facing universities, one convenient cost cutting measure will be the firing of part-time teachers dressed up as non-renewal of contracts. This will have a domino effect on other university employees, as part-time teachers can be seen to subsidize a higher income for the full-time teachers (Kondo, 1998). Moreover, there will be serious effects on the quality of education delivered at universities and colleges if experienced long-term employees are released.

Other cost cutting measures that some universities have already embarked on are the hiring of dispatch teachers from conversation schools such as Nova, Berlitz, and Geos, rather than directly hiring them themselves. This can give considerable savings to universities through reduced administrative costs, but is to the detriment of the teachers; those conversation lounges will end up taking half the teachers' salary and probably making no—or minimal provisions—for paid holidays and other allowances like research funds and offices for office hours. How dispatch teachers will affect the quality of English education taught in universities is also open to much conjecture.

More attacks on pay and working conditions have seen some universities inventing new contracts to save on money, and milk the most out of their non-tenured staff. An annual salary of around ¥3,000,000 is paid to the teacher, who is then expected to teach in excess of 12 koma (twelve 90-minute lessons) a week and be on campus Monday to Friday, from nine to five. The salary is much less than half that of a tenured teaching position with double the teaching hours and more days of attendance expected on campus. In addition, another

cost saving device that universities have adopted is the employment of large numbers of part-timers. This saves money because a part-timer's salaries may equate to as little as one-twentieth of the salary of tenured full timers (The Union of Part-Time Lecturers, 2001).

All these changes in pay and working conditions, and much more, are going ahead in educational institutions throughout Japan. Decisions are being made solely by management without any, or little, countervailing power—a phrase coined by the Canadian economist John Kenneth Galbraith—from the employees. Thus, the time is more than ripe for teachers to organise into one voice in order to have a constructive say in the future of education in Japan and their working lives. Joining a union in large numbers is a step towards participating in the creation of a better and fairer system for the universities and employees alike. The recently formed University Teachers' Union (UTU), affiliated with the National Union of General Workers, is open to all teachers at universities in Japan. Although it is based in Tokyo, it cooperates with sister unions in Kansai and Kyushu. Its goal is to positively engage employers in order to address the serious issues that face part-time and full-time university teachers regardless of nationality or gender—issues that will only become more critical in the coming crunch years.

To find out more about joining and the difference you can make to your pay, working conditions and how to keep your job, contact the UTU through the National Union of General Workers (NUGW) at <nugw_ts@jca.apc.org> or visit the web site at <www.jca.apc.org/nugwts>. The NUGW also has contacts with various networks of language teachers' unions in fields other than university teaching, where help can be sought if you face employment problems. Roger Jones can be reached at <rhjones@gol.com>; tel/fax: 03-3954-9711.

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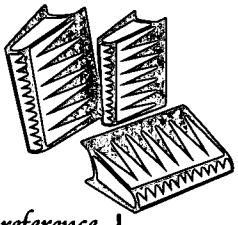

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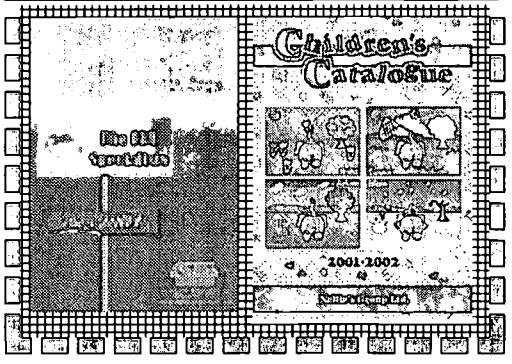

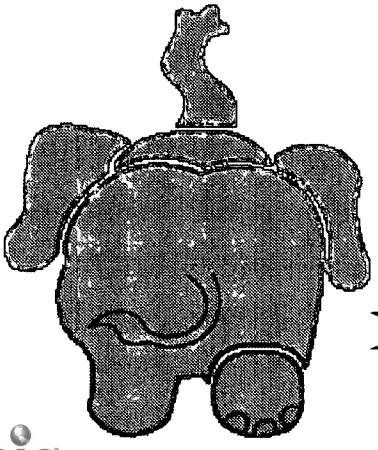

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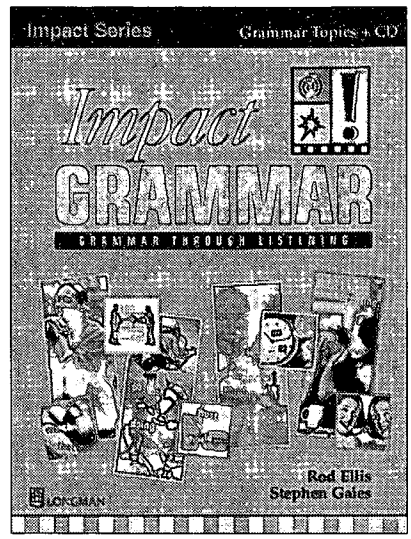

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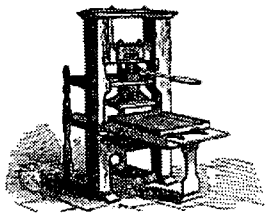

This month's column is a bit different in that it highlights one of the texts from the Impact *series that Rod Ellis, who will be presenting at JALT2001 in Kitakyushu, co-authors for Longman Publications. These textbooks, which include Impact Intro, First Impact, High Impact, Impact Words and Phrases, Impact Topics, Impact Issues, Impact Listening 1, 2, and 3, as well as the text reviewed here, Impact Grammar, are designed to be used as core textbooks or supplements for just about any class. Longman Japan hopes everyone will be able to join us and Rod Ellis in Kitakyushu.*

Be sure to stop by the Longman stand at the conference to get a better look at the Impact *series.*

Impact Grammar. Grammar through Listening
R. Ellis & S. Gaies. Longman, 1999.

A colleague of mine was at my place the other day. He saw my review copy of *Impact Grammar* on my desk, flipped through it, and said, "Oh, another grammar book, well let me tell you if it's any good." "Oh yeah," I said, "and how can you tell that so fast?" He said, "Easy, just see what it says about relative clauses." He went on to say that in his experience, if a grammar-oriented EFL book can get it right with relative clauses, you can be pretty sure of all the rest.

Goaded thus, I went straight to the relative clauses section. If this is indeed a barometer of a grammar book's worth then Ellis and Gaies' *Impact Grammar* certainly recommends itself. There are three units on relative clauses (which/that; where/when; whose) and appropriately, they are located as the last of the 50 graded units. I found the explanations as lucid as any I've seen on relative clauses.

A close inspection of *Impact Grammar* suggests it is a highly readable and worthwhile source of grammar practice and understanding. While there's no shortage of material on the market that purports to offer this, *Impact Grammar* actually does. There are 50 units covering five levels. The authors assert that "all levels" of learners are targeted, with units being graded from very low (third person pronouns, there is/are, be, and have) to very complex (as I said above, the last three units deal with relative clauses).

At the end of each level there is a review test--a welcome means of assessing learner progress. The grammatical explanations provided for lower levels are appropriately worded--they are more simply and accessibly designed than those for higher levels. This is crucial, because to be of value, all levels of learners need to be able to access the "yellow section" containing the explanations. Logically, as structures become more complex and abstract, so do the explanations, placing them out of reach of low-level learners. The explanations are enhanced by the examples of common errors.

The book's format is refreshing. With Ellis as one of the authors, it is closely tied to research findings in Second Language Acquisition(SLA). Certainly, it is unusual in the materials world of TESOL to find a book that emerges from data-driven understandings rather than anecdotal remarks, teacher's intuitions or the latest fashion impulses. *Impact Grammar* is driven by four general principles that have emerged from SLA research:

* the need to attend to both meaning and form, neglecting neither;
* the role of comprehensibility in the acquisition of grammar--this is a listening book as well as a grammar book;
* the place of the learners' active awareness, achieved through an inductive approach to rule formation; and
* the need for learners ultimately (but not prematurely) to put their newly acquired knowledge to productive use through personal expression.

The prototype for each unit follows a 5-section format. Step 1 is a listening exercise, using the CD provided, where the learner is encouraged to listen for gist. A word box is there to help. Several listenings are encouraged and then comes a straightforward scanning-style activity. Step 2 is called "listening to notice": a listening cloze activity, with a grammatical focus, tunes the listener into identifying key grammatical items. Step 3 offers a number of inductive exercises that aim to lead/steer learners towards understanding the rule that governs determiners, countability, and uncountability. In Step 4, learners check their understanding by "spotting the errors" and confirming their understanding by checking the yellow section, where the explanations are offered in full. The last step, called "trying" it, is an activity where the learner is encouraged to use the focus item of grammar in a productive and personal way.

Impact Grammar, fortunately, is peopled by folk one might actually encounter (it includes topics like dementia, and loneliness, and frailty in old age). While the book is organised structurally, most units have subheadings that are topic driven (e.g., "Great Musicians," "Famous Modern Buildings"), but some are function driven ("Making an appointment," "Personal opinions," "Describing people"), and some are rather traditionally situational ("at the zoo," "a visit to the doctor," "at work").

The aspects that most particularly please me in this book are the focus on listening and noticing, and secondly, the reduced emphasis on speaking or output or production. Just as fluency and accuracy

are hard for the ESOL learner to achieve simultaneously, so too is it difficult to have students induce grammatical salience while also focussing on encoding language for spoken or written production.

Good teaching notwithstanding, *Impact Grammar* is also designed to be used by the self-study learner at home or in a Language Centre. It is bright and colourful, attractively designed, and very easy to use. The units can be treated as a course and worked through methodically, e.g., one might take a class of learners through one or two entire levels or one might plot out a course specially tailored for one's class, selecting units for presentation or consolidation purposes. There's just under an hour's worth of classroom time involved in each unit, although a teacher can expand or omit at their discretion and set some sections for homework. My feeling is that teachers adept at milking materials for the maximum exploitable ends could wrap a 90-minute lesson around a unit.

Reviewed by noted applied linguist and author Dr. Ruth Wajnryb

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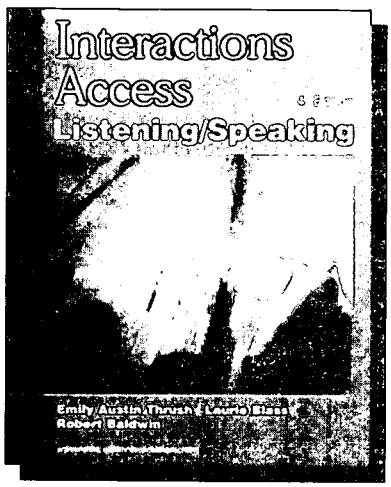

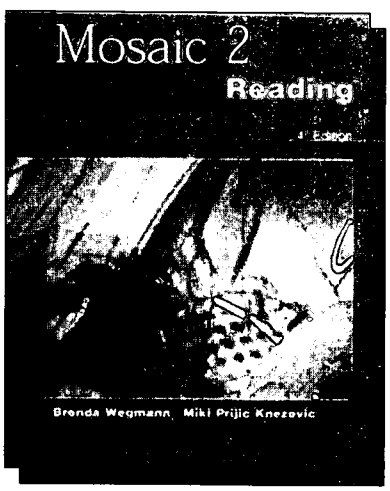

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JALT 2001Presentation by John Raby
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edited by joyce cunningham & miyao mariko

This month, our column pays tribute to all the hardworking people in the JALT Central Office. The co-editors invite chapters or SIGs to submit an 800-word report on their activities and members in English, Japanese, or both.

Homage to Our JALT Central Office

Imagine that you work in an office in your own country. In addition to running the office, you must negotiate with foreign companies in your second language concerning publications, presentations, billing, and a host of other things. Further imagine that people call for information and ask for help with problems in both languages. Now you have an idea of the daily challenges dealt with by the small, efficient team in our JALT Central Office.

One of the most important words in JALT vocabulary is *Junko*, head of the office staff. Brendan Lyons, Hamamatsu Chapter President and former JALT Vice President says: "Junko is the 'Jewel in the Crown of JALT.' Even after many, many, many years of hardship, stressful conditions, and difficulties, Junko is known for her loyalty to our organization and the pride she takes in her work. Junko keeps our organization going and provides the strong centre we need quietly, efficiently, and with total dedication." Fujio Junko has been with us for nine years. Prior to JALT, Junko worked as a translator in the nuclear power generation department of a trading company. She still remembers her beginnings with us. Given her background, she was weak in listening and speaking and would initially cringe when the phone rang. She reminisced that when one JALT member phoned to complain, she wanted desperately to finish the conversation and replied: "Yes, yes, yes. OK." Three months later, the same gentleman called again and remarked, "Oh, you speak English very well. The person I talked to before didn't understand me." Junko never revealed her identity to him. Aleda Krause, then National Treasurer and on the hiring committee, writes, "I couldn't believe anyone as supremely qualified as Junko wanted to work for JALT! She thought we were hiring her to manage a well-staffed, organized office—instead, she discovered *no* staff, *no* organization, and *no* complete conference database. But she didn't quit then—and what's perhaps even more remarkable, still hasn't quit!"

Fujio Junko

Junko stresses that cooperation and teamwork among the staff are vital to the office operating smoothly and she constantly strives to maintain a friendly atmosphere. Working hard alongside her are Kato Takako (JALT membership and SIGs), Sanada Atsuko (membership and chapters), Tanabe Yoshiko (Associate members and ads), Nanba Masako (office bookkeeping), and Ito Chie (national bookkeeping). Learning in the office is ongoing; regular meetings are held to mutually train and update each staff member.

Junko said emphatically, "All the people in the office feel that JALT's numerous volunteers are wonderful in their devotion to our organization and the shouldering of its heavy responsibilities." They look forward to meeting JALT volunteers and members face to face at PAC3/JALT2001, our annual conference on November 22-25 in Kokura, Kitakyushu. You may catch sight of Junko at the registration desk, where she will have already trained some 25 volunteers. She will be troubleshooting inquiries into fees and benefits, answering queries from associate members, and so on. Junko's duties also include assisting the conference team to prepare for the big event in anything from information about the printer for the conference handbook to JR passes some of our associate members so graciously help to procure, or main speaker accommodations. JALT *is* Junko; we can never thank her enough for all the years she has so ably and kindly helped and befriended so many of us.

Another important person working hand in hand with Junko is Ishida Tadashi, our Vice-President. Tadashi acts as a go-between between our Board of Directors and the government. It is largely thanks to Tadashi that our organization recently acquired NPO status. Tadashi assists the Central Office in hiring new employees when needed and is a liaison between outside accounting firms, the Auditor, the Director of Treasury, the Legal Affairs Bureau, lawyers, and so on. He refers to this position as an "expensive hobby," for much of his time is consumed by JALT. He is even interrupted by phone calls about JALT crises when teaching at his language school. However, he feels that he is enriched culturally and has met interesting people in the process. Tadashi makes it a point to learn from both sides and then move on to the next challenge.

Ishida Tadashi

JALT is blessed with excellent people in the Central Office who carry the words "dedicated" and "employee" far beyond the call of duty. Next time, please, when meeting any of these multi-talented individuals, thank them for their ongoing endeavours on all our behalves. Thank you Central Office staff! Thank you Junko! And thank you Vice-President Tadashi!

Reported by Joyce Cunningham

MOTIVATION and COMMUNICATION

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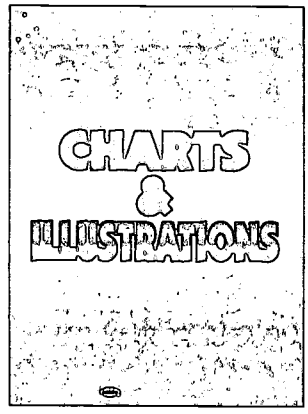

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edited by brian cullen & erin burke

Packing your bag for the conference? Remember to put in the 50 copies of that great lesson/activity that you created. Drop them off at the MW SIG table before 5 p.m. on Saturday, and you'll get a Ticket to Swap at the My Share - Live! Materials Swap Meet. Take home the great ideas of other sharing teachers. More info: <john-d@sano-c.ac.jp>; t: 0283-22-1346.

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Using Cell Phones for Listening Practice

Michael D. Depoe,
Kanazawa Institute of Technology
<mdepoe@neptune.kanazawa-it.ac.jp>

Quick Guide
Key Words: Listening, cell phone, 16 seconds
Learner English Level: All levels
Learner Maturity: College to adult
Preparation Time: 16 seconds
Activity Time: Varies

The percentage of young people who own portable telephones in Japan is incredibly high. As a language educator, I became intrigued with the idea of using this technology to my advantage. Specifically, I was interested in how to provide students with supplementary listening activities using a portable telephone.

Therefore, I purchased a cell phone which was equipped with the capability to record both outgoing and incoming messages. Equipped with this mini language lab, I was ready to begin. I was surprised at how easy it was to record and save the message. The only drawback is that the outgoing message could not exceed 16 seconds. I was not discouraged by this constraint and decided that 16 seconds of concentrated listening practice a day was worth the effort.

Here are some of the activities I devised.

Listening practice #1—Teacher introduction
On the first day of class, students are often given an assignment to interview their classmates and are asked to find out various things such as name, hobby, and family background. The first listening exercise was an extension of this exercise. For homework, students were asked to call the teacher's answering machine and write the answers to the following questions:

What's his name?
Where is he from?
How many people are in his family?
What is his hobby?
What time did you call?

The answers were given on the answering machine message. Students were allowed to call as many times as necessary in order to answer the questions. The final question was designed to discourage the students copying from each other.

Listening practice #2—Movie information
This listening exercise was used in the context of a lesson about movies (What kind of movies do you like?). Students were given a list of movie titles and times with some of the information missing. (See below.)

Movie Title	Length	Time	
Hannibal		10:50	19:05
	100 min.	15:45	
Cast Away		10:45	21:20

Listening practice #3—Scavenger hunt
This listening activity was extremely popular. Students couldn't wait for the class to be over to begin. First of all, the teacher took a 5x7 index card and wrote a message on it such as "You Found It." Then the card was hidden somewhere on campus. In this case it was taped under a desk in a remote part of the library. Then the students were given instructions about what to look for and asked to call the teacher's telephone number for directions. The answering machine message gave specific directions on how to find the card. For example:

> "Go out the north exit of building 1. Turn right. Find the tallest building and go to the 11th floor. Go to the northeast corner and look under a desk. You will find it there. Good luck!"

Furthermore, students were instructed to write their names or initials on the card to signify they had found it. As an added incentive, the first three students (marked on the card as First, Second, and Third place winners) were given a small prize.

Listening and speaking practice #4—Giving directions
On the topic of giving directions, students were asked to call the teacher's telephone number and

answer the questions they hear. However, instead of writing their answers, the students were given a blank cassette tape and asked to record their answers on the tape. Students who didn't have a recording device were instructed to use the facilities in the language lab. For example, the questions were:

Where do you live?

How do you get to school every day?

Give directions from your house or apartment to the university.

Listening practice #5—Descriptions of people
This exercise is an ideal supplement to practice descriptions of people. Students were given a picture or clipart showing six different people each marked by a letter. The students were then asked to call the answering machine and identify which of the people were being described. For example:

She's short and has long, straight hair.

He has a beard, wears glasses, and is a little heavy.

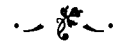
The students were allowed to listen to the message as many times as needed and write down their answers.

Listening practice #6—Leave a message
In preparation for the final project, students were given a chance to practice leaving a recorded voice message. Students were given an opportunity to hear examples of telephone messages as well as practice during the class. For homework, students were asked to call the teacher's telephone and leave a message. The recorded message had to include the student's name, time, reason for calling, and their phone number.

Final listening and speaking practice
The final project in the course was to interview a native speaker on the phone and write a report of the results. Students were asked to write between six and ten interview questions. Guidelines for writing questions included such stipulations as no personal questions and at least two thought-provoking questions. The entire interview had to last no more than five minutes regardless of the number of questions asked.

Conclusion
Using the cell phone as a mini language lab provided students with additional listening practice outside of the class and proved to be an interesting and useful supplement to classroom activities. The students were highly motivated and the percentage of student participation was extremely high. The ease of access and high interest in portable telephones makes these listening activities a clever addition to the listening component of the English curriculum.

News Chat



Morris Kimura, Eric Gustavsen, and Valley Peters,
School for International Training
at Tokyo Jogakkan Junior College

Quick Guide
Key Words: News, speaking, skimming, scanning
Learner English Level: Beginner to advanced
Learner Maturity Level: College and university
Preparation Time: 5 to 10 minutes
Activity time: 30 minutes,
follow up may take longer

This class looks at news in a more communicative way. It is suitable for lower-level students as well as higher levels and can be used to bring current events and news stories into any class. We found it highly motivating for students as it allowed them to discuss current events and entertainment news in English in a fun and focused way.

Activity Objectives
1. Students will become familiar with current news through newspapers or the Internet in English.
2. Students will be able to use skimming and scanning reading strategies.
3. Students will be able to write about current news in their own words, focusing on answering the 5W1H questions (Who, What, When, Where, Why, and How).
4. Students will be able to read or listen to a news story in English, take notes, and summarize it verbally.

Procedure
Step 1: Finding current news
Students are asked to find an authentic current news article that interests them. They are free to choose any topic or story they like. This can be assigned as homework, or the teacher may bring English newspapers or magazines to class. Other options for news resources include school or public libraries and the Internet. We highly recommend <www.japantoday.com> as the news articles are short and concise.

Step 2: Skimming and scanning the news
The teacher introduces skimming and scanning strategies in class such as reading for key words, reading headings and sub-headings, and reading the first and last sentence of each paragraph. Practice this first with the same article for the whole class before having students move on to their own articles. Next, students practice skimming and scanning with the articles they have chosen and answer the questions on the news grid (see Appendix) as they go along. The purpose of the news grid is to focus students' reading on the main points of the article and to prepare them to share and summarize it verbally in class.

Step 3: Sharing the news—News Chat
After the news grid is filled in, students share their news in pairs. One partner asks the questions from the news grid while the other answers in her own words, using her notes from the grid. This takes about three or four minutes. The students asking the questions also take notes on their partner's news story in the second column on the news grid. After the task is done, students switch roles. During *News Chat*, students can ask follow-up questions to get more information. To provide more speaking practice, the chat can be done in a fluency circle with students changing partners three or four times repeating the same information each time.

Step 4: Summarizing the news
After students have shared their news, they choose one news story that they want to summarize. Using their notes from the second or third column on the news grid, they summarize a classmate's news story in their own words. This can be done in pairs, small groups, or in a fluency circle.

This activity became a routine in our classes at the beginning of each class. Students were focused and interested in each other's news. We did not put a limit on the news topics students could choose from so they brought many varied news items from politics to entertainment. This diversified the discussions and brought the interest level up for the students. Through this activity, students learned not only language skills but also made new discoveries about the world around them in the target language.

Pre/Post Activities
Grammar focus
Before or after doing News Chat, teachers can present a grammar focus. As an example, we worked on:
1) reported speech "I heard that.... / CNN reported that ....."
2) formation of wh-questions

Reading strategies
Other reading strategies such as previewing and predicting (looking for information and making guesses about what the article is about) can be introduced and practiced.
Writing: Using the news grid, students can work on their written skills by writing one paragraph describing the news that they heard from their partner.
Discussion/Debate: After the news chat, the class can pick one news story or topic on which to have a discussion. Teachers can work on discussion or debate skills to foster critical thinking. Depending on the topic, this is a good way to get students to practice forming and expressing opinions and to bring out cultural issues.

Acknowledgements
We would like to thank Heather Gately, Margaret Kim, and Jaimie Scanlon who taught the "Issues in the News" course at Tokyo Jogakkan Junior College or contributed to this article.

Appendix—News Grid

ISSUES IN THE NEWS - Group Chat

	(your name)	(classmate's name)	(classmate's name)
Who/what was in the news?			
What happened? What did they do?			
When did it happen?			
Why?			
Other information			
Give your reaction, an opinion, and reasons to support what you think.			

Running Into Someone

Linh T. Pallos,
Kyoto Tachibana Women's University, Osaka Gakuin Daigaku
<linh.nguyen@gol.com>

Quick Guide
Key Words: Short interchanges, songs
Learner English Level: Low intermediate and above
Learner Maturity Level: University age, due to the content of this particular song
Preparation Time: About 10 minutes for photocopying song lyrics
Activity Time: About one hour

The aim of this activity is to practice short interchanges, the ones you have when you run into someone but have no time to talk. Students will also learn that the linking and weakening of words are very much a part of spoken English. In this article, several techniques to teach short interactions are introduced based around a popular song by The Backstreet Boys. This group is coming to Japan this month and many of my students will be attending. My students love the group and many have their most recent CD, *Black and Blue*. When asked, "What songs do you want to understand and learn?" many listed songs from this *Black and Blue* album. You will probably find that the same is true for your students. These are three very good reasons why I have chosen to look into using one or two of their songs in my classes this semester, and to share with you here in My Share. Why not take advantage of your students' interest in this group and their songs?

This particular song, *The Call*, was chosen as it starts off with a guy and his girlfriend having a short interchange over the phone, but the conversation is cut short as his mobile phone battery is running out. The song is used as a follow up to the "running into someone" game which focuses on short interchanges between two people who have run into each other but have no time to talk. Of course, you can also choose a different song that your students enjoy to teach this activity.

Linking and Weakening of Words

In this activity we are also alerting students to the linking and weakening of words. Explain to the students that one of the reasons why English learners often have difficulty in listening comprehension is because of these features. This will become clear to them in the chorusing before the actual activity.

Point out the linking rule: Words ending in a consonant followed by a word beginning with a vowel are linked. A visual of this on the board with an upturned arc between and under the words is helpful. The weakening of words occurs when a consonant is dropped and/or when a schwa replaces the vowel. (E.g., How are you doin'? Bob 'n' Alice are here.) A schwa is an unstressed vowel or vowels in a word. Since it is frequent in English, learners need to be made aware of it. Words that don't convey much content are often unstressed or weakened.

Preteach, go through, and chorus different forms of the following (make sure it is all written on the board so they can refer to it while playing the game later):

- Greetings (e.g., Hi. Hi there. Hey. Long time no see, etc.)
- Enquiring about someone (e.g., How are you? How ya doin'? How's life? How are things? How's it goin'? What's up? What's new?)
- Answers to the enquiry (e.g., Fine thanks. Great. Not bad. Can't complain. Not much, etc.). Explain that we don't answer with "terrible" as this type of response would lead the other person to ask, for example, "Why, what's wrong?" which means you would have to give an explanation and get into a long conversation which you have no time for.
- Asking "Where are you goin'?" (e.g., Where are you off to? Where are ya headin'? Whatcha doin'?)
- Answering "Where are you goin'? (e.g., I'm goin' shopping. I'm offta football practice. I'm headin' to the gym. I'm on my way to see a movie. etc.)
- Responses to this (e.g., Have fun. Don't spend/work too much. Sounds good/like fun. etc.)
- Initiating farewell (e.g., Sorry, I gotta go/gotta run. Sorry, would like to talk but I gotta go. Look, I hafta go, etc.)
- Saying goodbye (OK, see ya (later). Bye. Catch you later. OK, later, etc.)

Give each student the lyrics to *The Call* with the cloze exercise (see cloze lyrics) to see if they can catch the weakened words when they hear the song. A second and perhaps a third play of the song may be necessary. Then, check the missing words with the whole class. At this point, we only want to alert the students to the linking and weakening of words. We are not concentrating on the meaning or content of the song. This song is authentic material illustrating the use of such features.

The Running Into Someone game

This game enables the students to practice these features and short interchanges.

1. Seat all students in a circle facing in, make sure there is enough space between the chairs for them to be able to get in and out, and make sure that there is enough running room on the outside of circle.
2. One person (preferably the teacher) needs to stand outside the circle to demonstrate the activity.
3. The person standing runs around the outside of the circle, taps a person on the shoulder and continues to run in that same direction.
4. The person who was tapped stands up, runs to the outside of the circle, and runs in the opposite direction to the person who tapped them.
5. When the two people meet, they stop and go through a short conversation. An example is given below.

   A: Hey. How ya doin'?

   B: Can't complain.

   A: Where are you headin'?

   B: I'm off to my part-time job.

   A: Don't work too hard.

   B: Sorry, would like to talk but I gotta go.

   A: Ok, see ya. Bye.
6. One of them needs to initiate an end to the conversation at some point. The other person responds with a farewell and they both race to the empty seat.
7. The one left standing runs around to tap another person and the process starts all over again.

Initially, one student will tend to ask all the questions and the other will tend to only give answers. This is all right for the first two pairs as you give students the idea of the game. However, you will want to pause early in the game to let students know that they do not need to take it in turns to ask and answer. In a normal conversation, both people usually ask questions.

Also, let them know that what you have put on the board are examples only. As students gain confidence they will experiment and expand on the examples you have given. This game usually produces a good laugh as they are thinking on their feet (literally and figuratively). The race to be the first one to get to the empty chair helps to decrease their inhibitions. Make sure there is enough running space outside the circle, some students do go for it and quite literally run into each other.

Understanding and Singing the Song

1. Listen to the song again. The students are likely to notice these features more at this point than before.
2. Ask students to underline any words or phrases they don't understand. In groups, they are to ask and help each other with the words and phrases they don't understand. Teacher wanders around and assists if needed.
3. Conduct a class check.
4. Ask them to discuss in their groups what they think the song is about.
5. Ask two or three groups to share with the class, encourage the class to agree or disagree and explain. The teacher clarifies if necessary.
6. Referring again to the linking rule, ask students to go through the lyrics and draw in their arcs following the rule. This visual linking will make it easier for them when they sing the song.
7. Read through the song with the class, noting links and weakened words.
8. Play the song with the class reading the lyrics.
9. Play it again with the class singing along. The number of times you sing this song depends on your students' concentration and interest level.
10. You could follow this activity up with other activities such as writing the story of the song or student presentations about other songs.

The group's details and lyrics, along with a whole lot of other information, can be found at various sites including <www.backstreet.net/index1.html>.

The Call **(Backstreet Boys)**

Girl: Hello?
Hi, it's me, what's up baby?
I'm sorry, listen, I'm _____ be late tonight so don't stay up and wait for me OK?
Girl: Where are you?
Say that again?
Girl: Hello? You're really _____ out.
I think my battery must be low.
Listen, if you can hear me, we're _____ to a place nearby all right?
_____ go! (click)
** Let me tell you the story _____ the call that changed my destiny. Me and my boys went out just to end up in misery. Was about to go home when there she was _____ in front of me.
She said, "Hi.
I got a little place nearby, _____ go?"
I _____ said no, someone's _____ for me, but I called my girl up and said,
CHORUS
Listen baby, I'm sorry
Just _____ tell you don't worry
I will be late, don't stay up and wait for me.
I'll say again,
you're _____ out
my battery is low

Just so you know, we're _____ to a place nearby, _____ go!
Now two years gone, nothings been won.
I can't take it back, what's done is done.
One of her friends found out that she wasn't my only one.
And it eats me from inside
that she's not by my side.
Just because I made that call and lied.
CHORUS—repeat
**
CHORUS—repeat (sound of phone hanging up)

The Call (all the words)
Backstreet Boys
Girl: Hello?
Hi, it's me, what's up baby?
I'm sorry, listen, I'm gonna be late tonight so don't stay up and wait for me OK?
Girl: Where are you?
Say that again?
Girl: Hello? You're really droppin' out.
I think my battery must be low.
Listen, if you can hear me, we're goin' to a place nearby all right?
Gotta go! (click)

** Let me tell you the story 'bout the call that changed my destiny. Me and my boys went out just to end up in misery. Was about to go home when there she was standin' in front of me. She said, "Hi
I got a little place nearby, wanna go?"
I should've said no, someone's waitin' for me,
but I called my girl up and said,
CHORUS
Listen baby, I'm sorry
Just wanna tell you don't worry
I will be late, don't stay up and wait for me.
I'll say again,
you're droppin' out
my battery is low
Just so you know, we're goin' to a place nearby,
Gotta go!
Now two years gone, nothings been won.
I can't take it back, what's done is done.
One of her friends found out that she wasn't my only one
And it eats me from inside
that she's not by my side
Just because I made that call and lied.
CHORUS—repeat
**
CHORUS—repeat (sound of phone hanging up)

Acknowledgement: I would like to thank Theo Steckler for telling me about the game which I have expanded and call "Running Into Someone."

Erratum: The October My Share column should have read: Edited by Erin Burke & Brian Cullen, with guest editor Kent Hill. We apologise for the omission.

Departments

Book Reviews

edited by steven snyder and oda masaki

J-Talk: Conversation Across Cultures. Linda Lee, Yoshida Kensaku, Steve Ziolkowski. New York: Oxford University Press, 2000. pp. 76. ¥2,100. ISBN: 0-19-436166-7. Text + CD.

The intercultural material and activities in *J-Talk* and the 33-track oral CD that comes with it, complimentary 20-page practical training guide that can be ordered, and 104-page teacher book that must be purchased are more than enough to satisfy the average intermediate learner of English and foreign culture. *J-Talk* is organized into 12 six-page units of basic cultural topics—such as names, foods, presents, fashions, dates, dos and don'ts.

Each unit starts with an intriguing picture and section entitled "Exploring the Topic" in which students are generally asked to look at the picture and to answer various kinds of questions. In most chapters, students are directed to also listen to the speakers' voices on the CD as they describe the pictures in varying detail. The voices on the sound track are clear and at an appropriate speed for my first year university non-English majors. As a bonus, the voices are all authentic speakers of English from 30 countries such as France, Egypt, India, and Mexico. An appended world map pinpoints each country and the *Teacher's Book* provides cultural detail. In my classes I sometimes have exchange students from Korea, Thailand, China, and Indonesia. The first chapter of the book explores naming customs in Japan and other countries, making even the simple question "What is your name?" of cross-cultural learning interest because many Indonesians have only one name that is used in both casual and formal situations.

Each unit ends with a two-page section entitled "On Your Own" that includes an English-to-Japanese word list and extra activities such as crossword puzzles. I assign this section as homework and ask students to post me their answers in the letter slot

of my office door or by email prior to the following class. Their answers to the sometimes challenging questions are sometimes very interesting or at times very wrong. For example, one extra activity in the "Cheers" chapter on how to make drinks asks students to compose poetry for a magic recipe such as a potion to pass a test. Some students visited the website for the popular movie *Chocolat* and found recipes on how to mix a cup of hot chocolate with ingredients for falling in love, living forever, and surviving jealousy.

I enjoy teaching international *haiku* and believe it helps my students to remember vocabulary and to experience a practical means of sharing Japanese culture through communication in a way that students from other countries are really interested in and are also studying in their schools abroad. *J-Talk* lends itself to this task because it is designed to provide students with the ability to examine the customs, practices, and values of Japan and to communicate their ideas about similar topics related to other countries. For example, the *J-Talk* word list for dating includes "cell phone," and one student composed the following *haiku* in 17 English syllables about a visiting friend from a big city who thought she had received a phone call from her boyfriend.

Not from my cell phone
in the flooded rice paddies
sound of croaking frogs

A major complaint about *J-Talk* by colleagues who introduced it to English classes at a junior college is that the middle "Across Cultures" section of each chapter varies quite a bit in format. Students at the junior college were reportedly never really comfortable with the text nor were the teachers able to get into a smooth routine. For example, the main tasks in the mid-section of the chapter "Kiss, Bow, or Shake Hands" encourage students to dialog using body language. The chapter on "Prized Possessions" asks students to write descriptions; whereas the major task in "First Dates" is to match written conversations to pictures. Keeping one step ahead of the new activities meant I had to refer to the *Teacher's Book*. The variety kept my students and me from getting bored midway through the 12 chapters. Team presentations during the final week of class are a highlight for most of the students. It takes a lot of time to write a good test, so I go straight away to the section on conversation in the *Teacher's Book* and photocopy tests from there directly for use in the classroom. Pairs of students or groups can use the tests as a review for the final examination I give at the end of term.

A CD is enclosed on the inside back cover of the textbook that is also supported by a *J-Talk Practical Teaching Guide* in Japanese that is free for the asking by writing to the publisher; Oxford University Press, at 2-4-8 Kaname-cho, Toshima-ku, Tokyo 171-0043 or email <elt@oupjapan.co.jp>.

Reviewed by David McMurray
The International University of Kagoshima

People are Funny. Basil Lechatt. Macmillan Language House, 2001. pp. ix + 97. ¥1,800. ISBN: 4-89585-406-XC3082.

People are Funny is a book that claims to examine national characters from a humorous point of view. Each unit offers a text revolving around a particular national group. Some translations of vocabulary, idioms, and cultural tips are offered in Japanese, followed by vocabulary exercises and a comprehension quiz. Having read such a "hilarious" and "original" book by Basil Lechatt, perhaps we could refer to the work of Orwell to illustrate why I, as a teacher, am not a fan of this publication. As far back as the 1940s, Orwell was criticising how people from other countries were often portrayed:

> FRENCHMAN: Wears beard, gesticulates wildly.
> SPANIARD, MEXICAN, etc.: Sinister, treacherous.
> ARAB, AFGHAN, etc.: Sinister, treacherous.
> CHINESE: Sinister, treacherous. Wears pigtail.
> ITALIAN: Excitable. Grinds barrel-organ or carries stiletto.
> SWEDE, DANE, etc.: Kind-hearted, stupid.
> NEGRO: Comic, very faithful (Orwell, G. quoted in Paxman, p. 36)

Nothing seems to have changed. We have entered a new millennium but we still have publications striving for laughs by using extreme prejudice. According to Mr. Asano of Macmillan the aim of *People are Funny* is not to "laugh at" the people, but rather "laugh with the people of these nations." But, who is doing the laughing? Certainly not I. What makes this book an even bigger crime is that this is done in the name of education.

Books of this nature on the surface do not wish to cause offence directly. Unfortunately this particular publication stands out because it reinforces stereotypes by including a comprehension section that requires students to repeat the prejudicial language that they have just read.

These facts stay in the mind of the students and many will not understand the underlying humour that I suspect is of British or American origin. Books such as *The Xenophobe's Guide to the English* and *The English* are works that convey a humorous and critical approach to their subject matter. The difference is that the reader is left with the opportunity to decide which areas are fact and which are simple send-ups. Comprehension questions by their very nature examine the students' understanding of a particular passage. That being the case, what will a student gain

from such a work? Racist stereotypes, that's what. When I put this to a representative of Macmillan Language House, I was informed that: "...it is hoped that the readers are freed from the prejudices that they originally had, and eventually understand more about the people in these nations" (Asano, 2000). Admirable, but I have to question the headlines used for each section. Headlines are what grab people's attention. I will walk away with headlines from the book such as these: "Dumb Blonds Are Not Popular with French Men" (p. 26) and "Non-Chinese Must Be Treated Like Children" (p.42).

This book's intended audience are upper-level Japanese students of English. In my five years of experience teaching in Japan, I can put my hand on my heart and say that many of these students know little of the world outside. A great number of them do not understand the pain and suffering of other nations at the hands of the Japanese Imperialists: Nanjing and actions in Korea to name a few. My point is that it is very easy to take an offence to such a book when this nation does not offer the facts of its past to its young people. I sent the section about the Chinese to one of my Chinese colleagues in China. He was distressed by the contents to say the least.

A book like this can be seen as harmless and a bit of fun but culture is far more complicated than exposing stereotypes reinforced in this case by the childish illustrations used. I have lived in Japan for a number of years and although generally I have been made welcome, I have also been discriminated against. *People are Funny* only adds fuel to those who may never want to understand another culture fully. I feel that as teachers we have a moral responsibility to educate in the ways of other cultures without using obvious and dangerous portraits of those people.

Finally, I would like to ask Mr. Lechatt why he has not included a section on the Japanese themselves. If the target audience can laugh at others, they should begin by laughing at themselves.

David Leeming
Visiting Teacher at Nagoya University of Foreign Studies

References

Asano. (2000). Private email from Macmillan Language House.
Miall, A. & Milstead, D. (1999). *Xenophobe's guide to the English*. London: Oval Books.
Paxman, J. (1999). *The English*. London: Penguin.

Recently Received

compiled by amanda obrien

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of November. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course books

!**Clockwise Elementary** (classbook, teacher's, resource pack, and cassette). Potten, H. & Potten, J. Oxford: Oxford University Press, 2001.

!**Clockwise Pre-intermediate** (classbook, teacher's, resource pack, and cassette). McGowen, B. & Richardson, V. Oxford: Oxford University Press, 2001.

Reading

!**Select Readings** (student book, quizzes & answer key, and cassette). Lee, L. & Gundersen, E. Oxford: Oxford University Press, 2001.

Supplementary Materials

***English Vocabulary Organiser**. Gough, C. Hove: Language Teaching Publications, 2001.

***Internet Surfing: Hawaii. Volker**, C.A. & Hoko, T. Nagoya: Sankeisha Publishing, 2001.

***Strategies for Success: A Practical Guide to Learning English**. Brown, H. D. New York: Pearson Education, 2002.

***Taboos and Issues**. MacAndrew, R. & Martinez, R. Hove: Language Teaching Publications, 2001.

!**Words around Us . . . and Effective Ways to Use Them**. Sheeler, W. D. & Markley, R. W. Ann Arbor: Michigan Press, 2000.

For Teachers

Contact the *JALT Journal* Reviews Editor directly to request the following:

!**English for Primary Teachers** (book and CD). Slattery, M. & Willis, J. Oxford: Oxford University Press, 2001.

!**Understanding Language Structure, Interaction, and Variation. An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists**. Brown, S. & Attardo, S. Ann Arbor: The University of Michigan Press, 2000.

JALT News

edited by amy e. hawley

Unfortunately, last month there was no JALT News Column. We are back this month though and with three very important pieces of information. The first is from the National Elections Committee Chair on the election for the National Director of Records. If you know someone who is interested or if you, yourself, are interested in serving JALT at the National level, this is a great chance to get involved. Next is the announcement from our National Vice-President concerning our Ordinary General Meeting to be held at PAC3 at JALT2001. Be sure to mark it on your calendar because JALT needs EVERYONE'S voice to be heard. Finally, Jerry Halvorsen gives us this year's information regarding the Foreign Buyer's Club support of JALT's FUNdraiser. There are some great ways for both you, the con-

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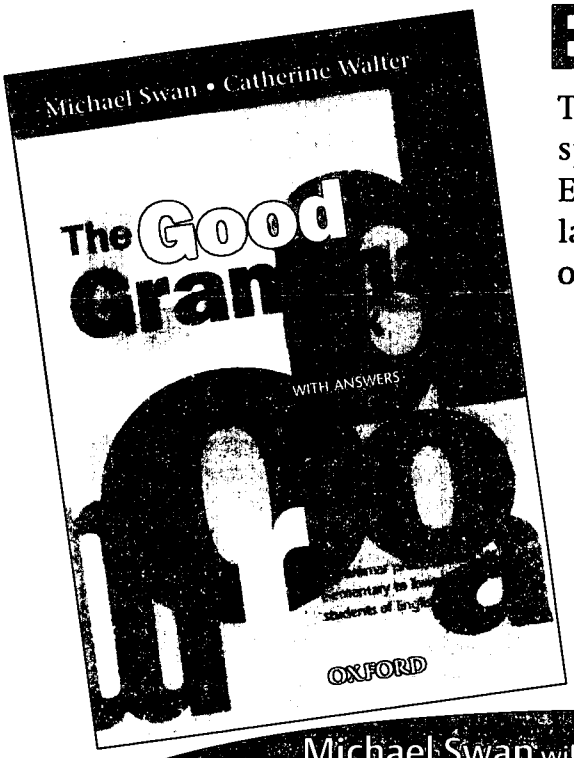
The Good Grammar Book

NEW!

Michael Swan



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Michael Swan will be a Featured Speaker in Kitakyushu, and will also be speaking at the *Oxford-British Council Autumn Forum* in the following cities: Nov. 17: Tokyo Nov. 18: Nagoya Nov. 19: Osaka Nov. 20: Kobe Nov. 21: Fukuoka
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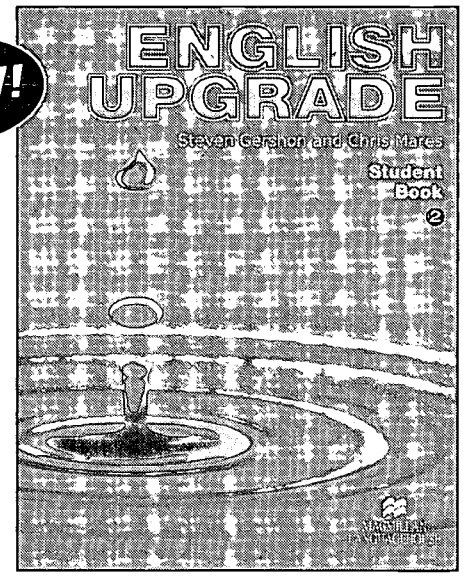
English Upgrade

Steven Gershon and Chris Mares



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sumer, and JALT to benefit from this event.

Please take a look at all of this important information and contribute to JALT wherever you can: be it as a future national officer, as an attendee at this year's OGM, and/or by writing JALT's name on your next FBC order. Have a great month and see you all at PAC3 at JALT2001.

残念な事に、先月はJALT News Columnがありませんでした。今月は、三つのビッグ・ニュースを携えて、戻って参りました。最初のニュースは、書記担当理事選挙に関して選挙管理委員長からです。どなたかお知り合い、若しくは、ご自身が、国レベルでのＪＡＬＴの活動に興味がおありでしたら、願っても無いチャンスです。次のニュースは、JALT 2001のPAC3にて開催される通常総会に関して、副理事からです。カレンダーに印を付けておいて下さいね。ＪＡＬＴは、会員皆様のご意見をお待ちして居ります。最後のニュースは、ＪＡＬＴFUNdraiseのForeign Buyer's Club支援に関して、ジェリー・ハルボスンから本年度の情報です。このイベントには、消費者であるあなたにも、ＪＡＬＴにもお得ないくつかの素晴らしい方法があります。この重要な情報全てに目を通し、ＪＡＬＴに貢献して下さい。将来、執行役員として、本年度通常総会の参加者として、そしてもしくは、次回のFBCの注文に、JALTと記入する事によって。JALT 2001、PAC3にて皆様にお会いして、素晴らしい11月としようではありませんか。

Special Election for the National Director of Records

Because there were no candidates for the position of Director of Records we are still calling for nominations.

The Director of Records will be elected by ballot of the general membership attending the annual conference and approved by the General Meeting. The new deadline for nominations for the Directory of Records, to be elected at the JALT2001 Conference, is Friday, November 9, 2001. Nominations should be made in writing (mail or email) to the NEC Chair. I will update everyone periodically during the nomination period. Information about the candidates and their statements of purpose will be made available to all JALT listservs and to all conference attendees as soon as possible after nominations close. Voting will be conducted at the conference according to the bylaws.

It is unfortunate that this position will not be contested by ballot in the regular election; however, it is absolutely necessary that we fill this position with someone who is dedicated and capable, and holding a special election during the conference allows us more time to search for that person.

Michelle Nagashima, JALT NEC Chair 2001

書記担当理事特別選挙

書記担当理事の立候補者がどなたもいらっしゃらなかった為、現在も、候補者を探して居ります。

書記担当理事は、年次会議に参加したメンバーの投票によって選ばれ、執行役員会によって承認されます。JALT 2001会議で選出される 書記担当理事立候補の締め切りは、2001年11月9日、金曜日となります。立候補される方は、手紙かE メールで、選挙管理委員長まで。皆様には選挙期間中、定期的に情報をお届けします。候補者情報、決意声明に関しては、JALT listservsを御覧戴くか、全ての会議出席者には締め切り後、出来るだけ早い時期にお知らせします。投票は、規約の定めるところにより、会議にて行われる運びとなります。

通常選挙とは異なり、残念ながらこのポストへの投票は、競争形式ではありません。しかし、熱心で有能な方を、私共は絶対に必要として居り、会議期間中に特別な選挙を行う事により、より多くの時間を適任者探しに割り当てられると確信します。

Michelle Nagashima 選挙管理委員長 2001

Ordinary General Meeting Announcement

The November 2001 Ordinary General Meeting

Date: November 24, 2001
Time: 5:30-7:00 p.m.
Place: Kitakyushu International Conference Center in Kokura
Room: Main Hall
Agenda:
Item 1. Approval of elected Directors
Item 2. NEC Election
Item 3. Other important issues concerning the administration of JALT

Ishida Tadashi, JALT National Vice-President

通常総会のお知らせ

2001年11月通常総会

開催日： 2001年11月24日
時間： 5時半から7時半
場所： 北九州国際会議センター小倉
部屋： メイン・ホール
議題 1. 選出されたDirectorsの承認
2. NEC選挙
3. JALT運営に関するその他重要事項

Tadashi Ishida JALT副理事

The Foreign Buyers' Club and JALT Team Up Once Again

You can help raise money for our JALT Asian Scholar this year in three ways through ordering from the Foreign Buyers' Club! Be sure to stop by the FBC Booth at the conference and pick up your catalogs and free snacks!

1. Our fall FUNdraiser will take place from November 19-30. If you order from any of FBC's three catalogs (General Store, Corner Store, and Deli), or on the <fbcusa.com> website, JALT will receive 5% of all subtotals that have "JALT" written in the box for approved school and group orders. Just order any of the more than 40,000 items available. Many of these items may be purchased as singles as well as by the case. Why not invite your friends and neighbors to order also? FBC orders may be placed in English or Japanese.
2. Anyone who becomes either a new member or renews their membership can have one half of

the membership fee sent back to JALT. Again remember to write "JALT" in the box for approved school or group orders when you add the membership fee to your order.

3. Last of all, anytime throughout the year, anyone who orders from FBC and writes "JALT" in the box for approved school or group orders, can have 2% of the order's subtotal sent to JALT. This is anytime between now and next September, so please remember to add "JALT" to every order you make this year. For more information, assistance in ordering, or just questions contact <mail@fbcusa.com> or Jerry Halvorsen at 011-385-8500 or <jerryhal@voicenet.co.jp> in English or Japanese.

Jerry Halvorsen,
National Financial Sales Committee Chair

Foreign Buyer's ClubとJALT Team-up Once Again

本年、Foreign Buyer's Clubから注文する事によって、JALT Asian Scholarの学資に関し、3つの方法で協力できます。会議期間中FBCブースに立ち寄って、カタログと無料のスナックを持っていって下さいね。

1．秋のFUNdraiserは11月19日から30日までです。FBCの3つのカタログ（General Storeと、Corner Storeと、Deli）からか、fbcusa.comのウェブページから注文して下さい。承認された学校やグループにより、'JALT'と箱の中に書かれた注文の小計から、それぞれ5%をJALTは受領できます。40，000点以上ある品々の中から、何でも注文して下さいね。多くの品は、セットのみならず、単品でも購入出来ます。お友達やご近所の方もいかがですか？英語でも日本語でも注文O．K．です。

2．新しく会員になられた方や更新された方ならどなたでも、会費の半分をJALTに学資援助として、送付する事ができます。ご注文時、会費も送付される方は、承認された学校やグループからの注文として、箱の中にJALTと記入するのを忘れないで下さい。

3．最後に。FBCへの注文で、承認された学校やグループからの注文として箱の中に'JALT'と書かれている場合、通年、どなたからでも、小計の2%は、JALTに送付される事になっています。

現在から、来年の9月まではいつでもそうなっておりますので、全ての注文に'JALT'と記入するのを忘れないで下さいね。ご注文に関する情報、サポート、ご質問は、mail@fbcusa.comまで。または、ジェリー・ハルボスン、011－385－8500、または、jerryhal@voicenet.co.jpまで、英語か日本語でお願いします。

Jerry Halvorsen. National Financial Sales Committee Chair
（抄訳　稲森美穂子）

Thanks to Kannita Vanikietti of ThaiTESOL, and Scott Berlin formerly with KoreaTESOL for their foresight and courage to co-found PAC and support the 1994 JALT Executive Board selection of Kitakyushu, Japan as the preferred site for the third Pan-Asian Conference.

Special Interest Group News

edited by coleman south

This month sees the PAC 3 at JALT2001 conference in Kyushu, and most SIGs will be sponsoring various events, presentations, etc. If you attend the conference and if you're interested in finding out more about any of them, please check them during the conference.

Bilingualism—The Bilingualism SIG's two new publications—the monograph *Educational Options for Multicultural Children Living in Japan* and Vol. 7 of *The Japan Journal of Multilingualism and Multiculturalism*—will be on sale at our information table at JALT2001 along with our other monographs and back issues of the journal.

CALL—Big changes are proposed for JALTCALL: Be apart of the future and have your say. Come to the JALTCALL AGM (annual general meeting) on Sunday, November 25th at 1:00 p.m. in the International Conference Room at JALT2001. Also the CALL SIG will be explaining the proposed changes in "The Changing Face of JALTCALL" on Saturday the 24th at 5:00 p.m. Members and nonmembers are all welcome. For more information contact Richard Gitsaki-Taylor, <taylorx4@sc.starcat.ne.jp>.

Testing and Evaluation—There is an ongoing call for papers for the May 11-12, 2002 Conference on "Language Testing in Asia in the 21st Century" being sponsored by the JALT Testing & Evaluation SIG. A special keynote speech by J. D. Brown of the University of Hawaii, one colloquium on institutional testing, and 14 other presentations will be featured at that conference. For further information, visit <www.jalt.org/test/conference.htm>.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Computer-Assisted Language Learning—Richard Gitsaki-Taylor; t: 052-872- 5815(w); t/f: 052-704-1017(h); <taylorx@sc.starcat.ne.jp>

Foreign Language Literacy—David Dycus; t/f: 0568-85-2560; <dcdycus@japan-net.ne.jp>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-

9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/>; Jane Nakagawa; <janenakagawa@yahoo.com>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Help with Employment and Labor Policies—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—Robert "Bob" Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicholl/>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

Pragmatics—Yamashita Sayoko; t/f: 03-5-5283-5861 <yama@tmd.ac.jp>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>

Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>

Testing and Evaluation—Tim Newfields; t/f: 052-861-2465 (h); <testsig@jalt.org>; website: <www.jalt.org/test/>

Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); 0722-65-7005(f); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Forming SIGs

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Crossing Cultures—Robert Long; t/f: 093-884-3447; <long@dhs.kyutech.ac.jp>; Warwick Francis; t: 045-960-3323; f: 045-961-2542; <warwick@japan.email.ne.jp>

Thanks to Madeline Du Vivier of IATEFL for her constant support of PAC since 1994, and thanks to Susan Barduhn and George Pickering of IATEFL who encouraged the participation of main plenary speaker Adrian Underhill at PAC3.

Chapter Reports

edited by richard blight

This month we feature a report on the Mini-Conference on Lifelong Learning: From K3 and Beyond. The conference was held in Nagoya and jointly sponsored by several JALT chapters (Nagoya, Gifu, Toyohashi) and Special Interest Groups (College & University Educators, Teaching Children, Junior & Senior High School).

Nagoya: July—1) ***Creative Curriculum for Children in Public Schools*** by Yamaoka Tamiko. Yamaoka's approach to teaching children is based on NHK's *Eigorian* method, which emphasises the communicative aspects of language, relies on comprehensive input (rather than Japanese explanation), and utilizes characters from a variety of ethnic backgrounds in course videos. The method can be used with children as young as three and each 15-minute video provides enough material for six lessons. Yamaoka demonstrated some of the activities she has used in her classes. In learning to follow directions, for example, the children initially learn by moving around the classroom according to the teacher's instructions and then go on to an activity in which they close their eyes and follow their classmates' directions in order to find stuffed toys which have been placed around the room. These activities are reinforced by getting the children to show where they and their friends live by placing stickers on maps of the surrounding area. Yamaoka stressed the importance of using visual aids to help the children's comprehension, to provide an element of fun, and to add relevance.

2) ***Immersion Education: the Goals and Successes of Katoh Gakuen's Innovative Program*** by Michelle Nagashima. Children joining Katoh Gakuen's elementary school can choose between a regular program and the school's English immersion program. In the immersion program, all subjects in Grades 1-3 with the exception of *kokugo* are taught exclusively in English, and in Grades 4-6 English, P.E., math, science, and computer studies are taught in English. In most Japanese schools, English is taught as an isolated subject, but by making English the main medium of instruction, Katoh Gakuen has managed to combine language teaching and content, thus giving students a rich context in which to develop their English language skills. Most students develop high levels of English competence. For those concerned that such a program might have a negative effect on children's Japanese competence, Nagashima pointed out that the courses taught through English are identical in content to those stipulated by the Ministry of Education and that students take the same tests as their counterparts in other schools. Although subjects

taught in English are never retaught in Japanese, Japanese language support is available through the *kokugo* class. Rather than falling behind in their Japanese studies, evidence suggests that Katoh Gakuen students in the immersion program have a tendency to outperform students in the regular program in both English and Japanese.

3) ***Panel Discussion.*** The presenters were joined by teachers representing English education in universities, junior and senior high schools, and industry. The discussion centred on the implications of the Education Ministry's recent guidelines on international education in elementary schools. While the changes are to be welcomed, the panel felt there was a need for more input from elementary school teachers (not just university academics) and for more workshops and in-service training programs to ensure that teachers are able to implement the guidelines. At the university level, it was felt that English courses were often too general and did not address the professional needs of non-English majors. Closer cooperation between English faculties and university departments might help to offset this problem by giving students a richer context in which to appreciate the relevance of their language studies and to develop their language skills.

Reported by Bob Jones

Chapter Meetings

edited by tom merner

Shizuoka—This chapter meeting will be used to discuss the upcoming conference in Kitakyushu and for the election of next year's chapter officers. We will also be asking some of the chapter's members who will be presenting in Kitakyushu to practice their presentations for us this day. *Sunday November 18, 13:30-16:30; Shizuoka Kyoiku Kaikan (next to Mr. Donuts, across from Shin-Shizuoka station).*

Toyohashi—***How to Improve Strategic Interaction*** by Miura Takashi, School of Education, Shizuoka University. Strategic Interaction is a conversational teaching method created by Di Pietro in 1987. It is a dramatic method aimed at training strategic competence under unrehearsed, unpredictable circumstances, generating plenty of authentic target language use in the classroom. *Sunday November 11, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus.*

Yamagata—***Denver and Colorado in Every Possible Term*** by Alissa Clein, Yamagata Prefectural Board of Education. The presenter will talk about the above mentioned topic ranging from history, industry, economy, politics, culture, and education to language. *Sunday November 11, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Iwate—***Mini Conference & Book Fair.*** The 2001 Iwate JALT Conference and Book Fair is a perfect opportunity for ESL teachers, ALTs, and anyone interested in English to check up on the latest English books and teaching materials while hearing some of the best speakers on English education the country has to offer. Don't miss it!! Nakata Ritsuko, author of the popular *Let's Go!* series, will discuss teaching English to children (the presentation will be in Japanese). Ms. Mary Lee Field will talk about encouraging and developing reading skills. These presenters are sponsored by Oxford University Press and Cambridge University Press respectively, two of the many publishers and booksellers who will be present at the book fair. Other relevant presentations will be held throughout the day. *Sunday December 2, 10:00-16:00; Iwate Kyouikukaikan (across from Iwate Park); free for all.*

Four Corners Tour 2001

The Four Corners Tours are opportunities for JALT National Conference speakers to visit local JALT chapters throughout the country.

RAUL C. LABORTE (Emilio Ramos National High School, Davao City, the Philippines)

Measuring School Achievement as Part of the Development of the Educational System of the Philippines in the 21st Century

Raul C. Laborte is the Asian Scholar for the Four Corners Tour 2001. He will share his experiences teaching English at a high school in the Philippines. His students range from 12 to 16. The motivation to learn English is to improve one's chances of gaining employment. Sponsorship assistance for the Asian Scholar Tour is provided by Tuttle Publishing, LIOJ, and the Foreign Buyers' Club.

Nagasaki—Friday November 16, 18:30-20:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.

Kagoshima—Saturday November 17, 17:00-19:00; Iris Kyuden Plaza (I'm Building); one-day members 800 yen.

Miyazaki—Sunday November 18, 18:00-20:00; Miyazaki International University Room 2-301; one-day members 500 yen.

Kumamoto—Tuesday November 20, 18:00-21:00; Kumamoto City International Center (Kumamoto Kokusai Koryu Kaikan); one-day members fee TBA.

Hiroshima—Wednesday November 21, 18:30-19:30; International Conference Center 3F, Semi-

nar Room #3, Hiroshima Peace Memorial Park; one-day members 500 yen.

➲ ANNE BURNS (Macquarie University, Australia)

Teaching Speaking

The presenter will conduct a workshop which considers some of the implications of a discourse perspective for teaching. Discussions will include tools of discourse analysis that can be used by teachers, samples of natural data for analysis, and suggested tasks that can be adapted for language teaching.

Chiba—Saturday November 17, 14:00-16:30; Josai International University, Togane-shi, Chiba-ken; free for all.

Gunma—Sunday November 18; time, venue, fees TBA.

Nagoya—Monday November 19, 18:00-21:00; Aichi Prefecture Chusho Kigyo Center; Rm. 1; one-day members 1000 yen.

Kumamoto—See entry for Laborte in Kumamoto above.

➲ TESSA WOODWARD (Hilderstone College, Kent, England)

1. Lesson Planning by Threads

Hiroshima—Tuesday November 20, 18:30-19:30; International Conference Center, Peace Park (next to the Memorial Museum). Dinner to follow for those interested at Mario's Italian Restaurant; one-day members 500 yen.

2. Stimulus-Based Teaching

This is a generative framework which can be applied to any learning/teaching stimulus be it a verb list, a potato, a course book, or a photo and which saves planning time and gets the most out of any material. In this workshop the presenter will explain and show the five categories contained in the approach and participants will have a chance to try out the framework and discuss its advantages and disadvantages.

Tokyo—Saturday November 17; time, venue, fees TBA.

Niigata—Sunday November 18, 14:00-16:00; Southern Illinois University in Nakajo. We will be taking Ms. Woodward out for lunch before the presentation and welcome all who wish to join. We'll meet at SIU at 11:45.

Okayama—Monday November 19; time, venue, fees TBA.

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com; website <hamamatsujalt.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal.yasuda-u.ac.jp/student/jalthiroshima.html>.

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <iwatejalt@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Hirayanagi Yukio; t/f: 078-794-0401; hirayanagi@aol.com; website <asia.geocities.com/wm_hogue/kobejalt>

Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <dkchris@shokei-gakuen.ac.jp>; website <www.kyushu.com/jalt/kumamoto.html>

Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>

Matsuyama—Richard Blight; t/f: 089-927-8341; <rblight@eec.ehime-u.ac.jp>; website <MatsuyamaJALT.50megs.com/>

Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website

<www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <aab28032@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Phil Julien; t/f: 0492-31-9896; <phjulien@pg7.so-net.ne.jp>; website <jalt.org/chapters/omiya/index.htm>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

conference calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus November 15th is the deadline for a February conference in Japan or a March conference overseas, especially for a conference early in the month. The editor apologizes for problems or inconveniences caused by her not being able to submit data for two recent columns.

Upcoming Conferences

November 12-14, 2001—***2001 Online Conference on Teaching Online in Higher Education: Synthesizing Online Teaching Strategies***, a fully online conference sponsored by Indiana University-Purdue University Fort Wayne (IPFW). Online technology and its applications have reached the point of being used to do new things in new ways rather than just the same old things in new ways. This conference focuses on evaluating past uses and on discerning new potentials, especially in the areas of instructional design, online interaction with students, faculty development for teaching online, assessment of various aspects, and online student services and support. Participants will have two weeks to peruse online papers, followed by three days of online, real-time conversations with authors and with fellow participants. See the conference website at <www.ipfw.edu/as/2001tohe/> for information and registration options, or contact the conference organizer, Deb Sewards (Ms), at <sewards@ipfw.edu> or at the School of Arts and Sciences, IPFW, 2101 East Coliseum Blvd., Fort Wayne, IN 46805, U.S.A.; t: 1-219-481-6654.

November 16-18, 2001—***ELT in Taiwan: Retrospect and Prospect —The Tenth International Symposium and Book Fair on English Teaching***, at the Chien Tan Youth Activity Center, Taipei, Taiwan. Looking back for what should be retained and looking forward to new options in the future, conference participants are invited especially to consider classroom methods and practices; teacher training; materials, technology, and multimedia; literature; research; and English for Specific Purposes. Considerable detail, including lodging information, at <http://helios.fl.nthu.edu.tw/~ETA/callforpaper.htm>. Otherwise, contact Yiu-nam Leung at <ynleung@mx.nthu.edu.tw> or via the Dept. of Foreign Languages, National Tsing Hua University, Hsinchu 30043, Taiwan ROC; f: 886-3-5718977.

November 22-25, 2001—***PAC3 / JALT2001: A Language Odyssey***, a mega-conference and materials exhibition bringing together JALT and its partners—ThaiTESOL, KoreaTESOL, the English Teachers Association-Republic of China (ETA-ROC) and the Far Eastern English Language Teachers' Association (FEELTA)—at the Kitakyushu International Conference Center in Kokura, Japan. For detailed information, explore the conference website at <http://jalt.org/jalt2001/>, and also see articles in this and previous issues of *The Language Teacher*. Otherwise, contact David McMurray; Japan Asso-

ciation for Language Teaching, Urban Edge Building, 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 81-3-3837-1630; f: 81-3-3837-1631; <jalt@gol.com>.

December 13-15, 2001—***ILEC 2001: Reflecting on Language in Education***, at the Hong Kong Institute of Education, Hong Kong. This year the conference papers, workshops, colloquia, practicals, and poster sessions will address ILEC's especially wide range of academic and practical concerns. A few of the plenary speakers are Andrew Cohen, Director of CARLA at the University of Minnesota and Secretary General of AILA; Marion Williams, teacher educator for thirty years worldwide and now at the University of Exeter; Lu Jianming, Director of the Center for Chinese Linguistics at Peking University; and Ho San Pen of Taitung Teachers' College. The deadline for registration is November 30, 2001; forms can be downloaded from the website. For further information, look at the website at <www.ied.edu.hk/ilec2001>, send email to <ilec@cle.ied.edu.hk> or contact: Seamus Kung (Ms); The Secretariat, ILEC 2001, c/o Centre for Language in Education, The Hong Kong Institute of Education,10 Lo Ping Road, Tai Po, New Territories, Hong Kong; t: 852-2948-8043/2948-8044; f: 852-2948-8042.

Calls for Papers/Posters

(In order of deadlines)

November 14, 2001 (for March 20-22, 2002)—***TESOL Arabia 8th Annual International Conference 2002: Critical Reflection and Practice***, at the Abu Dhabi Hilton Hotel, Abu Dhabi, United Arab Emirates. In addition to the 150-presentation academic program, the conference will feature an educational materials exhibition and sale, institutional visit options, a job fair with on-site interviews, and a social programme. Invited speakers include Keith Richards, Bonny Norton, Robert Phillipson, Stephen Gaies, Suresh Canagarajah, Graham Crookes, Adrian Holliday, Tove Skutnabb-Kangas, and Barbara Sinclair. Proposals are welcome for a truly wide range of topics. Registration by December 12th affords you a deep cut in fees. The conference website at <http://tesolarabiaconference.org> is unusually rich in information, including a proposal topic list. Otherwise, email Les Kirkham at <leslie.kirkham@hct.ac.ae> or Sandra Oddy at <registration@tesolarabia.org>. Sandra Oddy can also be found via: Al Ain Women's College, PO Box 17258, Al Ain, United Arab Emirates; f: 971-(0)3-7622920.

See specific deadline dates below (for May 11-12, 2002)—***JALT Pan-SIG Conference 2002***, to be held at the Kyoto Institute of Technology, Matsugasaki, Sakyo-ku, Kyoto, brings together three JALT SIG conferences together. Organized as three individual mini-conferences around a common core, each of the three has its own description below.

January 15, 2002 (Round Two)—***Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education***. Proposals for papers, posters, and colloquia regarding any aspect of research in bilingual language acquisition, particularly in Asian and Pacific languages are invited. For complete submission data and current time slot availability, see the BILDF website at <res.ipc.kit.ac.jp/~pwanner/> or contact Peter Wanner; Kyoto Institute of Technology, Goshonokaido, Matsugasaki, Sakyo-ku, Kyoto 606-8585, Japan; t: 81-75-724-7266; f: 81-75-724-7580; <pwanner@ipc.kit.ac.jp>

January 25, 2002—***CUE (College and University Educators Special Interest Group) 2002: Curriculum Innovation***. Proposals are requested which examine curriculum changes being implemented in Japan and neighboring countries, how they are being implemented, what issues arise from their implementation, and how the results of these changes are being evaluated. Proposals are also welcome for practical, hands-on workshops to help participants conceive, plan, and implement their own curricular innovations. For a complete statement of desired areas, submission procedures, etc., see the CUE 2002 website at <wild-e.org/cue/conferences>. For other information or clarification, contact Eamon McCafferty, CUE Conference Co-chair; Green Hill Mukougaoka #301, 5-4-6 Masugata, Tama-ku, Kawasaki-shi, Kanagawa 214-0032, Japan; <eamon@gol.com>.

[proposal deadline already past —sorry!]—*Testing and Evaluating SIG Conference 2002: Language Testing in Asia in the 21st Century*. The JALT Testing and Evaluation (TE) SIG strand of JALT Pan-SIG Conference 2002 will feature fourteen 45-minute presentations, one special keynote speech by J. D. Brown of the University of Hawaii, one 90-minute colloquium, and assorted poster sessions. For more information, go to the website at <jalt.org/test/conference.htm> or contact Yvonne Annable; Shumei Eiko High School, 1012 Oaza, Ueno, Ageo-shi, Saitama-ken 362-0062, Japan; <ble@hotmail.com>

Reminders—Upcoming Conferences

December 1-2, 2001—2nd IALIC (International Association of Languages and Intercultural Communication) Annual International Conference—Living in Translated Worlds: Languages

ERIC

and Intercultural Communication, at Leeds Metropolitan University, UK. "The globalization of culture means that we all live in 'translated' worlds." Papers, workshops, panels, and posters at this year's IALIC conference will explore "translation" in its broadest sense as an intercultural concept and as a metaphor for dealing with the behavioral and experiential dimensions of living in worlds which are different from our own and variously represented to our consciousness, then seek to draw out practical applications to the language-learning process. A very full discussion of aims and contexts is available at <www.cf.ac.uk/encap/sections/lac/ialic/conference/background.html>. Contact: Joy Kelly, Conference Administrator; Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds, LS6 3QS, England; t: 44-113-2837440; f: 44-113-2745966; <j.kelly@lmu.ac.uk>.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Aichi-Ken—Bianchi International Services is seeking fulltime native English teachers for postings in public elementary and junior high schools in the Nagoya and Inuyama city areas. **Qualifications**: university degree + RSA CELTA or equivalent (MA TESOL preferred); minimum one year teaching experience (Japanese public school experience a plus); communicative Japanese skills; driver's license is a plus. **Duties**: teaching and developing curriculum and materials for our elementary or junior high school programs. **Salary and Benefits**: 260,000—290,000 yen/month. Company accommodations include full payment of key & gift money, 1/2 rent subsidy of up to 35,000 yen/month, 1/2 health insurance payment of up to 15,000 yen/month, transportation arranged and compensated as appropriate, paid holidays, and approximately six weeks paid vacation (summer, winter, and spring breaks). One-year renewable contracts begin in April 2002. **Application Materials**: Send resume and cover letter. **Contact**: Keiko or Anthony at Bianchi International Services, #103 Maison Yamamoto, 172 Higashi-Koken, Inuyama City 484-0083; <bianchi@topaz.ocn.ne.jp>.

Ehime-ken—Ehime University in Matsuyama is seeking English instructors for nonpermanent, entry-level posts of one-year duration (with an additional one-year renewal possible) at their English Education Center. **Qualifications**: TEFL certification, native proficiency in English, some teaching experience preferred. **Duties**: Fulltime work teaching communicative English to freshman and sophomore students up to 10-12 classes per week. Classes taught may include short intensive courses at the beginning of summer and/or spring vacations. **Salary and Benefits**: Salary amounts to approximately 250,000 yen/month. Note: Salary is based on the National University part-time pay scale per hour. No salary will be paid during vacations when no classes are taught. **Application Materials**: Resume, passport-size photo, and cover letter. **Deadline**: November 30, 2001. **Contact**: Patricia Lyons, English Education Center, Ehime University, 3-Bunkyo-cho, Matsuyama, Ehime, Japan 790-8577; t: 089-927-8342; f: 089-927-8340; <lyons@agr.ehime-u.ac.jp>.

Ehime-ken—Ehime University in Matsuyama is seeking an English instructor for a faculty position at their English Education Center. In accordance with regulations for foreign staff, this position is on a three-year basis with the contract subject to ongoing renewal at the end of each three-year term; **Qualifications**: MA in TEFL/Applied Linguistics or related fields, native proficiency in English, and teaching experience at the post-secondary level. **Duties**: Fulltime position teaching communicative English to freshman and sophomore students, assistance with testing, and curriculum planning and development. **Salary and Benefits**: Salary commensurate with qualifications and experience, in accordance with regulations and standards established for National Universities in Japan; benefits include yearly bonuses, research funds, transportation allowance, and subsidies for accommodation. **Application Materials**: Resume (with birth date), passport-size photo, cover letter, and a 300-500 word essay outlining the applicant's philosophy and approach to communicative language teaching. **Deadline**: November 30, 2001. **Contact**: Professor Roger Davies, Department of English, Faculty of Education, Ehime University, 3-Bunkyo-cho, Matsuyama, Ehime, Japan 790-8577; t/f: 089-927-9509, 089-927-8340; <davies@ed.ehime-u.ac.jp>.

Himeji-shi, Hyogo-ken—The English Department of Himeji Dokkyo University is seeking two fulltime EFL teachers beginning April 1, 2002. **Qualifications**: MA in TESOL, applied linguistics,

or a related field preferred and/or two years ALT experience or university/college teaching experience in Japan. Two publications are also desirable. **Duties**: teach ten 80-minute classes per week to students of foreign language, econo informatics, or law departments, plus approximately 10 hours per week for class preparations, office hours, and student consultation. Special two- or three-week between-term course duties may also be required. **Salary and Benefits**: Instructor rank pay scale of 4,500,000 yen for a one-year contract, plus 165,000 yen research allowance, 60,000 yen for conference travel, and commuting allowance according to university regulations. Contract renewable upon mutual agreement for two additional years. Medical insurance is subsidized. **Application Materials**: Cover letter plus resume/CV; a recent photograph; 1-2 page statement of views on teaching and career objectives; two letters of recommendation; copy of university degree(s). Interview to be scheduled for short-list applicants. **Contact**: Chair, English Department, Foreign Language Faculty, Himeji Dokkyo University; 7-2-1 Kamiohno, Himeji, Hyogo 670-8524. For further information contact J. E. Strain at 0792-23-1973 or <strain@himeji-du.ac.jp>.

Nishinomiya, Hyogo-ken—The Language Center, Kwansei Gakuin University. **Position**: Instructor of English as a Foreign Language Fulltime/Part-time: Fulltime, one-year contract (renewable for up to four years total by mutual agreement). **Qualifications**: MA in Applied Linguistics; TESOL or related field and relevant teaching experience. **Duties**: Teach maximum of ten 90-minute classes per week each term, with other duties limited to no more than 10 hours per week and special between-term courses with duty hours being no more than 15 hours per week. **Salary and Benefits**: approx. 5,200,000 yen/year; research allowance; subsidized furnished housing. **Application Materials**: resume/CV; at least two letters of recommendation; a copy of applicant's diploma(s); a written statement of applicant's views on teaching and career objectives (one-two pages); a 5-10 minute videotaped segment of applicant's actual teaching. **Other Requirement**: Interview to be arranged. **Deadline**: January 10, 2002 **Contact**: The Associate Director, Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131, f: 0798-51-0907; <massy@kwansei.ac.jp>.

Otsu, Shiga-ken—Shiga University is seeking a part-time lecturer from April 2002. **Qualifications**: native speaker with language related Master's and experience preferred, publications and basic Japanese speaking skills a plus. **Duties**: teach two 90-minute oral English classes first and second periods on Mondays and/or Fridays. **Salary**: 7,400 to 11,600 yen per 90-minute class depending on degree and experience plus transportation. **Application Materials**: Send a resume in Japanese and in English which includes a list of any publications, two letters of recommendation from people who can be contacted by phone or email, and copies of any recent relevant publications. **Deadline**: December 19. **Contact**: <mwolf@sue.shiga-u.acjp>. Send application materials to: Michael Wolf, English Department, Shiga University, 2-5-1 Hiratsu, Otsu, Shiga 525-0826. Applications will not be returned.

United Arab Emirates—United Arab Emirates University has EFL openings February 2002/August 2002. **Position**: The University General Requirements Unit offers a one-year preparatory program for all students entering the United Arab Emirates (UAE) University. The EFL program offers excellent opportunities for qualified EFL teachers who wish to be involved in an innovative teaching program with challenging professional development opportunities. **Qualifications**: EFL Instructor: MA in hand in TESL/TEFL, applied linguistics, or a related degree; three years of teaching experience. **Salary and Benefits**: Competitive salaries based on experience and qualifications are free of UAE taxes. Housing is provided, along with generous furniture and utilities allowance, an educational allowance for children, a shipping allowance, health insurance, annual airline tickets to the country of permanent residence, and an end-of-service gratuity. **Contact**: Send a letter of application, including the date of availability, current telephone/fax numbers and email address, and a detailed resume with reference names and email contact to The Director, University General Requirements Unit, PO Box 17172, Al-Ain, United Arab Emirates; f: 9713-7658443; <G.Freeman@uaeu.ac.ae>. For more information visit our website at <www.ugru.uaeu.ac.ae/>. We will be recruiting at JALT2001.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writ-

ing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to—Aoyama Gakuin Women's Junior College is seeking a special part-time teacher to join a staff of 12 foreign teachers in the college's English Language Program starting April 1, 2002. **Application Deadline**: December 7, 2001. **Qualifications**: MA in TESOL or a closely related field; native-speaker competency; basic computer skills; experience in writing classroom materials and tests; ability to keep pace with established schedules of classroom activities; resident of Japan; college teaching experience in Japan; Japanese ability sufficient to communicate with administrative staff. **Duties**: teach eight 85-minute coordinated classes (listening, speaking, reading and writing) over a four-day workweek; attend weekly staff meetings; participate in team-teaching, curriculum development, course design, and course coordination. **Salary**: depends on qualifications and experience; one-year renewable contract based on performance. **Application Materials**: cover letter; resume with a recent passport-size photograph; visa status, length, and expiration date; copies of university and graduate school diplomas and transcripts; names, addresses and phone numbers of two references, preferably recent supervisors; list of publications and presentations; samples of original classroom materials and tests. Application materials will not be returned. Short-listed candidates will be contacted for interviews. No phone calls, faxes, or email, please. **Contact**: John Boylan, Coordinator, English Language Program, Aoyama Gakuin Women's Junior College, 4-4-25 Shibuya, Tokyo 150-8366.

Tokyo-to—The Department of English and American Literature at Seikei University invites applications for a permanent position (*sennin*) of lecturer or associate professor starting April 1, 2002. **Duties**: teach English education or communication-related seminars and lectures; teach English courses in cultural studies (including literature, film studies, contemporary history, etc.) of America, the United Kingdom, or English-speaking communities, and basic English skills classes. **Qualifications**: Doctoral degree or equivalent is preferred; experience teaching at university or equivalent institutions; proficiency in Japanese; availability to be interviewed in Tokyo during October/November 2001. **Salary**: Salary scale and promotion rules for permanent Japanese teaching staff will apply. **Contact**: Professor Kawachino Saburo, Chair Department of English and American Literature, Seikei University, 3-3-1 Kichijoji-Kitamachi, Tokyo 180-8633; f: 0422-37-3875. No telephone inquiries can be answered.

Tokyo-to, Tama-shi—Tama University is seeking a part-time teacher to teach ESP courses that meet twice a week. **Qualifications**: Applicant must be residing in Japan; MA in TEFEL, TESOL or related field; two years teaching experience in Japan. **Duties**: Teach ESP courses that meet twice a week. **Salary**: Comparable to other universities in Tokyo area. **Application Materials**: cover letter; CV; list of publications. **Deadline**: November 30. **Contact**: Imaizumi Tadashi or Nakamura Sonoko at Tama University, 4-1-1 Hijirigaoka, Tama-shi, Tokyo 206-0022; <esp@oak.timis.ac.jp>.

Tsukuba City, Ibaraki-ken—Meikei Junior High/High School is looking for a part-time native-speaker English teacher to start work in April 2002. **Qualifications**: BA or BSc with some EFL experience; basic Japanese language ability preferable. **Duties**: teach 10 to 18, 45-minute classes/week; help with department events such as English plays, speech contests, etc. **Salary and Benefits**: Salary is competitive and based on experience; a twice yearly bonus; a contract renewable on a yearly basis subject to performance. **Application Materials**: CV/resume; a photo; two references; a copy of degree/diploma. **Deadline**: ongoing until filled. **Contact**: Okubo Masahiko; Meikei High School, 1-1 Inarimae, Tsukuba-shi 305-0061; t: 0298-51-6611; f: 0298-51-5455; <okubo@meikei.ac.jp>. **Other information**: There is a compulsory interview; only applicants considered suitable for the position will be interviewed.

Bulletin Board

edited by timothy gutierrez

*Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.*

Call for Participation in Pan-Asian Vibrant Debate—You are welcome to join in a debate at the Pan-Asian Conference with the main speakers who will try to tackle key issues and questions facing our teaching profession in Asia. PAC is designed to elicit questions and to seek answers from participants. For example, at PAC1 held in Bangkok in 1997, Marc Helgesen asked the audience, "Are we moving toward an Asian methodology?" and "What is the usefulness, necessity, and possibility

of an Asian model?" After the conference, participants began investigating these questions and some researchers formed collaborative study teams. These questions proved to be an important line of inquiry. Dr. Yoshida Kensaku of Sophia University (who was a main speaker at PAC2 held in Korea in 1999) presented a Japanese model of language learning during his TESOL 2001 plenary speech. Two more key questions to be posed at PAC3 include: "Should foreign languages be taught in elementary schools?" and "Is value added by learning and researching collaboratively?" More questions are needed to add to the vibrant debate scheduled from 3 to 4 p.m. Sunday, November 25 in Kokura, and you are invited to send your ideas to David McMurray, the PAC3 at JALT2001 Program Chair, by email at <mcmurray@int.iuk.ac.jp>.

Forming Pronunciation Special Interest Group—A call for members and first events. We invite everyone interested in various aspects of pronunciation teaching to join the forming Pronsig (by emailing to <makarova.veronika@aist.go.jp> or writing to Veronika Makarova, Namiki 3-663, Tsukuba, Ibaraki). We also announce the first events organized by the Pronsig: 1) Colloquium with the participation of world-famous pronunciation teaching experts A. Underhill and B. Bradford to be held at JALT2001/PAC 3 in Kokura. 2) Pre-conference lectures on teaching/learning English pronunciation by Barbara Bradford held on: Sunday, Nov. 18, 15:00-17:00, at Tokyo Maruzen, 2nd Building; Monday Nov. 19, 17:15-19:15, at Ibaraki Christian University (five-minute walk from JR Oomika station); Tuesday, Nov. 20, 17:00-19:00, at Tsukuba University (bus from JR Arakawaoki station, or a bus to Tsukuba Center from Tokyo Station. Change on a local bus to Tsukuba University at Tsukuba Center); and Thursday, Nov. 22, 18:30-20:30, in Kyoto (exact place to be announced later). For further details about the lectures, please contact V. Makarova, as above.

MA TESOL Project—The Australia-Japan Foundation has launched an ambitious MA TESOL project in Japan. The new degree course, specifically designed for English language teachers in Japanese Junior and Senior High Schools, has been under development for more than two years. The course is the first offshore course available that focuses on the classroom needs of teachers in the Japanese secondary school environment. With a modular system that lets teachers choose subjects to meet their specific needs, the course also includes personal English language improvement components and comes with extensive glossaries and readings in Japanese as well. The program was put together with the University of Technology Sydney, Curtin University, and Insearch Language Centre. With qualified tutors and advisers in Japan and full Internet service envisaged for the program, the course also takes into account the busy schedules of teachers while providing a high quality of education at a very low cost. For more information contact: Terry White, Australia-Japan Foundation; t: 03-5232-4174; f: 03-5232-4064.

The Institute of Education, University of London is offering a 20-week+ (mid Nov. – mid April) certificate course in Online Education and Training. Although this course is not specifically an ELT course, it is relevant to the future of English Teaching and Training. It is a "learn by doing" course that will add to your C/V and career in a rapidly expanding field. The course is done entirely online with the exception of submitting a final essay based on coursework. For more information contact: Robert Hewer, t/f: 052-505-7005, <rhewer@naa.att.ne.jp> or <http://www.ioe.ac.uk/english/OET.htm>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Thanks to all the JALT members who shopped at the Foreign Buyer's Club during their "Support the Asian Scholar" campaign week that raised funding to pay for the international flights and hotels for this year's Asian Scholar.

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (boldfaced or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、１５０ワード以内の英文要旨、１００ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは１，０００字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、２００ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS編集者にご相談ください。締切は、掲載をご希望になる号の発行月の２カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の２カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1 週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

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JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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t: 098-875-2294; pubchair@jalt.org

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c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804-8550
t: 093-884-3447, f: 093-884-3400 (w); tlt_sub@jalt.org

Associate Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ed3@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
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Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

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(Japanese abstracts — *Abe Emika*)

Design & Layout — *The Word Works*
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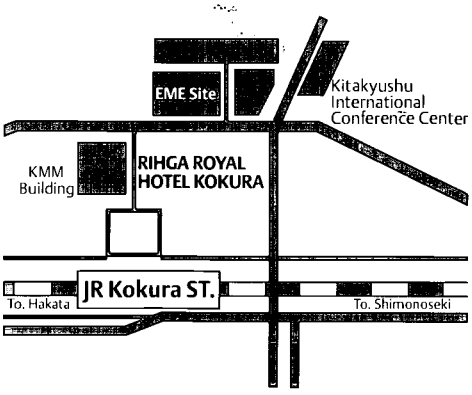

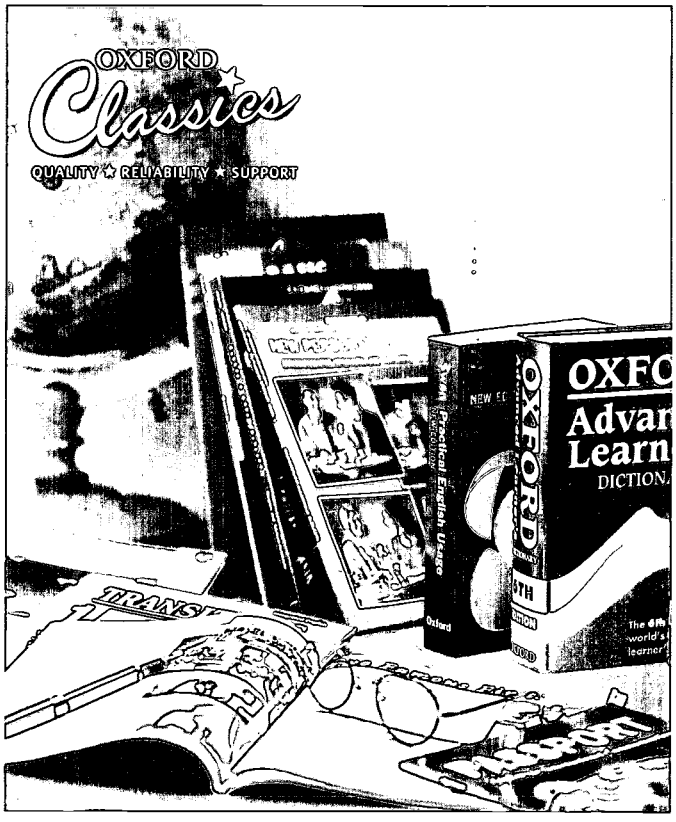

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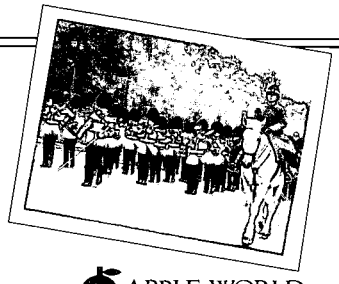

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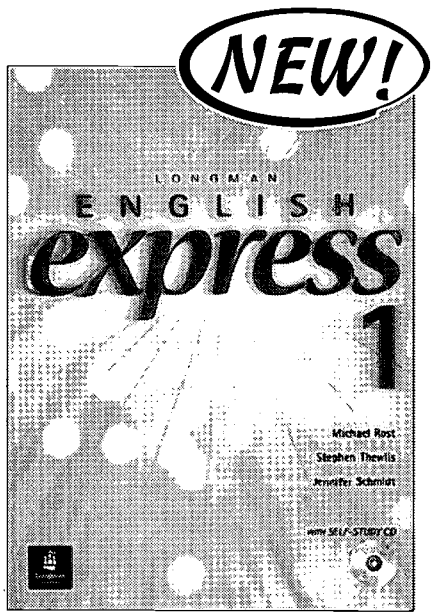

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第二十五巻 第十五号 平成十三年 十二月一日発行（毎月一日発行）

the language teacher

ISSN 0289-7938
¥950

3 **The Language Teacher's Peer Support Group: Motivated by Writers Wanting to Develop Their Writing** – *Wilma Luth*

5 **The Big Sister Program: Cross-Age Peer Tutoring in an EFL Writing Class**
Kristen Doherty

9 **Does Video Production Enhance Language Learning?**
Ken Barnes & Yanagisawa Junichi

15 **A Four-Step Approach for Improved Syllabus Design Coherence**
Paul Moritoshi

21 **Learner Attitudes towards EFL Teachers in an English Conversation School in Japan**
Pino Cutrone

12

December, 2001
Volume 25, Number 12
全国語学教育学会
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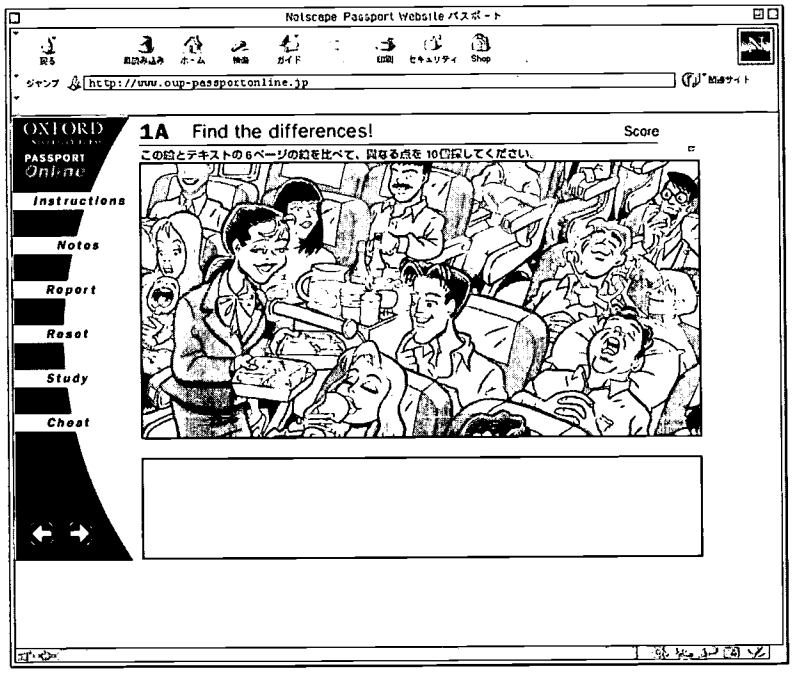

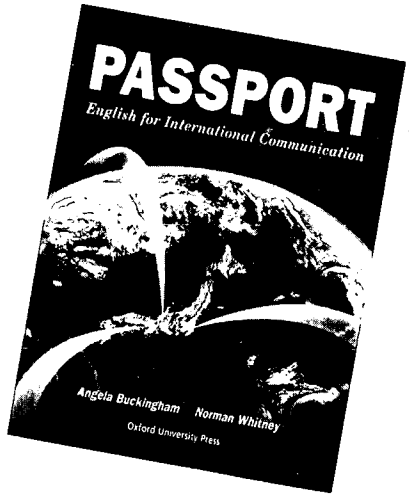

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Hot on the heels of the PAC 3 at JALT 2001 Conference, with its forward-looking "Odyssey" theme, this year-end issue of *The Language Teacher* for 2001 also has its eyes on the future. For this issue we put out a special call to JALT members who haven't quite made that big push into "publications." Every feature article herein is by a writer who has never been published before. We hope that these articles motivate others to add to the pool of published knowledge about language teaching.

Another special feature of this issue is the way in which the leading articles were selected. *The Language Teacher*'s own Peer Support Group (PSG), headed by **Wilma Luth** and staffed by a handful of dedicated volunteer writing tutors, not only narrowed down the field of choices for publication, but personally nurtured each paper through, helping these first-time writers express their ideas as clearly as possible. (You can read more about the PSG and its purpose in a short explanation by Wilma in this issue.)

These rookie writers have accomplished just what we had hoped, bringing fresh perspectives and stepping into territory that the 21st Century will certainly need to explore. **Kristen Doherty** addresses an important project in which students helped students to become better writers. **Ken Barnes** and **Yanagisawa Junichi** ask the question: Why not "go video" when having students prepare and present role play dramas? **Paul Moritoshi** takes a new look at curriculum design and suggests inverting the old "plan the term first, prepare the test later" paradigm. Finally, **Pino Cutrone** strikes out into the neglected world of private English schools to see if *eikaiwa* student attitudes about teachers reflect those of their abundantly-researched counterparts in colleges and universities.

The Language Teacher plans to keep you up to date on whatever challenges and surprises may arise for language teachers in Japan in 2002. More than ever, we're trying hard to be **your** journal. So after you've enjoyed your year-end holiday, follow the lead of this issue's first-time writers and start thinking about what you want to say to fellow JALT members in the coming year. We're your sounding board!

Scott Gardner
Associate Editor

contents

3 *The Language Teacher*'s Peer Support Group
5 The Big Sister Program
9 Does Video Production Enhance Language Learning?
15 A Four-Step Approach for Improved Syllabus Design Coherence
21 Learner Attitudes towards EFL Teachers

a chapter in your life
25 A Chapter Working with the Community

my share
28 Utilizing Keypals in the Classroom
29 Speaking Task Based on TOEIC Listening
30 The Five Cs Checklist: A Key to Successful Peer Reviewing
32 Mini-Share

off the presses
33 Oxford University Press: 500 Years Old and Still Kicking

departments
35 Book Reviews
36 JALT News
37 SIG News
39 SIG Contacts
39 Chapter Reports
42 Chapter Meetings
43 Chapter Contacts
45 Conference Calendar
46 Job Information Center
49 Bulletin Board
50 Submissions
51 Staff List
19 Advertiser Index

将来を見据えたテーマ「オデッセイ」を掲げたJALT 2001におけるPAC 3に続き、今年最後の The Language Teacherも未来を見据えています。今月号では、今までパブリケーションに特に関心がなかったＪＡＬＴ会員に強く投稿を呼びかけました。今月号の記事は、今まで全くパブリケーションのなかった会員の手によるものばかりです。私たちはこれらの記事が他の会員の言語教育に関する知識を刺激することを期待しています。

この号のもう一つの特徴は、記事の指針を選ぶ方法です。 The Language Teacherのサポートグループ(PSG)、つまり、Wilma Luthをヘッドとする献身的なボランティアのライティング・チューターは、記事の内容を厳選していくだけではなく、個人的にもそれぞれの記事の内容を育て、初めて投稿する人たちが自分の考えをできるだけ明確に説明することを手助けしてきました(PSGとその目的についてはこの号のWilmaの記事で概説しています)。

彼らは私たちが望んでいたものを完成し、新鮮な視点と21世紀には必ず必要となる領域へと踏み込んでいます。Kristen Doherty は学習者が学習者を支援し、よりよき書き手となるための非常に重要なプロジェクトを紹介しています。Ken BarnesとYanagisawa Junichiは「なぜ学習者が準備し、演じるロールプレイドラマにビデオを使わないのか」という課題を提示しています。Paul Moritoshiはカリキュラムデザインにおける新しい視点と「プランを立て、テストを後で準備する」という今までの方法について提言を行っています。最後に、Pino Cutroneは、今まで視点が向けられなかった私立の会話学校の学習者の教師に対する態度と、今まで検証されてきた大学における学習者の態度について検証しています。

The Language Teacherは、常に読者の皆さん挑戦しようとする全てのものにおいて最先端であろうとしています。また、2002年にも語学教師にとって驚くべきことも用意できるでしょう。さらに、私たちは今まで以上に読者の皆さんにとってのジャーナルであろうと強く考えています。したがいまして、年末の休暇を楽しまれた後に、この号で初めて記事を書いた会員に続いて、皆さんがＪＡＬＴの会員に何が伝えたいかを考え始めてください。私たちはそれを反映いたします。

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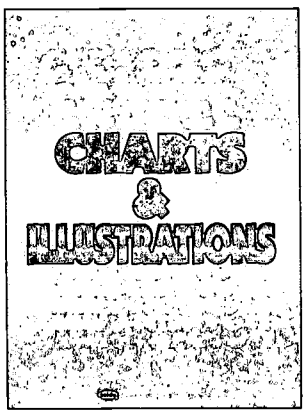

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The Language Teacher's *Peer Support Group: Motivated by Writers Wanting to Develop Their Writing*

by Wilma Luth
with contributions
by Andy Barfield,
Scott Gardner, and
Mary Lee Field

Writing can be a lonely task. The struggle to write clear, succinct prose is com pounded by the blank piece of paper or empty computer screen staring back at you. Even the best articles are produced by writers emotionally tied up in their subject matter and focused on getting the words right. Once an article is finished it can be nerve-wracking when someone else reads it. Though some might see editorial pen marks throughout their papers as a challenge, others cringe at the thought.

The role of Peer Support Group (PSG) members is as non-judgmental peer readers. We are not editors. Our main goal is to help writers step back from their articles and see them through a reader's eyes. We read each piece as a work in progress, trying to decide what works and what does not work. In our feedback we commend the former and make recommendations about how the latter might be changed. There are usually several rounds of feedback and rewrites, as our initial broad focus on content and structure narrows down to the sentence and word level. During the entire process we are committed to supporting rather than overpowering the writer's voice.

Following are some examples of PSG member feedback to writers:

> This paper attempts to address two distinct issues . . . . Both issues deserve their own article. However, in attempting to address both in one, I wonder whether you've managed to adequately address either. The opening sections suggest that the paper will be about [one topic], but this is not dealt with until the second half. (RC)

> [As] I was reading the responses of the participants a number of questions came to mind that were answered later in the article . . . . So, my main suggestion in this first round of feedback is that you reorganize the article so that the explanation of the program comes before the participant responses, like this . . . . (WL)

> I'd suggest that you cut from [A] all the way through to [B]. It doesn't really catch my interest, and the information may be redundant for many readers. Once you make this cut, you could just label the first section "Background," and do away with all the subheadings . . . . (AB)

> My curiosity was aroused but not satisfied here, and what to look for in Appendix D was not immediately or completely apparent. Perhaps you could mention the key findings and a simplified table of improvements could appear about here . . . . (PB)

Of course, PSG members are not infallible and the writer must decide which suggestions to adopt. But because two readers manage each paper, they become sounding boards for each other in responding to the writer. The writer in turn benefits from two perspectives on the piece.

Who is the PSG?

The PSG is a group of teachers who understand the challenges of writing well and have experienced the benefits of collaborative work with sympathetic readers. "It's been really interesting, very busy, and also fun," says one PSG member. "I've learned from the beginning writers and from my colleagues" (MLF). Another member writes: "I know I've admitted this is probably weird before, but I really do enjoy giving feedback on articles. Those who can, do and all that" (SMG).

PSG members also value good writing and understand how it can carry a reader effortlessly through an article: "I was greatly pleased with the quality of the papers, the writing was far better than what comes directly to the editor it seemed to me" (TC). We are motivated by writers who want to work on and improve their work: "I like [her] enthusiasm!" (RC)

At the time of this writing, the PSG has eight members. The membership list tends to be fluid as new members join and others leave due to personal or work commitments. Anyone interested in good

writing and in giving feedback to writers is welcome to join us. Although we work only in English at the moment, we hope that soon we will also be able to assist writers of Japanese. It depends simply on who joins the group.

Why the PSG?

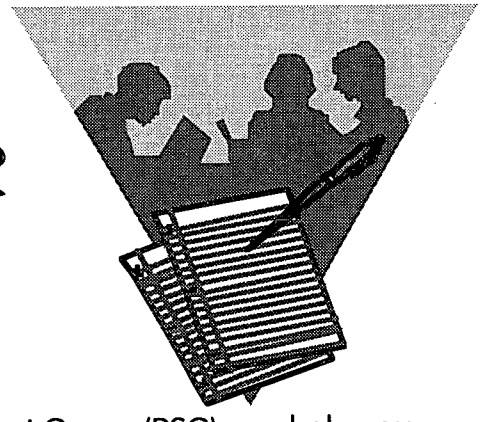
In the two years of its existence, the PSG has found its niche working with both native and non-native writers of English who have yet to be published. Some writers are referred to us by *TLT* editors, others contact us directly after seeing our email address (<tlt_psg@jalt.org>) in the back of every issue of *The Language Teacher.*

Although for this special issue we have some editorial responsibilities, we usually do not decide what will be accepted for publication. However, we will always help writers get closer to their goals. Our writers' success rate is good. Yet even if their articles are not selected we hope that the feedback we have provided will equip them for their next writing task.

Perhaps the most valuable benefit for writers working with the PSG has been the opportunity to develop a deeper understanding of the writing process. The writers we work with are often unsure how to revise their work for publication because they find it difficult to step back and see it objectively. Experiencing the cycle of sending us an article, waiting for a response, reading the feedback, revising and resending helps writers become more objective about their work. They learn how to put a piece of writing aside and come back to it with fresh eyes. They find out how their words sound to others. Participating in this process has been rewarding for both writers and peer readers.

Note: Please see also the article "Celebrating Collaboration: The Writer's Peer Support Group" in the December 2000 *TLT*— <langue.hyper.chubu.ac.jp/jalt/pub/tlt/00/dec/luth.html>

The current PSG members are Andy Barfield, Paul Beaufait, Torkil Christensen, Robert Croker, Mary Lee Field, Wilma Luth, Steve McGuire, Andrew Obermeier, and Malcolm Swanson.



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Kristen Doherty
Kyoto Sangyo University

The Big Sister Program: Cross-Age Peer Tutoring in an EFL Writing Class

The Big Sister Programとは日本の女子大で英語エッセイと研究レポートを作成するコースで利用される異なった年代のピアー・チュータリング・プログラムであり、英語作文で苦しんでいるＥＦＬの学習者を支援する一つの事例である。プログラムはクラスへ指導者として呼ぶことのできる優秀な4年次の学生または「Big Sisters」と自発的にグループを形作ることも含んでいる。彼女たちとのセッション時には、教師はしばしば教室を離れ、彼女たちが研究レポートを書くためのプロセスを母語を使用して説明する。担当教師、Big Sisters、学生に対するアンケートから、６０％以上の学習者がそのプログラムの結果、書くことに自信を持つようになったと回答しており、このプログラムが成功であったことを示している。

In this paper I discuss the genesis and outcome of the Big Sisters in Rhetoric Program (BSP), an extracurricular program used in Rhetoric, a compulsory writing course for third year students at a private women's university. Started in 1999 and lasting for two years, the BSP used in-class, cross-age, group peer tutoring sessions to help English literature and linguistics majors in their struggle to write a 10 page research paper. Because about 10 percent of the students must repeat the class each year, Rhetoric can be termed a high-risk class in which students are often in need of extra help with the course content as well as organizational strategies and time management.

Research on Supplemental Instruction, an out-of-class group peer tutoring program used in traditionally difficult courses at more than 500 North American, European, and Australian universities, has shown that the learning process is improved when students work together to overcome their difficulties (Shaya & Petty, 1993; Supplemental Instruction, 2000; Wallace, 1996). Because the tutors are students and thus a similar age to the tutees, they are able to understand some of the problems of their younger peers better than the actual course teachers (Wallace, 1996).

Other benefits are that cross-age group tutoring provides students with feedback on their studies and allows them to interact and learn in a nonthreatening environment through negotiation with their group leader and peers (Commander & Stratton, 1996; Shaya & Petty, 1993; Supplemental Instruction, 2000; Wallace, 1996). In addition, students who participate in group peer tutoring tend to earn higher semester grades than their classmates who don't participate (Commander & Stratton, 1996; An Overview, 2000; Shaya & Petty, 1993; Supplemental Instruction, 2000).

Similar in theory to Supplemental Instruction, the BSP was the idea of Catherine Vreeland, who has been teaching Rhetoric at the university since 1970. In the mid nineties, Vreeland found that most of her students needed extra writing and language support, so she began a grassroots peer tutoring program. She met with three of her best students from a previous Rhetoric class and asked them to come to her class for one period to discuss the process that they went through while completing their research papers. During the designated

class period, Vreeland left the room and allowed the "Big Sisters" and Rhetoric students to hold their discussion in Japanese. "It worked SO WELL—beyond my wildest dreams, and so I kept it up," she said (C. Vreeland, personal communication, November 6, 2000).

Two years later, Vreeland advocated a course-wide program with a dedicated group of Big Sisters that Rhetoric teachers could invite to their classes for a 90 minute "Big Sister Session" (BSS). With the consensus of the members of the English Department and the support of seven of the eight Rhetoric instructors, the BSP was enacted at the end of the 1998 school year. At that time, I was chosen as program coordinator and was placed in charge of sending out introductory letters that explained the concept of the program to Rhetoric teachers and potential Big Sisters. The program was then put into full practice from the start of the following academic year.

Setting Up a Cross-Age Peer Tutoring Program

Although each peer tutoring program will vary according to the needs determined by the coordinator, the following description of the BSP's set up, and the description of the duties of each of the key players, should give an idea of what it entails.

BSP coordinator: In addition to the program introductory letters, I wrote other material to help familiarize teachers and Big Sisters with the program. Teachers received an email with suggestions on how to carry out a BSS, such as making sure to invite more than one Big Sister so that the tutors would not have to face the class alone. Teachers were also encouraged to either email or phone the Big Sisters at least two weeks before the class date in order to give Big Sisters enough time to organize their schedules. If a student was not available for the requested day, the two-week advance notice would give the teacher time to contact a different student. Another recommendation was that teachers arrange a group pre-session meeting so that the Big Sisters could get together and hear the teacher explain her goals for the session. If a meeting could not be planned, further email or phone correspondence was encouraged.

Both teachers and Big Sisters were given a "Big Sister Session Pre-Session Outline" to be used when they discussed the goals of their upcoming sessions. Suggested BSS topics included the structure of an English essay, the process that one goes though while writing an essay or research paper, words of wisdom from the Big Sisters' experiences, and a question and answer session. Rhetoric teachers were invited to use the outline to determine what topics they wanted the Big Sisters to discuss or to use their own ideas as they saw fit.

Once these materials were distributed, my job simply involved setting up a Big Sister orientation session, putting together teacher and Big Sister contact information, and emailing notes of encouragement to the Big Sisters throughout the year. I was also responsible for planning an end-of-the-year "thank you" party to which all of the Big Sisters were invited.

Rhetoric teachers: All Rhetoric teachers were asked to nominate their best students to become Big Sisters. It was then up to each teacher to decide whether to have a BSS in their class, as well as to organize all aspects of the session. Although the teacher was not required to come to the class on the day of the BSS, the time spent organizing a session far outweighed the time they would have spent preparing for and teaching that day's class.

Big Sisters: Potential Big Sisters were nominated because their essays and work habits indicated that they were diligent students who had an excellent understanding of how to write an English essay. Nineteen of the 23 students nominated accepted the invitation.

In an effort to show the recommended students that their hard work was being rewarded with an important and responsible post, the invitations to join were personalized and included a congratulatory message. In addition to an English explanation of the program, a shorter Japanese explanation was included in order to avoid any misunderstandings. The letter explained that the Big Sisters would probably be asked to attend just one class period for the entire year and would have the right to refuse the request if they were unavailable. Once they had agreed to attend, however, they were responsible for meeting with the teacher, preparing their presentation, and attending the class.

As was hoped, many of the nominees were very proud of their achievement and expressed this, as well as their willingness to help, in their acceptance letters. Some students also conveyed their feelings of surprise and apprehension. As one student wrote, "This offer for the big sister program in Rhetoric surprised me a lot; at the same time I feel so proud of myself. (Do I deserve it?) It is totally my pleasure to be in its program" [sic].

In addition, several expressed regret that the Big Sister Program had not been around when they were Rhetoric students. Despite not having had the chance to benefit from the program as Rhetoric students, several mentioned that acting as a Big Sister would be a good experience. Many students even recognized what research on peer tutoring has shown—that student leaders often solidify their understanding of the subject they are helping with (Gaustad, 1993; Supplemental Instruction 2000; Wallace, 1996).

Big Sister orientation session: At the start of the 1999 school year, Big Sisters were invited to a lunchtime orientation session and were urged to send me any questions or concerns that they had about the program. The questions were passed on to Big Sister mentor Ms. Kazue Minamide, a graduate student at the college and one of Vreeland's original Big Sisters.

During the orientation, Minamide spent the bulk of the hour talking in Japanese about her experiences as a Big Sister and answering the aforementioned questions. The Big Sisters also contributed some valuable ideas that were implemented, such as distributing teacher contact information to the Big Sisters. In addition to this group orientation, pre-session meetings held between teachers and Big Sisters were also used as an opportunity to make sure that the Big Sisters understood the program's ideology, as well as the mechanics of the information they were asked to convey.

Big Sister Sessions: Big Sister Sessions were held during the regular class period and in the regular classroom in order to insure that the greatest number of students could benefit from them.

Participant Responses to the BSP

The evaluations filled out by Big Sisters, students, and teachers who participated in the program help give an idea of what actually occurred before, during, and after the sessions. Teachers who did not organize a BSS also responded to questionnaires.

Big Sisters: The post-BSS evaluations of the seven Big Sisters who returned them show that they felt their sessions were a success. When asked whether they were able to do what the teacher had asked of them, and also whether or not they thought the students had understood them, all respondents answered positively. They also reported that many Rhetoric students eagerly asked questions about all aspects of the writing process, from choosing a topic to the use of references.

Rhetoric students: The surveys of Rhetoric students show that they too were pleased with the program. They were asked if spending one entire class period with Big Sisters was useful, a little useful, or not useful at all. Of the 70 surveys returned by students from four of the eight Rhetoric classes, 61 circled useful (with several writing in the word "very"), 7 circled a little useful, and 2 did not circle anything.

Students were also asked to write short answers about the "positive (if any)" and "negative (if any)" aspects of having Big Sisters come to their class. Fifteen students wrote both positive and negative comments, with the remainder writing only positive responses. The negative comments included complaints from two students who wrote that the Big Sisters were either confusing or not concrete and from two others who felt that the Big Sisters couldn't gauge the students' levels.

In contrast, many of the students who responded positively mentioned that talking with the Big Sisters helped them understand the answers to questions they were harboring, think about how they would go about writing their research paper, and thus feel less anxiety about writing. Other comments included, "It is easier to ask questions to Big Sisters than to ask questions to professors," "I could understand what to do easier than doing by myself" [sic], and "Big Sisters know well which point is difficult to understand for us" [sic].

The Rhetoric students were also given nine statements and were asked to, "Circle the letters of all the answers that apply to your experience." The statements, followed by the number and percentage of students (out of 70), can be found in Table 1.

As can be seen, student responses were overwhelmingly positive. The fact that more than 60% of the students felt more confident about writing after just one 90 minute BSS, and that the same percentage wanted to have a future BSS indicates that the program was a success.

Table 1: *Rhetoric Student Questionnaire and Responses*

Statements	Number of students	Percentage of students
The Big Sisters helped me feel more confident about writing.	45	64
I learned new things from the Big Sisters (things that my Rhetoric teacher hasn't talked about yet).	43	61
I didn't learn anything new, but things that my Rhetoric teacher has taught us were reinforced and I understood them better than I did before.	18	26
I didn't learn anything new and the Big Sisters didn't reinforce anything I had learned before.	01	01.5
I felt that the Big Sisters really understood the things they were talking to us about.	30	43
I hope that Big Sisters come to my class again.	46	65
I would like to be a Big Sister next year.	03	04
The Big Sisters only confused me more.	00	00
I would have preferred to have had class with my teacher instead of the Big Sisters.	00	00

Rhetoric teachers: All Rhetoric teachers were also asked to complete evaluations. The four teachers who held a BSS were asked about their reasons for having a BSS, their method of communication with Big Sisters, and their overall feelings about the program. These comments show that they too were very happy with the results; in fact, two teachers even held a second session.

When organizing their BSS's, all of the teachers used email to establish contact with the Big Sisters. They were satisfied with the reply time from the students and wrote that the tutors were enthusiastic about participating. In addition to emails, three of the four teachers met with their Big Sisters in order to explain what they wanted them to do. One teacher noted that her Big Sisters were enthusiastic from the beginning and came to the BSS well prepared, "They turned up with bunches of note cards, and covered the blackboard. They stayed even after the class to answer questions."

If this is the reality, I suppose we had better face it.

However, the same teacher also mentioned that she noticed some small mistakes in the sample bibliography citations that the Big Sisters had written on the board. She wrote: "On the next visit, I will stay in, make my own explanations, then ask the Big Sisters to elucidate. It will be more like team teaching."

Ideally, the BSS cycle should be completed with a follow-up session or email contact between the teacher and tutors. Of the two teachers and Big Sisters who wrote that there was some kind of follow-up session, all reported that it was both useful and necessary for the two sides to discuss what had gone on during the class. Comments by one of the two teachers and all of the Big Sisters who did not participate in a follow-up session indicated that a meeting was desired but never arranged, perhaps because each side was waiting for the other to make contact. Because a final meeting allows teachers to gain a deeper insight into their students' problems and gives the Big Sisters the opportunity to relay any questions they were unable to answer, I highly recommend conducting a follow-up meeting and suggest that teachers be responsible for arranging it.

Given all that holding a BSS entails, it is not surprising that three of the teachers who did not organize a session thought that the program was a good idea, but were unable to participate fully because of lack of time. Finally, one teacher who was against the program from the beginning wrote that there is no justification in using Japanese in what is supposed to be a course that is taught in English. His views were echoed by one of the teachers who had held a BSS: "Partly I think all this is an admission of failure—some students simply can't take on board all that I say." However, she added, "But, if this is the reality, I suppose we had better face it."

Conclusion

The Big Sister Program was a huge success, but not only because almost all of the participant comments were positive. The BSP was a success because everybody learned something about themselves, about writing, and even about the people they were working with. Many of the Rhetoric students saw that they could write a 10 page paper, that others before them had done it and that they too would succeed. The Big Sisters, despite their worries, found that they were capable of conveying ideas that seemed impossible to comprehend just one year before. The teachers discovered that they were not alone in their teaching, that there is support from students who are intelligent, responsible, and delighted to volunteer. As both coordinator and Rhetoric teacher, I learned all of these things. But more than anything, I re-learnt a simple truth: It is much more gratifying to help struggling students than to just lament their inability to understand course content.

Acknowledgements

I would like to thank Stephen M. Ryan for his encouragement and helpful comments throughout the many stages of this paper. Thanks also to Catherine Vreeland for her editorial advice and for urging the BSP into existence. A final thanks goes out to my peer readers, Wilma Luth and Andy Barfield, for their excellent suggestions, sound advice, and precious time.

I will be more than happy to send the letters and handouts given to BSP participants to any interested parties. Please email me at <kdoherty@gol.com>.

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Ken Barnes
Yanagisawa Junichi
Hokuriku University

Does Video Production Enhance Language Learning?

第二言語学習におけるグループビデオ作成の効果を評価するためは、まず、学習者によるビデオ制作（以下、SVP）が特定の目標言語を習得することを促進するか、そして、SVPと似ているが、より伝統的な方法である学習者によるドラマ作成より目標達成において効果があるか、という課題を検討する必要がある。

本稿では、大学二年次に在籍する日本人の二つのグループに短いシチュエーショナルなロールプレイを課した結果を報告する。これらのグループは、さらに脚本と演技者の小グループに分けられ、一つのグループは、スクリプトを書き、リハーサルを行い、その場でロールプレイ・ドラマを演じることで課題を終了した。もう一つのグループは、脚本を作成し、リハーサルを行い、演技を撮影したビデオを編集した。どちらのグループにも事前の言語知識を測るため事前テストが行われ、対象言語をどのように習得したかを測る目的で、課題終了後にもテストが実施された。本稿が第二言語指導でビデオ作成を行うかどうかを決定する際の指導者の助けとなることを期待する。

Video production (distinct from studies done on video viewing) has probably been one of the least investigated areas of second language acquisition. Since the mid 1980s, increasing numbers of books and papers have appeared extolling the merits of using video production in the classroom (Lonergan, 1984; Nakasako, 1985; Price, 1987; Dow & Ryan, Jr., 1987; Stempleski & Tomalin, 1990; Cooper, et al., 1991; Biegel, 1998; Murphy & Woo, 1998). Previous research has focused on motivational benefits and self-analysis by students (Machida, et al., 1991) or on the practical application of video production in the classroom (Sagliano & Sagliano, 1997; among others).

As video and other digital media compose a large portion of the time students spend interacting with varied images and sounds, we are beginning to see a parallel development in the number of studies looking into how these might affect language learning. However, no specific studies were found which investigated actual language acquisition benefit from video production.

Many second language teachers and programs include elements of video production in their lessons. Recently, with the advent of digital technology, camcorders have become cheaper, smaller, and simpler to use. Free or reasonably priced editing software can arrange even the crudest video footage into a finished product that students and teachers can be proud of. Narration and music can be added in a controlled manner. Visual images can be enhanced with transition effects or other creative techniques. Teachers and students willing to invest the time can create very enjoyable productions for relatively little expense.

As access to technology encourages more teachers to use video production in the L2 classroom, it becomes increasingly important to attempt to judge the effectiveness of such a technique. Is there a difference, for example, in students' language acquisition when making a video role play compared to a less technically imposing drama role play?

This paper reports on a study designed to answer the following questions concerning video role plays: Does the production of a video role play have an effect on language acquisition in the EFL classroom? And, if so, is it more or less effective than a simple drama role play?

Method

Subjects

All of the students in this study were second year English majors at Hokuriku University in Japan, aged 19 or 20. For practical considerations and consistency in both content and approach, the particular students chosen were all from co-author Barnes' English classes.

Group D (for Drama) were 16 students in his *Eigo Kaiwa* (2nd year English Conversation) class, while Group V (for Video) consisted of 16 students from his *Kiso Zemi* (2nd year Seminar) class. The conversation class actually consisted of 23 students, but for assessment purposes 16 were chosen whose average TOEIC score was equal to the average TOEIC score of the seminar class students. Both Groups D and V contained an equal number of writers (6) and actors (10).

It should be noted that both the conversation class and the seminar typically focused on English conversation pair work with no significant differences in content or teaching methods.

Materials

All teams in both groups created their own scripts based on "restaurant English," incorporating dialog appropriate to ten typical restaurant situations. The scenarios were checked by the instructor for grammatical accuracy and naturalness before being returned for rehearsal. The final drafts were appropriate to the conversation level of second year English majors at Hokuriku University. In addition, Group V members who were writers and camera operators had to familiarize themselves with Sony VX1000 digital video camcorders. All Group V members were also given basic instruction in digital editing on a Macintosh G3 computer using Media100XS editing software.

Procedure

Day 1

Group D was administered a pretest of restaurant English during class time. This took the form of a set of 14 incomplete mini dialogs. They were given 25 minutes to fill in 20 lines of dialog according to the particular situation in a restaurant. Time was determined based on pilot tests by three students representative of the population. After 25 minutes, the tests were collected. This pretest was repeated for Group V during their class time.

Day 2

Group D, which consisted of 23 students (later reduced to 16 as mentioned above) was further divided into four teams, each consisting of three actors and two or three writers chosen by the teams themselves. Teams were selected at random, except to ensure equal distribution of males and females. The group was then shown a short Mr. Bean comedy video segment in which Mr. Bean goes to a fancy restaurant. After a short discussion about character and acting, teams were instructed to create an original restaurant scenario including dialog between at least one waiter and two patrons. They were also instructed to include dialog appropriate to the following: 1) making a reservation by telephone; 2) arriving and being seated; 3) discussing the menu; 4) ordering; 5) commenting on the food; 6) complaining; 7) leaving a tip; 8) paying the bill; 9) receiving and complaining about incorrect change; and 10) leaving the restaurant. Following a brainstorming session, the chosen writers were told to complete the scenario for homework and hand it in to the instructor's office prior to the next week's class. The instructor would then correct errors and edit the scenarios for naturalness in time for the next class. Group V had 16 students, divided into three teams, each consisting of three or four actors and two writers/camera operators. The same procedure was followed by Group V during their class time and for homework. While all team members in both groups provided initial input for the scripts, only the writers were finally responsible for the completed dialog scenario.

Day 3

All teams in both groups spent the class time rehearsing corrected and edited versions of the scenario. In addition, the writers in Group V were shown how to use the digital camcorders, since they would be doing the videotaping on the performance day. All actors were given copies of their scenarios to memorize for homework.

Days 4 and 5

One and a half 60-minute class periods were required for the presentation of Group D's Restaurant role plays. These were done in a "live stage" manner with no breaks or restarts. No scenarios or prompting of any kind were allowed. Students did very good jobs of memorizing and performing, and one team was particularly outstanding, bringing props and improvising a singing waiter! While the role plays were performed, the other teams watched. Each performance took approximately 15 minutes. Extra time at the beginning of class was required to prepare and do last-minute rehearsals. Day 5 had 30 minutes remaining and Group D took a written test similar to their pretest.

Although Group V had only three teams, they took three full 90-minute class periods to videotape their performances in the university's studio. This was because they were allowed to do re-takes and consult their scenarios. While one group was shooting their scenario, the other groups were either rehearsing or, if they had shot previously, editing their work. The instructor gave each group a very

basic computer editing seminar following completion of their videotaping. In order to facilitate the process of videotaping the scenarios, the instructor acted as director, guiding the camera operators and encouraging the actors.

Day 6

Group V continued as in Days 4 and 5 above. The last team finished videotaping and one of the other teams completed editing. The other two groups were assigned editing times outside class time to complete their projects. Group D reverted to their previous pair work conversation-style class for Days 6 and 7.

Day 7

Group V was shown the final edited versions of all three teams' efforts, each one lasting about ten minutes. Students enjoyed viewing their work and laughing at each other's acting skills or lack thereof. At the end of the viewing period, Group V students were given the same test as administered to Group D.

Analyses

Test answers were graded on a scale of 0 to 5 according to four categories: understanding, communication, accuracy, and naturalness (see appendix). It was thought that, although these categories might overlap somewhat, they would provide a deeper insight into each written response. Test scores were calculated and charted.

Results

In every case, final test results showed some improvement over the pretest in both the SDP and SVP groups. Table 1 below shows the average improvement of each group of students.

As seen in Table 2, there was no significant difference between the SVP group and the SDP group in test score improvement.

Results were further broken down to account for the potential differences between those students who had a dramatic role (players) and those who did not (writer/camera operators). Table 3 shows these differences in percentage, calculated as improvement over the base total score for each test.

Table 1: *Results of T-Test that Compared Pretest Scores and Posttest Scores in the Same Group*

	Drama (SDP) Group				Video (SVP) Group			
	N	*Mean*	*SD*	*t-values*	*N*	*Mean*	*SD*	*t-values*
Pretest	16	258.125*	41.707	-7.028	16	253.815*	33.704	-11.887
Posttest	16	334.688*	39.026		16	314.312*	39.695	

*The difference between means is significant in both groups, $p < .0001$.

Table 2: *The Result of T-Test that Compared SDP and SVP in Posttest Scores*

Drama Group vs. Video (SVP) Group in Posttest

	N	*Mean*	*SD*	*t-values*
SDP	16	334.688	39.024	1.464
SVP	16	314.312	39.695	

Table 3: *Improvements*

	actors	writers	combined
SDP	18.08%	21.33%	19.14%
SVP	13.7%	17.46%	15.11%
	combined	combined	overall
	15.89%	19.395%	17.125%

Discussion/Conclusions

The data seemed to show that our Student Video and Drama Projects both helped to promote language acquisition among our second year Japanese university English majors. Perhaps not unexpectedly, given that written tests were used, those who had the greatest investment in writing the scenarios performed better on tests than those who were acting as players. That difference was nearly the same in both groups. The results of this study show a slight difference favoring SDP productions overall; however, as seen in Table 2, this difference is statistically insignificant. Still, teachers might want to consider carefully whether SVP is the best approach for their particular teaching style or needs. Or, in analyzing this study, teachers may find better and more efficacious ways to make video productions. Certainly there are simpler ways to incorporate SVP than those methods used in this study.

Video production, in the full sense of the term that our study uses (incorporating multiple-camera shooting and computer editing), is by nature a technical procedure. Time spent on mastering technical elements is time not given to the simple practice of the spoken word. Machida, et al., (1991) reported that students assigned video-editing roles in their video-production class complained that they were not able to spend enough time practicing English because of their duties. In a student self-evaluation in their study, 28.3% of students who dealt with roles

with rare chances to use English in the class claimed no effect of the video project on development of their L2 skills. On the other hand, the repetition that comes into SVP in the form of rehearsals, multiple takes of a scene, the editing process and post viewing was clearly of some benefit for our L2 learners. Taken together with the motivation that some students might have for acting in front of a camera, capturing the action through a camera viewfinder, learning the very creative process of editing or watching themselves on screen afterwards, it would seem that SVP can offer another window of learning opportunity for students of second languages. Despite the sometimes daunting technical considerations and, as a result, the shorter time spent on actual target language practice, the SVP group was able to achieve test results whose variance from the SDP group was statistically insignificant. In our minds, this fact shows that the use of video production in language learning should not be discounted.

The extent to which we may generalize from this study is limited by the number of students, the reliability of the tests, and the cultural uniformity of the population. Other variables may include gender difference, technical aptitude, experience, and familiarity with the tasks and equipment, among others.

That new technologies are changing the way languages are taught is becoming apparent (see Johnson & Johnson, 1998). The question of how best to utilize these advances, or whether to use them at all, remains problematic for both educators and learners. Video production that includes, especially, digital editing can be complicated. Individual instructors have to decide for themselves whether the rewards of a reasonably polished production are worth the complications for their students.

In a task-oriented approach, where students must work together in the target language, it is difficult to imagine a more cooperative or language intensive activity than a video production. Not unlike making a movie or documentary film, an SVP is a team effort in all respects. From its initial planning stages, through script development to acting and post production, hundreds of decisions have to be made. But for this very same reason, when all students share a common mother tongue, the temptation to slip into it is very great in the face of overwhelming technical and logistical considerations. Again, instructors need to weigh that possibility against perceived benefits.

The following are comments students in this study wrote about their preferences for video production versus the pair work conversations that they had been accustomed to prior to this activity:

"I'm not good at computers. I like conversation."

"Making video was fun. I could enjoy."

"I want to speak more to my friends."

"We had to wait long time when groups were acting."

Those students who performed in the drama role play, however, also had revealing comments about their activity:

"I liked our old class better. It is more interesting."

"I like acting, but I'm not a good one."

"Some acting was funny, but I was boring many times."

"I hope we can make better scene. We should try harder."

If those eight comments fairly represent both groups' reflections, there seems to be a similarity in attitudes towards both the drama and video plays with the majority of students in both groups preferring their previous type of class. When asked informally, by a show of hands, whether they would like to do another video project or revert to pair work conversations, Group V was decidedly in favor of pair work. A similar vote was taken in Group D with the same result, but with a smaller majority. This may say less about the drama or video productions' failures than it does about the popularity and success of their previous pair work conversation class.

The findings in this study invite further research in the area of video production tasks and how they compare to other activities in terms of language acquisition. Questions raised by this study include:

1. How could SVP be made more effective in improving language acquisition?
2. How could improvements in language acquisition in this form of study be more accurately measured?

Further empirical research is necessary to answer the above questions conclusively. The authors would like to call for more research in the area of SVP.

No matter what the tools of the trade, it remains the responsibility of the instructor to creatively adapt those tools to the needs of the students. Questions for teachers interested in using SVP and other technologies should, as always, focus on: 1) how to select and structure tasks, and 2) how to identify strategies that will help learners get the most out of the activity. We believe we have shown that, with careful planning and a lot of flexibility, video production can be a fun, motivating, and effective tool for L2 despite its technical nature. The fact that students involved in a technical medium could attain similar results to those involved in a more tradi-

tional one, such as a drama role play, makes us confident in the potential of SVP.

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Appendix

Criteria for Grading Restaurant English Pretests and Final Tests

For each written dialog utterance, each of the four criterion below were evaluated on a scale of 0-5, with 5 being the best or most appropriate response.

1. Understanding: Does the written answer show that the student has proper understanding of that particular dialog situation?

2. Communication: Does the answer allow successful information exchange in the dialog, regardless of grammatical correctness? Could the utterance be misinterpreted by the other party in the conversation?

3. Accuracy: Given proper understanding and adequate communication, how accurately has the student been able to complete the dialog with respect to grammar and vocabulary?

4. Naturalness: How natural or native English-like are the written dialogs? If the grammatical inaccuracy, if any, was able to be corrected, would the utterance be in the manner of a native speaker? How appropriate is the register to the situation?

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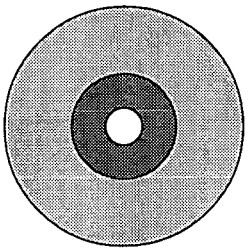

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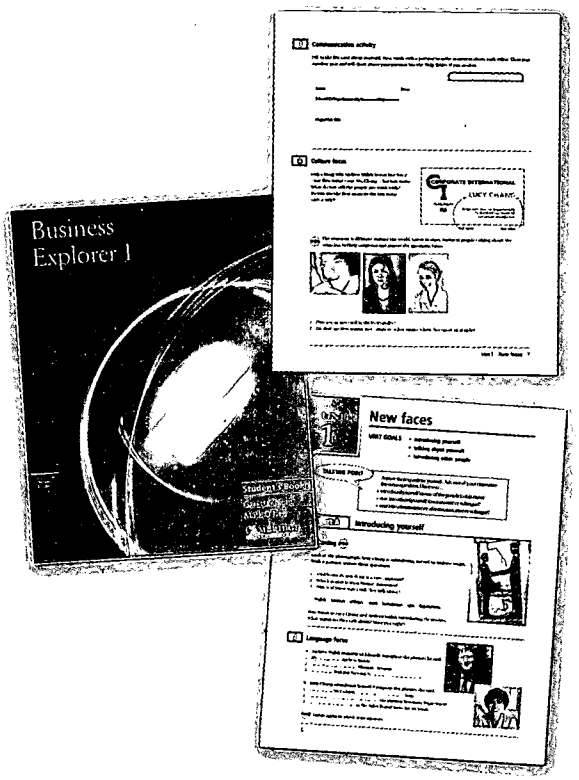

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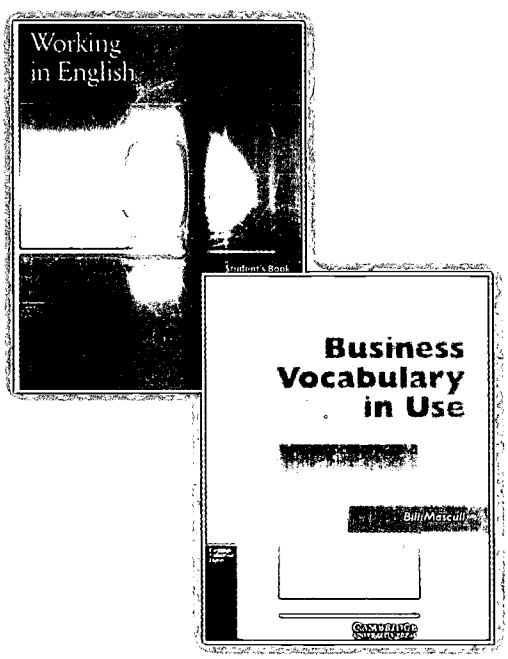

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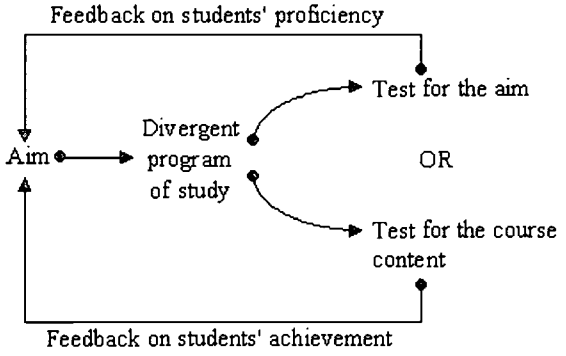
A Four-Step Approach for Improved Syllabus Design Coherence

ＥＦＬコースにおける共通の問題とは、コース目標、学習プログラム、テストというシラバスを構成する三つの要素がしばしば共通点がなく、一貫性がないことにある。本稿では、これらの三つの要素がより緊密に関連づけられたコースを計画することを可能とする４ステップの過程を記述する。このアプローチの長所が示され、他の領域に於ける応用についても示唆を行う。

A common approach to English as a Foreign Language (EFL) syllabus design seems to be to state a course aim and to outline a program of study at the outset, then, as assessment time approaches, to start considering the test's design. Such an approach, however, fails to deliberately and firmly connect the two terminal ends of a syllabus, i.e. the aim and the test, from the start of the design process. The problem with this is that the program of study which comes between can potentially fail to bridge the gap successfully between these two end points. The resulting disparities and inconsistencies among these three syllabus elements have been noted in some of the literature relating to testing (Hughes, 1989; Brown & Hudson, 1998). Figure 1 below illustrates the effect such a situation might have on assessment.

In such situations, teachers might opt to test for the extent to which students have fulfilled the original course aim, i.e. that which the syllabus as a whole was intended to achieve. Such a test might generally be considered a proficiency test, depending on what that aim is. Alternatively teachers may decide to test for the extent to which students have acquired the course content, i.e. the degree to which they have learnt or understood the material covered. This would be an achievement test. The two are subtly different: the latter assesses students' knowledge, while the former generally assesses students' ability to apply that knowledge. However, in a divergent program of study, it would be very difficult to design a single instrument to test for both aim

Figure 1: The effect on assessment of a divergent program of study.



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and program content uptake because they are now too disparate.

It would be more desirable to use an approach to syllabus design which, from the outset, makes strong, clear, well reasoned, and informed links between these three components of syllabus specification. One possible approach might be to work through the whole process backwards, i.e. address certain issues relating to test design first, then go on to specify the aim and design the program of study. This approach helped to overcome just such a divergence in my own university level conversation courses. By answering four questions taken from Bachman and Palmer (1996), designers supply themselves with the information they need to produce syllabus aim, program of study and test specifications which are much more closely linked and focused. This paper describes how to work through this process, using my conversation courses as a contextual example, and highlights the potential advantages which this approach has to offer.

1. Firmly link the test's purpose to the course's aim.

2. Describe . . . the "situation or context in which the test taker will be using the language outside of the test itself."

3. Identify and . . . define the construct to be tested.

4. Decide what tasks and topical content the test should include.

The Four-Step Process

The consensus in the literature relating to teaching and testing seems to accept that a test should relate in some way to the course which precedes it (Oller, 1979; Brindley, 1989; Stern, 1992; McNamara, 2000). The first step is therefore to firmly link the test's purpose to the course's aim. In the case of my English conversation courses, the test's purpose was to measure the extent to which examinees could participate actively in a one-to-one conversation in English. Therefore, the course aim was to facilitate development of students' English language and conversational skills, to enable them to participate actively in English conversations.

The second step is to describe what Bachman and Palmer term the Target Language Use (TLU) domain, i.e. the "situation or context in which the test taker will be using the language outside of the test itself" (1996, p. 18). The resulting statement facilitates the design of courses which account for that domain from the outset. Since students in my conversation courses were encouraged to participate in homestays overseas, particularly while studying at the university's sister institution in New Zealand, this was my TLU domain, albeit a rather vague one.

In the third step, the course designer should identify and exclusively define the construct to be tested. While the first two steps are relatively quick and easy, an informed solution here may require background reading. My construct definition for conversation was a relatively informal (Cook, 1989), cooperative, purposeful interaction in real time (Brazil, 1992), being relatively unrestrained in topic (Coulthard, 1985) and having "unplannedness . . . unpredictability of sequence and outcome, potentially equal distribution of rights and duties in talk" (Lier, 1989, p. 495) and "spontaneity" (Cook, 1989, p. 116).

The fourth and final step is to decide what tasks and topical content the test should include. The closer these match the activities and subject matter found in the actual TLU domain the better (Bachman & Palmer, 1996). These tasks and content then act as the basis for the program of study. To continue my conversation example, the tasks used were those behaviours considered necessary for proficient conversation: greeting, initiating and changing topics, questioning, and closure. Content included topics commonly used in homestay settings: weekend or vacation plans, travel experiences, family, friends, pets, food, home life, and explanation of the Japanese way of life and culture.

To maintain the test's content validity, test task and content selection must, where practicable, be proportionally representative of the TLU domain itself. These relative frequencies can also inform the amount of instruction time allotted to these items in the program of study, though these allocations also need to account for their relative importance and difficulty. To refer back to my conversation course example one last time, turn taking, questioning, backchannelling and nonverbal communication are commonplace, while topic changing occurs less often and greeting and closure occur only once per conversation.

In reality, though the four-step process is performed in roughly the order presented here, the problems they present are often considered concurrently, since one may impinge upon others (Bachman & Palmer, 1996).

Why Use This Approach?

How can this approach help us as syllabus designers/teachers? Perhaps the clearest way to demonstrate is to examine the problems encountered during my first semester conversation courses and then show how the four-step approach helped to overcome them in the second semester. It is important to note first that the two other basic components of my syllabi, i.e. the aim and the test, were the same in both cases. Only my program of study designs, acting as a bridge between these two terminal elements, were changed.

My first semester's programs were based on what might be called an "intuitive approach." They were derived almost exclusively from popular "conversation" coursebooks, selected because they contained the kinds of topics, language items, and activity types which seemed to work towards my aim. The activity designs also seemed to be student-friendly by offering the right amount of support via model dialogues. Each program of study was created simply and quickly by superimposing the associated coursebook's table of contents onto the lesson schedule. Generally, the sequencing followed the order in which the units were presented in the coursebook. Conversely, having already worked through the four steps described above in order to design the first semester tests, my second semester conversation program designs were derived through this approach.

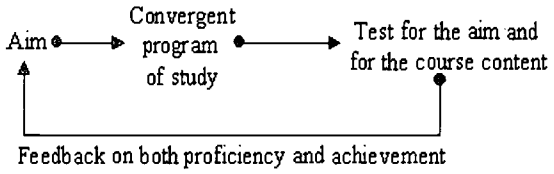
Syllabus coherence

By the end of the first semester courses, the situation was identical to that shown in Figure 1 above. Though intuition had given me a good starting point (the aim), it had not helped me to select materials, activities, nor a methodology which would realise that aim. Those selected were, in short, counterproductive.

Conversely, the four-step approach provided a considered and informed rationale. Step 1 had anchored the two ends of the syllabus (aim specification and test design) firmly in place, then steps 2 to 4 had bridged the gap between them. Step 2 described the TLU domain, which provided a context for the program of study. Step 3 exclusively defined the construct under study so that all concerned knew exactly what the course would focus on. Step 4 generated the program contents which would also form the basis of the test design. The three components of syllabus design were therefore strongly linked from the start, providing a highly focused program of study. This more desirable situation is illustrated in Figure 2.

It was now possible to test for both the aim (proficiency) and content acquisition (achievement)

Figure 2: The effect on assessment of a coherent program of study



and to provide much more specific, useful feedback to students. A further advantage of such informative feedback is that it can provide the basis for aim specification for subsequent courses (Figure 2), which the rudimentary feedback from the first semester's tests could not do so well. Though some might argue that a proficiency test and an achievement test cannot possibly co-exist in a single assessment tool, evidently, where the course content relates to those items which make a person proficient in, for example, conversation, it is entirely possible.

Materials dependency

Real life conversations require non-native speakers to use whatever conversational strategies and English language resources they have acquired, in a flexible, spontaneous way. However, my first semester program designs and the materials on which they were based, did not help students to develop these capacities. During practice activities, students would just work through a model dialogue *verbatim*, filling the gaps verbally as they went. When they had finished the dialogue as presented, they would put their coursebooks down and start speaking, off topic, in their native language.

Even in the free conversation exchanges, intended to give students the opportunity to use English without restriction, little or no attempt was made to go beyond the model dialogues. Students generally didn't extend the conversation, volunteer information, change the topic, ask follow-up questions, engage in spontaneous turn taking, or close the conversation.

On the rare occasions when these essential conversational behaviours did occur, it was usually in Japanese, not English. To make things even worse, students had their heads down while reading the models, which severely limited the eye contact necessary during conversation for signalling turn changing and gauging reactions. Students' dependence upon the materials and/or their unwillingness to go beyond them virtually eliminated any need to use, let alone develop, their conversational strategies and English language.

Although a full explanation of this phenomenon is beyond the purview of this article, it may be explained in part at least, by the over-reliance, in junior (and senior?) high school EFL classes, upon a method which reinforces students' beliefs that they need only practice what is presented: the Presentation-Practice-Production method.

The four-step approach generated a clear construct and a list of essential conversational behaviours on which to focus. My second semester programs explained and exemplified these in everyday terms and used activities which targeted them. For example, the activity "Poker Face" had two students conducting a 1 minute conversation. Prior to the conversation, one student from each pair was secretly instructed not to give any kind of reaction to what her partner says. This experience helped to introduce and explain the idea of giving a reaction ("backchannelling"), and showed its importance during conversation.

As proficient conversationalists in their native language, students already had an innate understanding of such behaviours. However, by highlighting them overtly in this way, students' now understand why reading example dialogues *verbatim* does not constitute genuine conversation. The change in mindset took time, but students are now much more willing, and able, to participate in genuinely communicative English conversation. They no longer depend upon models. Indeed, example dialogues are now absent from the new material and activity designs. Those currently in use require students to use the conversational strategies and English language that the course set out to promote. In brief, students no longer talk *at* their partners, they talk *to* them and *with* them, a distinction clearly outlined by Brazil (1992).

Content relevance

The coursebooks selected dealt with topics such as showing a foreign visitor around Kyoto, jobs, and money. The activities they contained often required students to role play the part of fictitious coursebook characters. However, these topics and activities generally failed to generate much interest. During practice, students just seemed to be "going through the motions." When asked why, it was found that they felt they were unlikely ever to have conversations in English on such topics and they couldn't relate to the characters at all. The content was perceived as irrelevant.

Specifying the TLU domain, tasks and topical content at the start of the second semester courses provided students with an explanation, not just of what the content would be, but why it was relevant. Students were better able to understand the contexts in which they are likely to use the language items and/or skills included on the course and to understand the relevance of the course content to that domain. Also, with the new material and activity designs, students had far more opportunities to talk about themselves and the things that interest them. Informal feedback from students at the end of the second semester indicated that perceived relevance of course content had significantly improved.

Professionalism, responsibility, and innovation

The intuitive approach essentially handed responsibility for many of the syllabus design decisions to the coursebook authors: decisions relating to program content, activity types, material design, and methodology. Such practice has been strongly criticised as leading to a "degenerate syllabus" (Sinclair & Renouf, 1988, p. 146) because in such

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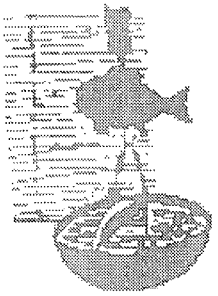
cases, programs are not founded upon an understanding of language, language acquisition, language teaching, learning, or use, but on "an analysis of other coursebooks and pedagogic grammars" (Willis, 2000, p. 3).

The four-step approach encourages attaining a higher level of professionalism and responsibility for the programs we design and implement. It requires syllabus designers/teachers to use their own creativity to make and utilise a more diverse range of materials and activities. For example, after brainstorming the conversational behaviour of nonverbal communication to elicit various types and examples, I used a Mr. Bean video to demonstrate its communicative potential. When a syllabus is enslaved to a coursebook, the need for such innovations is reduced.



Conclusion

This paper has outlined an approach to syllabus design which requires designers to specify four aspects of the test they will use at the end of the course: test purpose; Target Language Use domain; construct definition; and test task and content. These specifications are then fed back into the program of study to create a syllabus which strongly links aim, program, and test as a coherent whole. The paper has also shown how such an approach is preferable to one based on intuitive selection of, and over-reliance upon, coursebook materials. Though intuition can often be a powerful and useful tool, it can apparently also lead one astray unless informed by a wider range of sources.

No hard data can be provided to show that the four-step approach to course design was more efficacious in my course than the intuitive approach which preceded it. However, the type of program of study which the four-step process naturally tends to produce is more systematic, raises awareness of genre-specific rules, strategies and pitfalls, and increases sensitivity to the underlying processes (Dornyei & Thurrell, 1994). These outcomes are all consistent with my original aim.

Also, informal feedback from students suggests that the second semester courses were more enjoyable, that the topics more fun and interesting, and that the instruction and practice had engaged students to a higher level. Though some did express a preference for continued use of coursebooks, they did not voice dissatisfaction with the content used. Finally, by the end of the second semester, students were visibly less hesitant and more confident and capable during conversation practice.

The four-step process seems to offer a viable and systematic approach to syllabus design for those with the freedom to specify their own course aims, programs, and tests. The contextual example provided has shown that its application can greatly enhance the internal consistency of a genre-specific syllabus. It might also be useful to those with little or no experience in designing their own courses, or to those who have to design courses in areas of study with which they are unfamiliar. Its application may also extend to designing other genre-specific courses—for example speech and debate—and may not be limited to spoken discourse.

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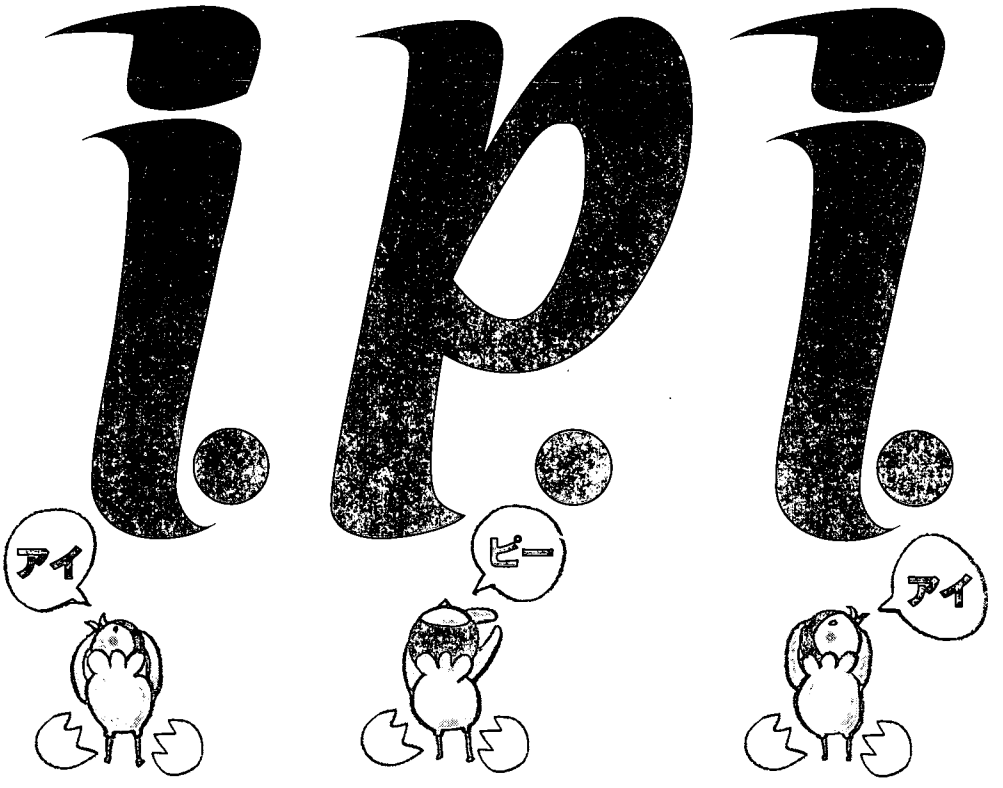

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Learner Attitudes towards EFL Teachers in an English Conversation School in Japan: A Survey of Beginner Level Students

この研究は、日本のＥＦＬ会話学校における英語教師に対する初級レベルの学習者の態度を調査したものである。学校全体の332名のうち、無作為に抽出された４５人の初級学習者に対して、アンケート調査が実施された。「よい英語教師とは」という質問に対して、学習者からは、1)個人の属性、2)わかりやすさ、3)表情および態度、および4)教授関連の属性という４つのカテゴリーの教師評価が抽出された。個人の属性カテゴリーは、最も頻度の高いカテゴリーであり、それは協力者が他の領域よりも教師の個人の特性に関心があったことを示している。この結果は、日本の大学で行われた同様の研究と一致している。

In my four years teaching EFL in Japan, I have noticed that often there seems to be a large discrepancy between what teachers and students believe a "good English teacher" to be. One of the ways teachers can bridge this gap is to ask their students' opinions on the matter. In this paper, I will report on a survey designed to measure the attitudes towards English teachers of some *beginner* level students at the school I work at. I focused on beginner level students because I felt that more proficient learners (intermediate and advanced) would likely have different attitudes. Based on the findings of this survey, I have included some suggestions to assist teachers in dealing with the expectations of beginner level students.

Providing a Rationale for This Study

To ask or not to ask?

Many teachers dismiss the idea that learners have any insights to offer language teaching. Additionally, teachers may feel that by eliciting learners' opinions, they will be seen as pandering to students' desires. However, several professionals in EFL such as Long (1997), Couto and Towersey (1992), and Aleamoni (1981) strongly advocate having learners evaluate courses and teacher performance. Students seem to be the most logical evaluators of the quality, effectiveness, and satisfaction of course elements, and their feedback can be used to encourage educational improvement. Thus, one rationale for this report is to provide a means of communication between teachers and students at the school.

The entertainment factor

Another issue which has provided justification for this research is the need for EFL teachers in Japan to learn how their students really feel. Much has been made about the stereotype of Japanese EFL learners as not serious students and wanting to be entertained above all else (Ellis, 1991). There is much anecdotal as well as some empirical evidence supporting this generalization, particularly in the university/college setting (Hadley & Hadley, 1996; Shimizu, 1995). Although students in private English conversation schools (such as the one I work at) are supposed to be highly motivated because

they actually choose to study English (unlike in high school and university where English is usually compulsory), many teachers still express their distaste for the seemingly large number of students who do not appear to be serious students and want to be entertained above all else. This dilemma has provided the impetus for this research. In other words, I wanted to see what my learners really expected of their teachers, and how their attitudes towards teachers differed, if at all, from students in the university/college setting.

A look at some "good English teacher studies" administered in Japan

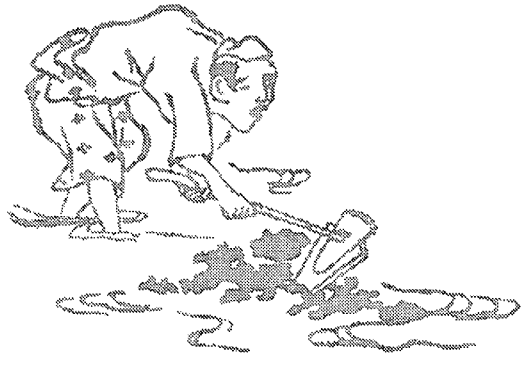
Several studies measuring Japanese college students' attitudes towards English teachers have been conducted (Long, 1997; Hadley & Hadley, 1996; Shimizu, 1995). The findings from these surveys are consistent in that they show Japanese learners in university settings seem to be more concerned with the personal characteristics of their teachers than their ability to teach. Some of the traits students wanted to see in teachers included friendliness, kind-heartedness, open-mindedness, sympathy, and impartiality. These studies along with some of the problems I have discussed above have inspired this study.

Participants

Forty-five beginner level students (out of 332 at my school) participated in this survey (35 females and 13 males). The participants' levels were predetermined by a panel of six teachers at my school. I chose the participants randomly, simply by asking the first students I came across in the beginner level to fill out questionnaires. All the respondents are Japanese nationals from Okayama Prefecture. The ages of the 45 participants range from 10 to 75 years.

Context: Information about the School

The learning environment of the participants will likely shape their ideas about what a "good English teacher" should be. The school that I work at is one of many private English conversation schools in Japan. All of the EFL teachers at the school are non-Japanese. The school offers a wide variety of English courses beyond standard conversation classes such as TOEIC/TOEFL/Eiken classes, business classes, travel classes, and kids' classes. Consequently, the school attracts many different learner types with many different expectations. Some of the reasons students listed for studying English include: communicating with foreign friends, travelling, going to schools in other countries, as a hobby, to understand English movies, and for their jobs.



Additionally, the school is set up so that lesson times are as flexible as possible for students. That is, for standard conversation classes, students can book lessons at any time that a lesson in their level is taking place (the school uses a system of 8 different proficiency levels ranging from *absolute beginner* to *near native speaker*). This information is relative to my study in that the amount of class time between students at the school varies greatly and is largely dependant on students' schedules and motivation. Thus, just because the school is a private language school (meaning the students have to pay to attend classes), this does not mean that we should assume that all the students who attend are motivated to learn English.

Method

The questionnaire (see appendix) consisted of three items (two biographical and one about English study) and one open ended question (the research question). The research question (#4) for this survey is "What is a good English teacher?" I designed the research question to be open ended, so as to give students as much freedom as possible to express their views.

I piloted the study with eight students whom I did not include in the final survey. An analysis of this pilot study caused me to include a Japanese translation for each item and the research question, and to change the wordings of some of the items to make them more comprehensible in the final version of the questionnaire. I was undecided as to whether to allow students to answer using Japanese, but made up my mind to allow them to do so once the pilot study revealed the great difficulties students had in expressing themselves in English.

A second pilot study done with four students (using a questionnaire that was composed in English and in Japanese) still revealed minimal responses to the research question, thus causing me to be more specific and requesting at least three different answers to the research question "What is a good English teacher?" All answers were analyzed according to text frequency and descriptive statistics.

Procedure

In order not to distort my learners' genuine opinions, I tried to keep my instructions to a minimum. First, I explained to the students that I was doing a

study which sought to measure their opinions about "what a good English teacher" should be. I told them they did not have to participate if they did not want to. Once the students agreed to participate, I distributed the questionnaire to them.

First, I reassured them that this was in no way a test. Then I went over each of the four questions in the questionnaire to ensure that the students understood. In my explanation, I payed particular attention to the research question (#4), "What is a good English teacher?" I explained to the students that this question was general in nature and in no way limited to this school or to non-Japanese EFL teachers. I let students know that whatever they answered was fine as long as it was their true opinion, and not just what they thought I wanted to hear. I told them that they could answer in Japanese or English, whichever was more comfortable for them.

Lastly, I asked them to fill out the questionnaire individually because I felt that working in groups might allow some students to be persuaded by more dominant students. I monitored the students while they were filling out the questionnaire to ensure they were working alone, and to answer any questions they had. I gave the students as much time as they needed to complete the questionnaire (no student took longer than 15 minutes).

Data Analysis

The research question produced 144 statements from 45 students. My analysis involved synthesising these statements in such a way as to produce possible patterns without misrepresenting or distorting the data. First, with the help of two translators (two colleagues in my company, Japanese and British nationals), I was able to convert all the statements into English. Second, I conducted a keyword analysis, generating categories for these statements.

Third, based on Nunan's (1992) suggestion, I grouped several of these categories together based on tacit and intuitive grounds. That is, I combined statements which I believed *looked alike* and *felt alike*. To establish the internal reliability of my analysis, I asked a group of three of my colleagues to reinterpret the 144 statements (following the steps I have outlined above) without my assistance. The interpretation of the data (144 statements) by the group (three teachers) was consistent with my own.

The categories which emerged as qualities which learners desired in their teachers included: 1) teachers' personal attributes, 2) teaching related factors, 3) teachers' demeanor and attitude, 4) teachers' ability to make themselves easily understood, and 5) miscellaneous. The two statements included in the *miscellaneous* category ("I like John" and "I like good looking teachers") were isolated and could not be placed in any larger category, and hence were not included in any further analysis.

Interpreting the Results

To interpret the results of my study, I had to compare the number of statements belonging to each of the four categories mentioned above. When I did this, I realized that the participants in my study were most concerned with the *personal characteristics* of their teachers and least concerned with *teaching related* areas. The comparative breakdown of the four categories is shown as follows: Of the 144 statements cited, 67 (47%) belong to the *personal attributes* category, 31 (22%) belong to the *easy to understand* category, 27 (19%) belong to the *demeanor and attitude category*, and 17 (12%) belong to the *teaching related* category.

Implications for Teachers

The findings of this survey imply that *beginner level* EFL students studying in private language schools in Japan may have similar attitudes and expectations toward English teachers as college/university students in Japan do. That is, like some other "good teacher studies" (Long, 1997; Hadley & Hadley, 1996; and Shimizu, 1995) administered in Japan, the students in my survey also put a great emphasis on the personal attributes of the teacher.

This survey revealed some patterns which may help teachers in Japan when dealing with beginner level students. One of these patterns involves the fragile psyche of beginner students. As evidenced by the fact that the teaching related category was the least important for beginner students, teachers may be well advised, above all else, to work to create a comfortable and relaxed atmosphere in the classroom for these students. Some of the following suggestions about personalizing the classroom can assist in this.

In many cases, Japanese learners study English sheerly for pleasure, and seemingly, a large part of their enjoyment is dependant upon the teachers' personal attributes. With this in mind, I am not suggesting that teachers should become full fledge entertainers to conform to students' supposed desires; however, there are some things that a teacher can do to personalize the classroom. For starters, teachers may be well served in always appearing positive, friendly, and enthusiastic in the presence of their students. It would also be beneficial for teachers to share their personal experiences with their students, as well as taking a personal interest in the lives and cultures of their students wherever possible.

Further, there seems to be a real appreciation for teachers who are good story tellers, especially those who share real life anecdotes that are interesting to students (Hadley & Hadley, 1996). Some of the

ways which Doyon (2000) and Stevick (1980) suggest include being friendly with learners, talking to them on a one-to-one basis, mixing in small talk and jokes, and engaging learners in conversation. One of the ways teachers can incorporate these suggestions into the classroom is by choosing lesson activities which involve the sharing of personal experiences and backgrounds. Stevick (1980) calls this the temporary removal of the *teachers' mask*, and points out that some of the nonverbal communication devices in this persona such as body language, change of voice, and facial expressions are also important tools in creating a relaxed atmosphere.

Further, teachers would benefit in paying particular attention so as not to use language or activities that are too difficult for beginner students. Teachers would be well advised in building lower level students' confidence by beginning with simple tasks and gradually progressing to more difficult ones. When teachers have their students do tasks, it is important that teachers pre-teach any skills or vocabulary necessary for success in the activity. Research has shown that success using the target language will increase learners' confidence using the L2 (MacIntyre & Gardner, 1989).

Teachers would also be well served in taking less obtrusive methods in their error correction, and waiting until a certain level of trust has been established between themselves and the student. Other ways for teachers to ensure that learners are able to keep up is to speak more slowly than usual, as well as by constantly monitoring their students' facial expressions and body language to determine when students may need a more indepth explanation.

Conclusion

As the studies done by Long (1997), Hadley and Hadley (1996), and Shimizu (1995) inspired this research, it is my hope that this study will encourage others to make further developments in this area. To my knowledge, there has been little research done on Japanese EFL learners' attitudes in *private language schools*, thus more research in this area would be fruitful.

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Appendix

Below I have supplied a copy of the questionnaire on which I based my study (Japanese translation not included). The completed questionnaires of the 45 respondents are available for perusal should anyone request them (write me at <pino13@po.harenet.ne.jp>).

Questionnaire

Please check the box which applies to you.

1. I am: female male

2. I am: under 16 years old
between 16-25 years old
between 26-35 years old
between 36-45 years old
between 46-55 years old over 56 years old

3. The reason I study English is:
job
hobby/interest
communicate with foreign friends
travel
understand English movies
other (please identify)_____

Please give at least 3 different answers for the following question.

4. What is a good English teacher?

_____

_____

_____

Erratum

The editors regret that John Wiltshier, Sendai College, as co-author was omitted from "A System of Choice for Motivating Big Classes" in the November *TLT*.

edited by joyce cunningham & miyao mariko

In this issue, you will read about a small chapter taking mighty strides. The editors warmly encourage you to submit an 800-word report on your chapter in Japanese, English, or a combination of both.

A Chapter Working with the Community

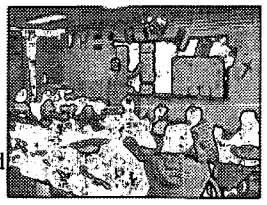
Founded ten years ago, the Yamaguchi Chapter has about 20 members. Our chapter has been very active in a number of areas over the past year: We are assuming the important role of promoting language education in Yamaguchi Prefecture. Not only do we offer teacher training programs for both English and Japanese language teachers but we also provide qualified language teachers to schools and institutions. In addition, our chapter publishes our own annual journal of language education and cultural studies, edited by Professor Hayashi Shinichi, Yamaguchi University.

In 2000, the Ministry of Science and Education started a new pilot program for teaching English in elementary schools. Ube City in Yamaguchi was selected as one of the cities in Japan for this project. The purpose of this project was to teach foreign languages and to deepen international understanding. In Ube, 1500 school children studied English for ten weeks at the community centers of every school district from October to December of 2000. To carry out this large-scale project, Yamaguchi Chapter sent two officers, Professors Shima Yukiko (Chairman) and Akagi Yayoi (member) from the Science University of Tokyo in Yamaguchi, to the Project Committee of the City Board of Education to act as consultants and to help develop the pilot program.

Our chapter organized an intensive teacher training program for 60 teachers and assistants in August and September of 2000 and provided the project's ten-week curriculum, which was designed by Jim Kable and myself, Akagi Yayoi, of the Science University. It included both English sounds from the Phonovisual Method introduced by Professor Shima as well as English communication and international understanding based on the principles of LINGUAPAX, the language committee of UNESCO. Many JALT Yamaguchi members worked together as teachers, lecturers, and staff on the pilot program, bringing efficiency and cooperation to design and materials development.

Participants discussing their own lesson plans at the teacher training program

Students taking the lessons seemed to thoroughly enjoy studying English as an international language for global communication and being exposed to foreign cultures. They learned how to greet and communicate in English and about diverse societies in a variety of activities such as making and discussing the world map. In order to deepen international understanding, 30 guest speakers from the community (hailing from 13 different countries such as Nepal, Germany, and Zimbabwe) gave talks about their countries and shared their languages and cultures through games and songs.



Children practicing English sounds with their teacher

Since the Ministry of Science and Education is planning to start English education in elementary schools nationwide in 2002, this project reinforced the ideas that English should be introduced as one of the important world languages and that English is for communicating with peoples from different cultural backgrounds for friendship, mutual understanding, and world peace.

Given the success of the teacher training program, our chapter is continuing to offer the program this year in cooperation with the Continuing Education Program of the Science University and Boards of Education in Ube and Onoda Cities. Training sessions are held once a month at the Science University with 50 people participating at present. To this end, we are establishing a network of qualified English teachers who can be sent to elementary schools whenever teachers are needed. We believe that our contribution will raise awareness to help children study English for communication and international understanding rather than for the tests and examinations still emphasized in junior and senior high schools today.

In addition to the English teacher training program, the Japanese language group of our Yamaguchi Chapter has been offering a teacher training program sponsored by the Association of Yamaguchi International Exchange and several city governments. Many teachers who received qualification to teach Japanese to international students and residents in Yamaguchi are now teaching Japanese as professionals at universities and local Japanese classes. This teacher training and supervision in the language teaching field is highly appreciated.

JALT Yamaguchi has always contributed to the community of Yamaguchi with its academic knowledge and organization, by holding lectures and workshops, publishing journals, and sharing information about language learning. As a result, the community has started to recognize this academic body, particularly now, when our society needs quality language teachers more than ever to teach English and Japanese. We are proud of our chapter and its active involvement in the Yamaguchi community!

Reported by Akagi Yayoi,
JALT Yamaguchi Membership Coordinator
<yayoi@ed.yama.sut.ac.jp>

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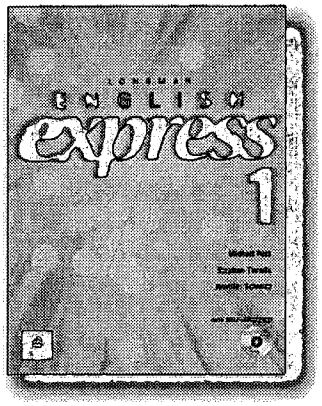

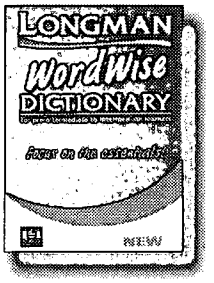

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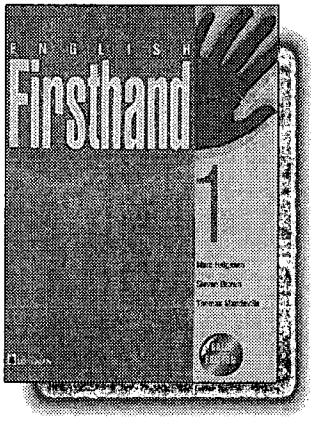

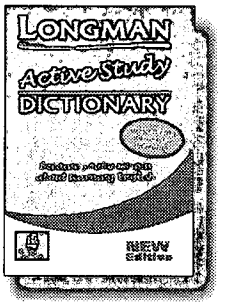

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Utilizing Keypals in the Classroom

Sung Kim, *Temple University*
<kims@wilmina.ac.jp>

Quick Guide
Key Words: Keypals, email
Learner English Level: Intermediate and up
Learner Maturity: College to adult
Preparation Time: 15 minutes
Activity Time: 10 to 20 minutes a week outside of class (average)

Keypal programs are like pen pals that communicate via email, usually between different classes or cultures. Their primary purpose is to exchange knowledge of languages and culture, or knowledge of either a personal or general nature (Robb, 1996). The main motivation in creating a keypal program is the opportunity to learn about people from different cultures. This main feature of intercultural exchange, however, should not limit the advantages of keypals only to students who are unfamiliar with each other.

Keypals promote two-way interaction between the students (and teacher), which is accompanied by lively discussion through a high level of control over what is being learned and at what pace. Both satisfaction and learning are positive outcomes (Robertson & Stanforth, 1999; Hackman & Walker, 1990). The following is an activity designed to promote the advantages of keypals within a single, content-based class.

The *chat group* activity

This activity takes the concept of keypals and expands it to form "chat groups." Keypals often refer to one-on-one situations between two students with the teacher acting as observer or monitor. The communication within chat groups, however, is between every member of the group. The teacher has the opportunity to act as either an observer or a participant. The chat group format requires a student to share her opinions with a group of up to six members. The students write an email to one member of the group, and provide CCs (carbon copies) to the rest.

For the activity, assign each student four email exchanges during the course of the entire semester. Of the email exchanges, two must be original (of at least 100 words each) and the other two must be responses (of at least 50 words each). The difference between the original and response categories can at times overlap. I grant a lot of latitude concerning the contents of the assignments—the primary rubric of distinction being the word count; and if that fails, then whether the email is truly an original thread, or just following the current topic of discussion. The original email is an opinion, insight, researched fact, or commentary on something that deals with the class content. The inspiration for these emails can come from class discussion, research via the Internet or library, discussion outside of class, or epiphany. The response email comments directly on another student's original or response email.

Getting chat groups started

Email access

The first and most important step is to make sure that everyone has an email account. Either a school-generated account or a student's personal account that can be accessed from home would be acceptable.

Forming groups

Next, inform the students that they will need to form groups of two to six students. If possible, it may be more advantageous to have them form their own groups because they need to be comfortable with presenting ideas to others, and it may help if the students are familiar with each other. On the other hand, teachers may also find it advantageous to designate the groups themselves.

Exchange addresses

Within each group, have the students write down everyone's email address—including the teacher's. This serves two purposes, as first the teacher can monitor the keypal traffic and see the interests of the individual groups. If enough students start their assignments early, the teacher can tailor her class to fit the interests of her students. The teacher also has the ability to join in on a conversation, or "thread," if she so desires. If need be, the teacher can step in if the email exchanges wander from their original purpose, or if content or language become inappropriate. Second, it encourages the students to write their messages in English if they know the teacher needs to read the assignments and cannot read the students' first language.

Timing

Timing is important. Timing refers to when the keypal assignments begin and when they are due. The most optimal time frame for assignments seems to be any time from the beginning of the

semester (ideally, the first or second week) to the end. A teacher's first response to this might be that this would be a foolish thing to do because all the students would wait until the last week to fulfill their email assignments. This is in part true, but the real objection to this schedule is that the teacher would have a lot of email to read all at once. In my opinion, I believe that although this schedule has the potential for being difficult for the teacher, there are two reasons why a flexible schedule is preferable. First, one of the advantages of using keypals is that students are able to pace themselves, exerting control over what they learn and how fast they learn it. With a previous class, I once tried making the keypal exchanges very short, weekly assignments. By the very contradictory nature of the assignment, the keypals portion of the program failed dismally. Second, computers do not always agree with humans. Students often have difficulty getting their email accounts set up, whether individually or through the school. Allowing them to join in their group's discussion at their own leisure reduces the stress associated with trying to get an email account working properly, or falling behind in keypal assignments.

Conclusion

Keypals are an excellent way to promote critical thinking, expression, confidence in presentation to other students, and control over learning—both in speed and content, which can lead to increased motivation. Students who are often silent in class have the chance to participate and be listened to by others. It is also helpful if the class has more vocal students than discussion time, or if the topic of the day is especially provocative; through keypals, the students have the opportunity to express themselves without competing for the floor. Finally, they learn the target language, English in this case, incidentally or directly, by dealing with the content of the course through the keypals program.

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Speaking Task Based on TOEIC Listening

Kumazawa Takaaki
Ibaraki University
<takaakikumazawa@hotmail.com>

Quick Guide

Key Words: Speaking, listening, TOEIC
Preparation Time: 10 to 30 minutes
Learner Maturity: College to adult
Learner English Level: Low intermediate and above
Activity Time: 60 to 90 minutes

It is often difficult to find motivating, fun exercises when teaching and practicing the TOEIC test. This activity turns TOEIC preparation into an interactive exercise by focusing mainly on listening and speaking using the pictures from the first section of the listening test in TOEIC. This is an information-gap exercise where each student has information that the other student does not, making both students responsible for the completion of the task. With the material used in this activity, low-intermediate-level students and above can practice in pairs for the TOEIC examination in a motivating atmosphere. The pre-teaching of vocabulary items and/or formulaic phrases that enable students to ask for repetition and clarification may also be necessary for lower-level students.

Procedure

1. Pre-teach vocabulary items or formulaic phrases and write them on the board.
Example:

"Student A, Picture 1 (a list of relevant vocabulary)"

"Student B, Picture 2 (a list of relevant vocabulary)"

"Can you say that again?" "What?" "Excuse me?"

2. Pair up the students. One will be Student A and one will be Student B. Hand out half of the pictures from the first section of the TOEIC listening test to Student A and the other half to Student B (ten pictures each). Inform students that they should not show their pictures to each other.

3. Student A must clearly describe the first two pictures to Student B according to the following criteria: people (i.e., number, gender, appearance, and activities), general/specific locations, and objects. Encourage Student A to use the vocabulary and

phrases written on the board, as these will quite often occur later in the listening section. Student B should be encouraged to ask for clarification and repetition where necessary.

4. Next, students will listen to the four statements from the listening section, which match each picture. Student B must choose the statement that most closely matches the picture, without assistance from Student A.

5. The teacher should then demonstrate describing the picture using the vocabulary items on the board, and repeat the four statements once again. The answers can then be discussed and explained.

6. After the first two pictures have been completed, Student B should describe the next two pictures to Student A. This continues until all 20 pictures have been completed. The entire activity takes 60 to 90 minutes, depending on how much pre-teaching is required.

Observations and further suggestions

It is a good idea to limit descriptions to only two pictures at a time before listening to the statements. Any more than this will make it difficult for students to remember the details.

When pre-teaching low-frequency words, direct translations are a reasonable method for quick retrieval or for teaching vocabulary for receptive purposes only. When dealing with high-frequency words, a fair amount of class time should be devoted to formally teaching the meanings, grammatical functions, and/or collocated words.

I have implemented speaking tasks based on the listening sections of TOEIC in my intensive TOEIC course, and have found that students tend to do better when they are familiar with the material. This is very motivating for them. Section II of the TOEIC test is a question-response format, where students hear a question and are asked to select the correct answer from one of four responses. As a pre-task prior to listening, students are instructed to work in pairs with one student reading a question in the script (total of 30 questions), and the other must try to respond correctly without seeing the choices available. Then, both can confirm whether the response was appropriate for the question and discuss the other responses.

Using a speaking activity based on a listening activity as a pre-task exercise has worked well in my lessons and is more motivating for students than working on their own.

The Five Cs Checklist: A Key to Successful Peer Reviewing

Takada Tomoko
Gakushuin Girls' Junior & Senior High School
<TmkTakada@aol.com>

Quick Guide

Key Words: Writing, peer review
Learner English Level: Lower intermediate to advanced
Learner Maturity Level: College and up
Preparation Time: 20 minutes to read each essay and organize a review session
Activity Time: 30 minutes to introduce the five Cs, 10-30 minutes to review each essay

Peer reviewing has become a common activity in the ESL/EFL writing classroom since the process approach was introduced from L1 composition pedagogy to the L2 setting in the 1980s. By interacting with a real audience during the writing process, learners develop awareness of the needs and expectations of their readers (Mangelsdorf, 1992). However, some learners are not comfortable with this beneficial technique. Asian students, in particular, who are learning English in a teacher-centered, accuracy-oriented classroom, do not seem able to take the full advantage of its benefits (Sengupta, 1998). Another obstacle is an underdeveloped level of critical and logical thinking skills even in their L1. Japanese students generally do not receive systematic L1 writing instruction in secondary schools (Ochi & Davies, 1999). Under such circumstances, it is unrealistic to expect them to serve as critical readers for their classmates in L2. Knight (2000) reports that some Japanese students need a while to grasp that good, clear English is written in clear paragraphs with clear topics.

The five Cs checklist, a guideline for good writing, is a blessing for EFL teachers who need to impart what good writing entails. The five Cs represent five criteria required of good writing: *complete, clear, correct, concise,* and *considerate* (Lederer & Dowis, 1995). This checklist provides five specific perspectives from which students should read their fellow writers' products critically. This has originally been designed for L1 writers, but I apply it to the EFL setting by prioritizing the five items according to the nature of EFL learners' weaknesses. I introduce this device by having my students read a chapter from Lederer and Dowis

(1995) for homework and discussing it in class. Then I model peer reviewing using their first drafts.

1. Complete

I start with checking if the writing is "complete." Students often fail to write all the information they need to provide to convey their message. Take a two-page essay titled "My Favorite Novel" for example. The student writes that she likes the novel very much, that she cries whenever she reads it, and that she wishes she could write such a wonderful story. But she fails to describe why the novel moves her. This is where I introduce the concept of a topic sentence and its supporting sentences. Students learn that without enough support their writing is not complete.

2. Clear

A sentence that is not "clear" often involves inappropriate word choice, which may interfere with communication. I put clarity ahead of correctness because semantically unclear sentences are more likely to be unintelligible than grammatically incorrect sentences (Khalil, 1985). In one essay the writer says, "In his story, there are usually dead people. That people are kind and always help the hero," which apparently strikes readers as strange. I ask the writer what her original intention was, and help her rewrite the passage. It may end up like this: "The characters in his novel often communicate with the spirits of deceased friends or family members, who love, care, and support them." As this example shows, correction of semantic errors can generate a byproduct—correction of grammatical errors.

3. Correct

Although grammatical accuracy tends to take a back seat to fluency in the current trend of communicative teaching, an acceptable level of accuracy should be expected of an essay that is addressed to an academic community. Besides, incorrect sentences can endanger clarity. Assuring students that they should not be afraid of making mistakes in casual talking, I make it clear that formal writing requires higher standards since we have time to monitor ourselves. After my lecture about completeness and clarity, I ask my students to volunteer to correct any errors they have detected since grammar correction is a somewhat familiar activity for Japanese students.

4. Concise

Circumlocution is a common occurrence in students' writing because of their limited English proficiency. Also, it often results from their desperate efforts to meet the length requirement. I cross out redundant words and phrases to replace them with more succinct expressions.

5. Considerate

The fifth criterion is for double-checking that the revision is completed. When the draft becomes *complete*, *clear*, *correct*, and *concise*, it meets the last criterion: it is "considerate" towards readers. Thus I finalize my peer review modeling by reminding my students of the importance of the audience's perspective.

The prerequisite for this technique is a non-threatening, carefree classroom. I wait a few months for the students to get to know each other before I model peer review. I increase the amount of interactions with my students as I model peer reviewing, speaking less and having them speak more. Thus, peer review modeling gradually turns into class review. I print essays of all my 30 students for class review so that no student may feel her essay has been picked out for criticism. When I give them writing assignments, I tell them that everyone is "lucky to have an opportunity" to get feedback from classmates.

Every session is rigidly structured, starting with the question: Is the writing complete? Then I go on to clear, correct, concise, and considerate. I repeat these five C words like a mantra. Because of this fixed format, the students soon become familiar with these concepts, and consequently we spend less time reviewing one essay. The required time is reduced from 30 minutes to 10-15 minutes by the time we finish reading all 30 essays.

It is challenging to help students develop readers' perspectives in writing, but the five Cs checklist makes this endeavor fruitful. I begin to see concrete, accurate, and straight-to-the-point feedback in my students' comments in place of vague, general, impressionistic statements. At this point students are ready for independent peer review sessions in pairs.

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Acknowledgments

I would like to thank *TLT*'s Peer Support Group for reading the original text and providing me with helpful suggestions. Special thanks are due to Jill Robbins and Wilma Luth.

Mini-Share

Mini-Share is a new section in the My Share column. A Mini-Share should explain a useful idea or teaching technique within a few lines. Submissions should not include a Quick Guide or references.

Circlework Word Endings

Fiona Webster
Mission Australia Home Tutor Service
<websterf@smartchat.net.au>

This activity can have a spelling or pronunciation focus. The pronunciation version encourages Japanese learners of English not to add the extra vowel sound at the end of words (e.g., *ingurisshu*). Putting students in a circle means everyone is on an equal footing and can see each other's faces; the teacher is no longer the focus of attention. If students are young, they can sit on the floor.

Spelling
Have your learners sit in a circle. The teacher starts by saying a word, and the next person in the circle has to say a word beginning with the last letter of the teacher's word. The next person then has to say a word starting with the last letter of that word, and so on:

Example:
Teacher: *start*
Next learner: *train*
Next learner: *nearly*
Next learner: *year*

You can vary this after the learners have got the hang of it by eliminating those who get it wrong, until finally just one person is left.

Pronunciation
This activity is particularly useful for teaching the *schwa* sound and encourages your learners to listen for and enunciate final consonants and vowels.

First, the teacher starts with a word. The next learner in the circle has to say a word beginning with the final *sound* of the teacher's word. Then the next person has to say a word starting with the final sound from that word.

Example:
Teacher: *apartment*
Next learner: *try*
Next learner: *ice cream*
Next learner: *mother*

The game will need to be restarted if someone says a word ending in /ng/ as there are no English words beginning with it (*gnocchi* perhaps?) Try this game and monitor whether learners are actually taking more notice of the endings of their words.

Make sure *The Language Teacher* moves with you.
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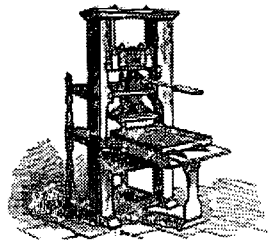

Oxford University Press: 500 Years Old and Still Kicking

What kind of image does Oxford University Press conjure up? If you think of medieval spires, gowned scholars strolling through cloistered courtyards, the legendary multi-volume Oxford English Dictionary, or just large, heavy books on esoteric subjects—well, you'd be right. But would you also think of an online student website for *Passport*? An ELT website 100 percent dedicated to teachers in Japan? A huge, free party at JALT 2001? Giveaways of trips-for-two to London and Oxford? Japanese language teaching guides for a dozen different OUP ELT titles? There is a lot more to Oxford University Press than our history. Therefore, I'm happy to have this opportunity to tell *The Language Teacher* readers something about what we've been doing for teachers over the last several months.

Upgraded online services

First of all, our online services saw a major upgrade in October. We launched an updated ELT Japan website (www.oupjapan.co.jp) with enhanced search functions and a redesigned look to make it even easier to find what you need. In particular, please try our Ask Oli (OnLine Interactive Virtual ELT Representative) search engine. Oli recommends an OUP title based on a series of questions that you answer. There is also an online catalogue and a browse-by-category function. Our website is your first stop for information on our titles, requesting samples, joining one of our teacher service programs, looking for a bookseller near you or finding details on one of the many events we participate in over the course of the year.

October also saw the launch of our *Passport Online* website for students (www.oup-passportonline.jp). *Passport Online* is being used by hundreds of students in Japan this year, and teachers report increased motivation and satisfaction, as well as effective review and extension of the student book material. Passport Online features 40 different interactive activities, bilingual notes and instructions, scorekeeping and reporting functions, and all for free! So please come in and take a look.

Free trips to England

Visitors to our website also found out about our fantastic Oxford Classics contest, which is still ongoing (though in its final stage—hurry!). We have given away two trips-for-two to London and Oxford already, and we have one more pair of tickets just waiting for a lucky winner. Any readers of this article who would like to enter can still do so. Until December 10, English teachers in Japan may enter online via our website (above). This contest and these fabulous prizes are our way of celebrating the success of the thirteen Oxford Classics—ELT titles that have been especially successful here in Japan over the years. Oxford Classics represent the confident choice for teachers looking for material that works in their young adult classes.

Free beer (and great service for college and university teachers, too!)

On November 24, attendees at the PAC3 at JALT2001 Conference in Kitakyushu were treated to an evening of classic rock, good beer, and another giveaway of a trip-for-two to the UK at the Oxford Classics Party. Despite the official ban on alcohol at this year's conference, JALT was kind enough to notify attendees of this free event, and Oxford is grateful that so many of you came along to help us celebrate. All attendees who teach at a college or university, and who weren't already members of our Oxford Campus Support Service (OCSS), were given automatic membership. Meaning (among other great things), any member who adopts an OUP text at a college or university simply has to let us know, and we'll provide a free Teacher's Book and free audio component directly to that teacher. There are other great benefits to being a member of our OCSS, so if anyone reading this would like to sign up, please go directly to the OCCS sign-up page on our website: <www.oupjapan.co.jp/csupport>.

Grog with the Grammarian

We were extremely proud to bring Michael Swan to Japan once again this year. In addition to being a Featured Speaker at the conference, Michael spoke at five OUP-British Council Forums in Japan in the week prior to Kitakyushu. Michael brought his unique blend of humor and insight to the talks, along with a host of practical ideas for approaching grammar-related teaching issues. Teachers who stayed on for any of the receptions afterwards enjoyed a glass of wine and more scintillating conversation than you can shake a stick at. These seasonal forums with the British Council, featuring respected international speakers (Tom McArthur spoke in the Spring), are something we will be doing more of. Once again, all OCSS members will receive direct notification of these great free events.

Tebiki *for Japanese teachers*

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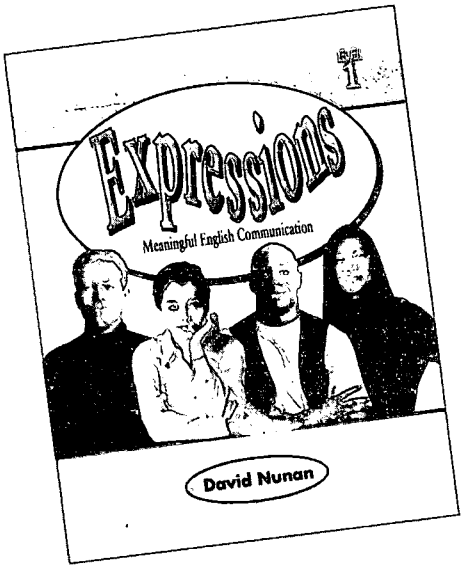

Expressions

NEW

by David Nunan

初級者から中級者対象、3レベルに分かれた総合スキルのコーステキスト。4つのスキルを統合したシラバスを用い、英語学習者に、コミュニケーション能力の向上と、有効な語学学習の習得を約束します。2002年はじめには、日本全国、及び諸外国でもすでに大好評の全3レベルに、イントロレベルが加わります。

- sequential, complementary tasks systematically develop language skills
- short, achievable tasks help build learner's confidence
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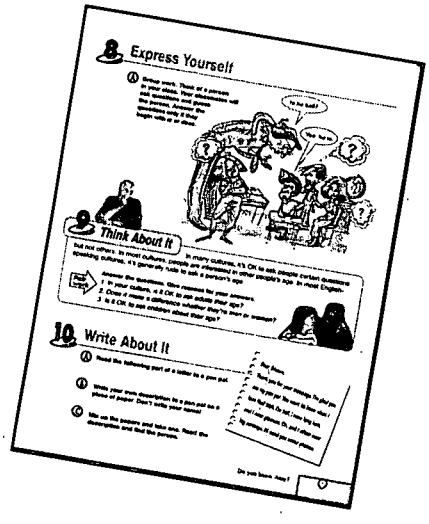

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New Intro Available in January 2002!

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guides (*tebiki*) that we produce. We recognize that most teachers are very busy, and that for many Japanese teachers it is extremely helpful to have brief, succinct teaching notes for their textbook in their native language. These items are available for many of our young adult titles, including all of the Oxford Classics course books, so please contact us to request your free copy, or let your Japanese colleagues know about these great items.

So when you think OUP, think not only about a rich history, but about great service for teachers in Japan. Hope we see more of you in 2002.

Departments

Book Reviews

edited by steven snyder

Gogo Loves English 1. New Edition. Ken Methold, Stanton Procter, Melanie Graham, Mary McIntosh, and Paul Fitzgerald. Hong Kong: Longman Asia, 2001. Student Book: pp. 73. ¥1,460. ISBN: 962-00-50995-9.

Gogo Loves English is a six-level course designed for elementary school students from grade one to six. The text follows Gogo, "a mischievous but loveable, magical creature" (p. 7), who has many adventures along his way learning English. The course components include student's book, workbook, teacher's book, picture cards, audio material, video, and video workbooks. The text incorporates a variety of language skills including target expressions, listening exercises, vocabulary, games and activities, pronunciation practice, songs and chants, as well as lessons which focus on culture.

I found this text highly suitable for my young learners class for several reasons. Firstly, the character Gogo appeals to young learners. They love his antics and are amused by his stories. They enjoy studying with him. Secondly, the layout of the text allows flexibility in lesson planning. Each unit is divided into 10 sections, giving the teacher as much or as little to do as necessary in each lesson. Thirdly, emphasis is placed on the model conversation rather than on individual skills. The large cartoon format provides enough visual cues for students to understand and follow the dialogue. Students love roleplaying these dialogues as they are amusing and they have fun mimicking interesting background noises. In addition, recalling the story triggers the students' memories of the target language used within the conversation. Music is combined twice in each unit. The first chant is based on the target expression and the second on target pronunciation. By setting the CD to "repeat" the tune as background noise throughout the lesson, students unconsciously focus on the target expression when they tap, hum, or sing along to the chant. There is an abundance of extra activities in each unit that focus on the exercise targets. This is excellent support for teachers who lack experience or materials. Furthermore, by incorporating a variety of activities which utilise different skills, this text caters to multiple intelligences. This enables all students to excel in the area that they are more adept at while also allowing them to practise the skill areas that they need to work on. I have noted that students who have been uncooperative in classes prior to using this text have since become much more involved in the lesson and seem to be enjoying English more. Lastly, the layout of the teacher's book is very easy to use with all sections divided into a grid, allowing them to be located at a glance.

I thoroughly recommend this text to teachers of young learners. It's designed to be flexible while still providing substantial support to the teacher. In addition, it incorporates activities focusing on different skills, which allow all students to cooperate in the class. Ultimately, *Gogo Loves English* manages to capture kids' imaginations, which leads to excitement and motivation in the classroom, an important key to successful language learning.

Reviewed by Amanda O'Brien
Osaka Chapter

Recently Received

compiled by amanda o'brien

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of December. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

ERIC 001

For Students

Supplementary Materials

English Vocabulary Organiser. Gough, C. Hove: Language Teaching Publications, 2001.

Internet Surfing: Hawai'i. Volker, C.A. & Hoko, T. Nagoya: Sankeisha Publishing, 2001.

Strategies for Success: A Practical Guide to Learning English. Brown, H. D. New York: Pearson Education, 2002.

Taboos and Issues. MacAndrew, R. & Martinez, R. Hove: Language Teaching Publications, 2001.

For Teachers

*Teachers' Voices 7: Teaching Vocabulary. Burns, A. & de Silva Joyce, H. (Eds.). Sydney: National Centre for English Language Teaching and Research, 2001.

JALT News

edited by amy e. hawley

Welcome to the December JALT News Column! By the time you read this, the PAC3 at JALT2001 Conference will have finished. I hope that everyone who attended had a wonderful, educational experience and will join JALT next year in Shizuoka for another successful conference. This month, there are two announcements that I wish to pass on to you. The first is from the Eikaiwa Forming SIG. Duane P. Flowers, the current president, introduces this forming SIG to us. If you are interested in joining this SIG, contact Mr. Flowers and get involved in a new, different voice within JALT. Next, because Okayama had such great success with their call for chapter presentations in this column last year, we have another call for chapter presentations from their president, Peter Burden. If you are interested in presenting, this is a great chance to get out there and be heard in the world of JALT. Finally, I want to wish each and every one of you a very Happy Holiday season. No matter where you go or what you do, take care and I'll see you back here for the January column.

10月号のJALT Newsコラムへようこそ！このコラムを皆さんがご覧になっているころには、JALT 2001でのPAC3も終わっていることでしょう。出席された方が有意義で、教育的な時間を過ごされ、そして来年の静岡での年次大会へも参加されることを期待しております。今月は二つのお知らせがあります。最初は、英会話分野別研究部会からのお知らせです。現部会長であるDuane P. Flowersが、この分野別研究部会について紹介します。この部会への参加へ関心がある方は、Flowers氏に連絡をとり、このJALTの新しい活動に関わってみてください。次は、昨年、このコラムでの発表募集で大きな成功をおさめた岡山支部から届いた記事で、支部長Peter Burdenから新たな発表募集のお知らせがあります。ご興味がある方にとっては、またとない機会です。最後に、皆様が素晴らしい休暇を迎えられますように。そして、どこで、何をしようとも、お気を付けて。1月号のこのコラムでまたお会いしましょう。

Eikaiwa Forming SIG Call for Membership

JALT is pleased to announce the formation of an Eikaiwa SIG. In that such a large number of English teachers in Japan work in *eikaiwa* (Private Conversation Schools) it is felt that a Special Interest Group devoted to their specific needs and requests would greatly benefit those working in that sector as well as help to solidify JALT's presence in that sector. The areas that the Eikaiwa SIG hopes to directly address currently are (but are not limited to): resources for teaching at the *eikaiwa* level, resources for networking in Japan, resources for living in Japan (including information on taxes, insurance, visas, passports, unions, etc.), personal training, professional development, business (management) advice, access to available (and not so available) materials, conference presentations and mini-conferences geared towards them, a spot in the JALT publications (just for them), job location and referral services, a SIG listserve, and coordination with each of the existing SIGs for cross-referencing and cooperation.

JALT has largely become an association of academics, with its publications and conferences geared predominantly (although not exclusively) towards those working at that level. While it is acknowledged that university teachers generally have more time and more of an inclination to participate in professional organizations such as JALT, those working in other areas should not be left out. Therefore, the Eikaiwa SIG aims to provide a forum for the presentation, discussion, and dissemination of information and ideas deemed helpful to anyone working at the *eikaiwa* level. All those with any interest in any or all of the above are encouraged to join the Eikaiwa SIG so that we might immediately start working together to fill a greatly needed void in JALT and in Japan.

Duane P. Flowers, Eikaiwa (forming) SIG President
<duane@purple-dolphin.com>

英会話分野別研究会会員募集

JALTから「英会話」分野別研究会の結成準備についてご紹介できることを喜ばしく思います。日本では非常に多くの英語教師が英会話(私立会話学校)で働いており、分野別研究会がその教師のニーズや要求に応えることは、彼ら自身に多くの利益をもたらすだけではなく、JALTがその分野での意義を確立するためにも助けとなるでしょう。英会話SIGが現在直接目を向けようとしている領域（制限はありませんが）は、英会話レベルでの教授リソース、日本に於けるネットワーキング・リソース、日本での生活情報（税金、保険、ビザ、パスポート、組合などを含む）、個人旅行、専門的向上、ビジネス（マネージメント）アドバイス、アクセス可能な教材、彼らを対象としたコンファレンスやミニコンファレンス、JALT出版物、職場及び関連サービス、SIGリストサーバー、そして既存のSIGとの相互協力などです。

決して排他的ではないのですが、ＪＡＬＴの出版物およびコンファレンスの方向性から、その大部分がアカデミックな学会となっています。大学で働く教師がより多くの時間ＪＡＬＴのような学会に参加する傾向があると考えられていますが、他のエリアで働く人たちを忘れてはならないでしょう。従いまして、英会話ＳＩＧは、英会話レ

ベルに取り組む誰もに役立つと考えられる情報、発表、議論および今後の普及のためにこのフォーラムを提供することを目標とします。上記の内容に興味がある方は、ぜひ英会話ＳＩＧに参加し、一緒に実りあり活動を、JALT、そして日本で行おうではありませんか。

Okayama JALT Call for Presenters for 2002
Can you cut the mustard? Okayama JALT has four dates open for presentations in 2002. If you think you can offer a stimulating presentation, Okayama would like to hear from you! We are a small, enthusiastic, cuddly chapter and would be interested in any topic, especially results of classroom-based action research and/or innovation. Speakers should be prepared to speak for 90 minutes. We can offer a good day out including a sightseeing tour of Okayama City, a homestay if required, an honorarium, participants for beers and dinner, and SOME help with transportation.

We would also welcome speakers promoting educational texts. However, as we have limited money, financial support would not be available. Please contact Peter Burden.

Peter Burden, Okayama Chapter President
<burden-p@osu.ac.jp>

2002年JALT岡山発表者募集

岡山JALT支部は４日間の研究会を2002年に開催いたします。発表ご希望の方は、ぜひお申し込みください。私たちは、小さく、熱心でとてもかわいらしい支部です。そして、どのようなトピックに関しても興味を示しますが、授業ベースのアクションリサーチや革新的なものは特に歓迎いたします。発表は９０分です。私たちは観光ツアーを含めて、都合のよい日を提示することができます(もしご希望があれば、ホームステイ、謝金、ビールおよび夕食、および交通費の一部も)。

また、発表者の作成された教材も歓迎いたします。しかしながら、財政的な制限もあり、財政的な支援はできません。どうぞ、Peter Burdenまでご連絡ください。

SIG News

edited by coleman south

This column, in addition to some of the usual types of SIG news items, contains a piece written by Alan Mackenzie (National SIG Representative and Coordinator of the CUE SIG) related to setting up a new SIG within JALT. Part 1 of that column, in this issue, lists the specific steps for gaining recognition from the JALT Executive Board as first an Affiliate, then a Full SIG. Part 2, which will be in the January issue, will offer some important issues that groups who want to form a new SIG should think about.

Junior & Senior High School—***English in Elementary Schools: What Will It Mean for Secondary School Teachers?*** The Jr./Sr. High SIG will be sponsoring a discussion on *Monbukagakusho's* revised English course of study Saturday, January 19th at Sakuragaoka Girls' Junior & Senior High School in Kita-ku, Tokyo. Noted educator, author, and lecturer Professor Yoshida Kensaku of Sophia University and others will be presenting. For details and further information please check the following website: <www.esl.sakuragaoka.ac.jp/tsh/january19.html>.

Pragmatics—The Pragmatics SIG has completed its first year as a fully recognized Affiliate SIG with a membership of 70 plus and growing. Pragmatics is involved in what we say, how we say it, what we elect NOT to say, and how our words affect others. Student background knowledge and their culture also influence the pragmatic choices made in interactions. To know more about pragmatics, please read *Pragmatic Matters*, the newsletter of the Pragmatics SIG. It is completely bilingual and is published three times a year. For one complimentary copy, please contact Donna Fujimoto, Publicity, <donnaf@kobeuc.ac.jp>. The newsletter welcomes articles in either English or Japanese. Contact the Supervising Editor, Donna Tatsuki, <tatsuki @kobeuc.ac.jp>. Also check the following website: <www.groups.yahoo.com/group/jaltpragsig>.

Testing and Evaluation—There is an ongoing call for papers for the May 11-12, 2002 conference ***Language Testing in Asia in the 21st Century*** being sponsored by the Testing & Evaluation SIG. A special keynote speech by J. D. Brown of the University of Hawaii, one colloquium on institutional testing, and 14 other presentations on testing will be featured at that conference. For further information, visit <www.jalt.org/test/conference.htm>.

Forming a New SIG Part 1: The steps to follow
At the moment two new SIGs are attempting to form. I am writing this so that anyone else attempting to form a SIG will follow the correct procedure. The guidelines for doing so are specific, concrete, and strict. According to the most recent version of the bylaws of the constitution of JALT, section V, these are (with a couple of extra notes from me):

1. In order to be officially recognised as an "Affiliate SIG," the Forming SIG (which is the official title of a SIG until it achieves recognition as an Affiliate) must first present a petition to the Executive Board showing that is sponsored by a Full SIG or Chapter. The petition should contain the names of 50 or more members of the Forming SIG.
2. It must also submit to the Executive Board a constitution, a full officer list, and a letter of intention to form an Affiliate SIG (through me or one of the SIG reps on the Board).

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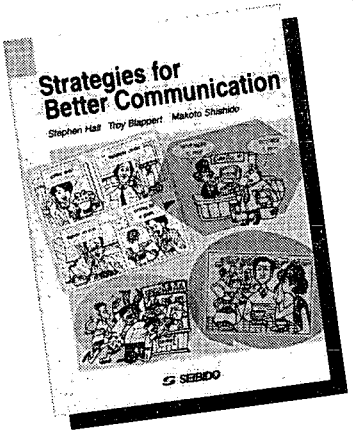

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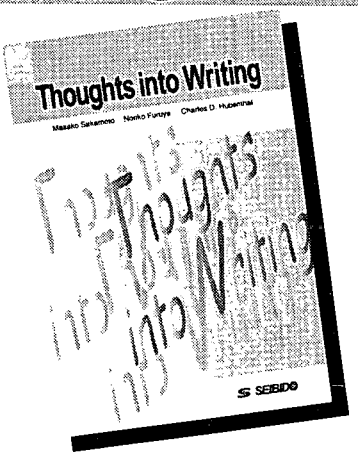

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3. It should also have produced one newsletter.
4. When the above requirements have been met, the Executive Board can then vote on whether to grant the Forming SIG Affiliate SIG status.
5. For the first two years, Affiliate SIGs receive no grant. They need to demonstrate their viability during this period by holding a core group of at least 50 members plus a full slate of officers and by publishing at least one newsletter per year.
6. After two years of stability, the Affiliate SIG can apply to the Executive Board to be recognised as a full SIG of JALT. In order to convince the Board of its viability, it is suggested that all Affiliate SIG activities be recorded and reported to the Board at the meeting in which the vote on the motion to recognise the Affiliate as a Full SIG will take place.
7. After being recognised as a Full SIG, it shall be entitled to an annual grant.

P.S. There is no need for the Executive Board to vote on whether a SIG should be allowed to form or not. The Board only becomes involved when SIGs request to become Affiliates, at which point, after fulfilling the above requirements and passing the vote, their two-year probationary period as Affiliate SIG starts.

Alan Mackenzie
CUE SIG Coordinator & National SIG Representative

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Computer-Assisted Language Learning—Richard Gitsaki-Taylor; t: 052-872- 5815(w); t/f: 052-704-1017(h); <taylorx4@sc.starcat.ne.jp>

Foreign Language Literacy—David Dycus

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/>; Jane Nakagawa; <janenakagawa@yahoo.com>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Help with Employment and Labor Policies—Edward Haig; f: 052-789-4789(w/f); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—Robert "Bob" Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicholl/>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

Pragmatics—Yamashita Sayoko; t/f: 03-5-5283-5861 <yama@tmd.ac.jp>; website <www.groups.yahoo.com/group/jaltpragsig>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>

Teaching Children—Aleda Krause; t/f: 048-789-2240; <aleda@gol.com>

Testing and Evaluation—Tim Newfields; t/f: 052-861-2465 (h); <testsig@jalt.org>; website: <www.jalt.org/test/>

Video—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); 0722-65-7005(f); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Forming SIGs

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Crossing Cultures—Robert Long; t/f: 093-884-3447; <long@dhs.kyutech.ac.jp>; Warwick Francis; t: 045-960-3323; f: 045-961-2542; <warwick@japan.email.ne.jp>

Chapter Reports

edited by richard blight

Hiroshima: September—1) ***Raising Japanese-English Bilingual Children in Japan*** by Joe Lauer. Lauer discussed research on raising children in bicultural households. Ten major factors seem to correlate with being an active bilingual in such a family: the child is an only child or firstborn, siblings use English among themselves, the one-parent/one-language approach is used, English only is spoken at home, the child is a good English reader, there is financial support such as extended trips abroad, parents are determined, the mother speaks English, the child speaks English from a very young age, and good genes give the child a gift for using languages. With respect to biliteracy in families where the child goes to a Japanese

school, Lauer said that the following factors seem to correlate with being a good English reader: there is a native English-speaking father, the English-speaking parent cannot speak Japanese well, the parents are religious missionaries, an older sibling can read English well, the child lived abroad in pre-reading years, the child started reading English before Japanese, some formal English instruction was provided, and high parental expectations exist. Lauer also discussed other issues the parents of bilingual children face such as bullying by classmates and choosing a school. He regards choosing a Japanese elementary school followed by an international secondary school as being problematic since English writing skills might be seriously delayed.

2) ***Panel Discussion*** with Adam Beck, David Mosher, Susan Meiki, and Kato Kumiko. Strategies that could help a child to become bilingual were discussed. Beck gave recommendations for promoting biliteracy. The child's environment should be filled with resources for learning language: both English and Japanese. He has produced a helpful booklet for raising bilingual children, which he will send to interested parents. Mosher related to the audience the multicultural environment his three children have experienced and the struggle to ensure their bilingualism. His children have attended Japanese schools about half of their lives. He stressed the philosophy of KES: Knowledge, Environment, and Strategy. A parent should know about the process of becoming a bilingual person, create a good environment for learning, and follow a strategy for teaching the child both languages. Meiki spoke from the perspective of being a mother rather than an academic. Her children have attended Japanese schools for most of their lives. Language is not the only issue when bringing up bilingual children. She stressed being actively involved with a child's school administration and the community. She discussed her efforts to give her children a positive self-image about speaking English and Japanese. Her children are now proud of being active bilinguals. Kato is raising her two children to be bilingual even though both parents are Japanese. She and her husband were Christian missionaries in the United States when their two children were born. Both children currently go to Hiroshima International School. She said the parents chose not to send them to a Japanese school because "their native language is English." Outside of school and at home, they are exposed to a lot of Japanese. Following the panel, there was a brief Q&A session which focused mainly upon how Japanese schools cared—or rather did not care—about the unique situations of bilingual children.

Reported by Timothy Gutierrez

Kyoto: July—***Group Learner Self-Evaluation Videos*** by Peter Wanner. Wanner helps university students to develop oral fluency and to analyze their own oral production. His method requires a lot of equipment, space, and time, but the results are encouraging. Learner Self-Evaluation Videos were first utilized by Tim Murphy in 1995, and were based on pairs of learners. Wanner has found recording groups of six to eight learners to be more productive, since learners produce more language in a group situation when they have had sufficient time to prepare their ideas. The same groups of students work together throughout the year, preparing 20-minute discussions based on topics from the textbook. Groups take turns each class to go to another room to record their discussion. The video recordings are made simultaneously on each student's own videocassette. During the week, students analyze the recordings. They transcribe their own utterances as well as those of the people who spoke before and after them. They include all the Japanese words used as well as the English words. At the start of the course, students learn basic CHAT (a transcription format freely available on the CHILDES website) and use this to input their transcriptions onto the university computers. They then analyze their oral production in terms of the following points: the number of words spoken, the percentage of Japanese/English words, the number of times spoken, the duration of utterances, the number of turns (i.e. the number of interactions with other speakers), the total word count, and a vocabulary frequency count. At first this process took students three hours a week, but they soon reduced this to one hour. Wanner initially analyzed all the students' data but now pays an assistant to do the analysis. He has found that students are interested in examining their own language production, that they subsequently produce more frequent, longer utterances, and that they also use more vocabulary items.

Reported by Amanda Gillis-Furutaka

Nagoya: September—***Materials and Activities for Elementary to High School Students*** by Robert Habbick. Habbick's presentations are full of good practical classroom ideas, which he presents with a healthy touch of humor. He started with a phonics-based picture activity for elementary school learners. Participants were placed in groups and shown a picture for 20 seconds. They were asked to list any items they could remember beginning with *a*, *b*, or *c*. This was a useful activity in itself, but Habbick added another dimension by getting participants to use English to either confirm or challenge the items recalled by other groups. This gave children an opportunity to use phrases like

Publications Available from JALT

JALT has a number of publications available for order. It's easy to do so! If you're in Japan, simply fill out the postal transfer form (*yuubin furikae*) at the back of any issue of *The Language Teacher*; write your order in the "Other" line, and deposit the correct amount at your nearest post office. Those residing outside Japan can use VISA or MASTERCARD. Orders from outside Japan require an additional ¥500 shipping and handling fee.

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Tel: 03-3837-1630; Fax: 03-3837-1630; jalt@gol.com

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yeah, got it or *there's no balloon* in a realistic way. Habbick also made a strong case for the frequent use of colorful illustrations in classes with young learners. He suggested that teachers try recording themselves teaching from an illustration—they will probably be pleasantly surprised to hear how much English goes back and forth between teachers and students in this type of activity.

Habbick then moved on to activities for junior and senior high school students. One very useful and enjoyable activity was the running dictation. Students are put into groups and fed a series of questions about a reading text. The text itself is pinned to the wall and one group member has to run up to it, scan for the answer, run back, and report to fellow group members who then write the answer down. As Habbick pointed out, this activity involves the use of all four skills and can be quite lively in a large class, when groups compete with each other to see who is first to finish. With younger students a similar activity can be based on a colorful picture with questions such as *How many rabbits are there?* or *What color is the bicycle?* The meeting finished with a "Goodbye" song from the *Tiny Tots Songbook*. This was a lively session with plenty of audience participation and everyone left with some useful new ideas.

Reported by Bob Jones

Chapter Meetings

edited by tom merner

Chiba—***Poetry in The Classroom*** by Marie Shimane, Shumei University. With 36 years of teaching to her credit, Marie Shimane will present "extremely practical" uses of poetry. Many suggestions on which poems to use, related writing assignments, and a bibliography of poetry teaching texts will be provided as well. Samples of second-language learners' poetry will be reviewed to illustrate how well they can and do write poetry! *Sunday, December 9, time TBA; Chiba Community Center (For exact time and room number, please check the JALT website or email <singram@jiu.ac.jp>); one-day members 500 yen.*

Fukuoka—***Placement Testing and Placement Decisions*** by Kathleen Brown, J. Lake, and Paul Westrick. There are two presentations for this evening. Kathleen Brown and J. Lake will present ***Placement Testing and Placement Issues***. Paul Westrick will present ***Making and Using Vocabulary Tests for Vocabulary Size and Placement Decisions***. *Saturday, December 1, 19:00-21:00; Aso Foreign Language and Travel College, Building 5, 1-14-17 Hakataekiminami, Hakata-ku Fukuoka-shi (10 minutes from Hakata Station; map on website); one-day members 1000 yen.*

Hokkaido—The JALT Hokkaido annual *bonenkai* party will be held on Sunday, December 9. JALT Hokkaido is supplying the turkeys and stuffing, beverages (wine, beer, soft drinks, and coffee), French bread, etc. We are asking you to bring a dish and as usual, salads and vegetables and your favorite deserts are preferable. For more information, please visit our website.

Kagoshima—***A General Perspective and the Elements of Foreign Language Education: The Case of the Teaching of Japanese*** by Uesako Kazumi, Yuurinkan Multicultural Education Center. The speaker will give a talk on how to teach Japanese as a foreign language from linguistic, cultural, and creative perspectives. He will draw on questions often asked by nonnative speakers and problems that they sometimes face. *Sunday, December 9, 14:00-16:00; one-day members 800 yen. Venue to be announced.*

Kanazawa—***Annual Christmas Party***. The time, date, and place will be announced by email in November. Contact Bill Holden 076-229-6153(w) or <holden@nsknet.or.jp> for further information.

Kobe—***Potpourri and Annual Business Meeting***. Also Bill Teweles, Kwansei Gakuin University, will present ***Using Short Sketches as a Speaking- and Writing-Class Activity***, and Hirouchi Hiroko, Osaka University of Foreign Studies, will give a presentation titled ***A Case Study of Teaching English for Volunteer's Interpreters in the International Volunteer Years in 2001***. *Sunday, December 9, 13:30-16:30; Kobe Sannomiya YMCA, 4th Floor LETS; one-day members 500 yen.*

Kyoto—***Implementing an Oral Proficiency Testing Program at Your School***. If properly carried out, a program with a regular, formal oral testing regime can provide the students with a chance to show what they have learned in a context that more accurately simulates what language students have to face in the real world. We will have a Christmas Potluck Party from 15:15. Please bring your favorite dish. Families are welcome to come after 15:00. Family members free; for single members, one companion is free. *Saturday, December 15, 14:00-18:00; Kyoto Kyoiku Bunka Center 2F.*

Matsuyama—***Pragmatics and Understanding Cross-Cultural Communication Processes*** by Richard Blight, Ehime University. Pragmatic analysis is particularly useful for understanding cross-cultural communication processes. Several areas of contemporary investigation are first introduced. This leads into a discussion of an ongoing research project which compares responses from Japanese EFL learners and native speakers to specific situations. Different responses from the two groups provide valuable information about cultural pre-

sumptions underlying communication processes generally, as well as insight into areas of potential cross-cultural misunderstanding. *Sunday, December 9, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Nagasaki—***Global Issues "My Share" Meeting.*** For our ninth and final meeting of the year, we would like to invite everyone to bring any ideas or plans on how to deal with content-based classes centered on the theme of Global Issues. These could be for elementary, junior and senior high schools, college and universities, language schools, or for private lessons. Handouts would be most welcome. We will also be discussing our plans and ideas for 2002. *Saturday, December 8, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Niigata—***Book Fair.*** Presentations and displays by Oxford, Cambridge, Longman, Thomson, and Intercom Press. See our newsletter for the full schedule and presentation details. *Sunday, December 9, 9:30-17:00; Bandai Shimin Kaikan (2nd floor at Higashi Niigata Community Center); free admittance to all.*

Okinawa—***Bonenkai.*** We will hold a potluck party to informally discuss what we want from Okinawa JALT in the future. Please bring something to eat. Refreshments will be provided. Students, friends, and colleagues are most welcome! *Sunday, December 9, 14:00-17:00; Okinawa Christian Junior College Room: 1-2 south.*

Omiya—***My Share, Part 4.*** Various chapter members will take turns sharing ideas from their personal bags of tricks. Got an activity or technique that works in your classroom and might be of interest to others? Why not sign up for your own 15-20 minutes in the limelight? Contact Paul Lyddon, t/f: 048-662-4643; <palyddon@hotmail.com>. Join us afterwards for the fun and festivities of our annual *bonenkai* (*Tatami* room 6F). *Sunday, December 9, 14:00-17:00; Omiya JACK 6F.*

Osaka—***Personal and Public Writing*** by Michael Carroll, Momoyama University. The idea of "finding your voice as a writer" has obvious relevance to high-level learners. Michael, however, will show that coming to feel a sense of ownership over words and structures of a language is a crucial part of being able to use that language at any level. *Sunday, December 2, 14:00-16:30; Abeno YMCA (near Tennoji Station); one-day members 500 yen.*

Shizuoka—This is our regular end-of-the-year bash. It will be held at a restaurant to be decided at our November meeting. So, come and join us in food, beverage, talk, and great fun, of course! *Sunday, December 16, time and venue TBA.*

Yamagata—***Seattle, Washington in Terms of History, Culture, Education, and Language, etc.*** by Adam Sedgley, Nagai City Board of Education. The speaker will speak about the above topics and will also address the topic of internalization and stress the importance of a program like the JET as a vehicle for international awareness. *Sunday, December 9, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—***Three Aspects of Teaching on the Vocational School and University Level in Japan,*** by Lorraine Koch Yao. Koch Yao, one of the team-writers for *Situational English* (Nichibei - Nan'un-do coeditors, 1993), will talk about three subjects: 1) the process of writing the textbook, 2) faculty associations and unionization, and 3) her impressions of teaching at a vocational school and various universities in Japan. *Sunday, December 9, 14:00-16:30; Ginoo Bunka Kaikan, Rm 603 (6F), one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Ronald Schmidt; t: 0475-53-2154; <Schmidt@jiu.ac.jp>; Sandra Ingram; t: 0475-53-2270; <singram@jiu.ac.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com; website <hamamatsujalt.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Cheryl Martens; t: 082-820-3767 (w); <cmartens@z.hkg.ac.jp>; Simon Capper; t: 082-278-1103; <capper@suzugamine.ac.jp>; website <litcal.yasuda-u.ac.jp/student/jalthiroshima.html>.

Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185;

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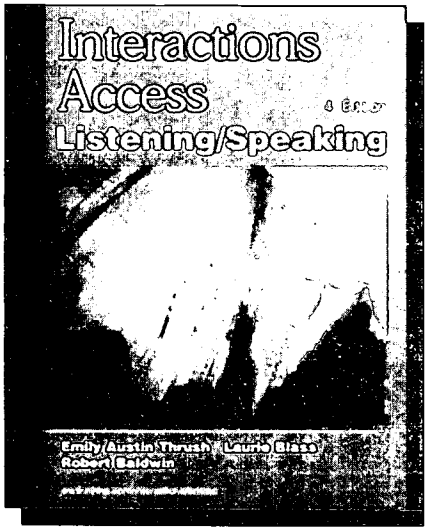

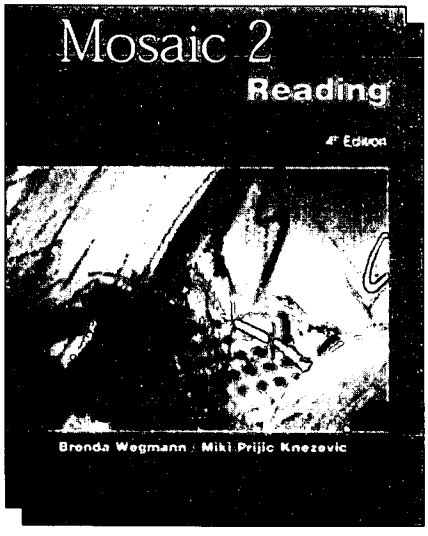

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Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>
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Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <aab28032@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Phil Julien t/f: 0492-31-9896 <phjulien@pg7.so-net.ne.jp>; website <jalt.org/chapters/omiya/index.htm>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
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Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>
Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
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Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
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Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus December 15th is the deadline for a March conference in Japan or an April conference overseas, especially for a conference early in the month.

Upcoming Conferences

March 23-27, 2002—***36th International Annual IATEFL Conference***, to be held at The University of York, UK. Plenary sessions will be given by Leni Dam, Diane Larsen-Freeman, Peter Skehan, Martha Pennington, and B. Kumaravadivelu, and there will be an extensive ELT Resources Exhibition. See the IATEFL website at <www.iatefl.org> or email <generalenquiries@iatefl.org> for information. For further details on all aspects of the conference and exhibition, contact IATEFL; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-(0)-227-276-528; f: 44 (0)-227-274-415.

Calls For Papers/Posters

(in Order of Deadlines)

December 31, 2001 (extension) (for December 16-21, 2002)—***AILA2002 SINGAPORE / 13th World Congress of Applied Linguistics—Applied Linguistics in the 21st Century: Opportunities for Innovation and Creativity***, at the Suntec City International Convention and Exhibition Centre in Singapore. AILA embraces every aspect of Applied Linguistics that exists, and their world congresses do no less. Confirmed major speakers include Ulrich Ammon (Duisburg University, Germany), Marilda Cavalcanti (Universidade de

Campinas, Brazil), Shirley Brice Heath (Stanford University, USA), Allan Luke (University of Queensland, Australia), Edwin Thumboo (National University of Singapore), and Tanabe Yoji (Waseda University, Japan). So here's your chance to join this exalted list—go to the conference website at <www.aila2002.org> and find the "call for papers" area. Ponder the 40+ topic suggestions, and start writing now. Directions for registration are elsewhere in the website, and for all of us, the early registration deadline is past but there seems to be some other deadline on by December 2002. Inquiries to Anne Pakir at <ellannep@nus.edu.sg>.

January 15, 2002 (for April 5-7, 2002)—***Bilingualism & Multilingualism: The 47th Annual Conference of the International Linguistic Association***, to be held at York University, Toronto, Canada. Proposals for papers, panels, or special sessions on these topics are especially favoured; however, abstracts on any subject in theoretical and applied linguistics will be welcomed. See the ILA website at <www.ilaword.org> or the conference website at <www.ilaword.org/ilacall2002.html> for more information. Further contact: Johanna J. Woltjer, Conference Coordinator, 511 West 112 Street #14, New York, NY 10025-1634, USA; t: 1-212-749-3366; <ilaconf.woltjer@gte.net>.

Reminders—Calls for Papers/Posters

Specific deadline dates given below (for May11-12, 2002)—***JALT Pan-SIG Conference 2002,*** to be held at the Kyoto Institute of Technology, Matsugasaki, Sakyo-ku, Kyoto, brings together three JALT SIGs investigating bilingual matters.

January 15, 2002 (Round Two)—***Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education.*** Proposals for papers, posters, and colloquia regarding any aspect of research in bilingual language acquisition, particularly in Asian and Pacific languages, are invited. For complete submission data and current time slot availability, see the BILDF website at <res.ipc.kit.ac.jp/~pwanner/> or contact Peter Wanner; Kyoto Institute of Technology, Goshonokaido, Matsugasaki, Sakyo-ku, Kyoto 606-8585, Japan; t: 81-75-724-7266; f: 81-75-724-7580; <pwanner@ipc.kit.ac.jp>.

January 25, 2002—***CUE (College and University Educators Special Interest Group) 2002: Curriculum Innovation.*** Proposals are sought which examine what curriculum changes are being implemented in Japan and neighboring countries, how they are being implemented, what issues arise from their implementation, and how the results of these changes are being evaluated. Proposals are also welcome for practical, hands-on workshops. For a complete statement of desired areas, submission procedures, etc., see the CUE 2002 website at <wilde.org/cue/conferences>. For other information or clarification, contact Eamon McCafferty, CUE Conference Co-chair; Green Hill Mukougaoka #301, 5-4-6 Masugata,Tama-ku, Kawasaki-shi, Kanagawa 214-0032, Japan; <eamon@gol.com>.

Reminders—Upcoming Conferences

December 13-15, 2001—***ILEC 2001: Reflecting on Language in Education,*** at the Hong Kong Institute of Education, Hong Kong. A few of the plenary speakers are Andrew Cohen, Director of CARLA at the University of Minnesota and Secretary General of AILA; Marion Williams, teacher educator for thirty years worldwide and now at the University of Exeter; Lu Jianming, Director of the Center for Chinese Linguistics at Peking University; and Ho San Pen of Taitung Teachers' College. For further information, look at the website at <www.ied.edu.hk/ilec2001>, send email to <ilec@cle.ied.edu.hk>, or contact: Seamus Kung (Ms); The Secretariat, ILEC 2001, c/o Centre for Language in Education, The Hong Kong Institute of Education, 10 Lo Ping Road, Tai Po, New Territories, Hong Kong; t: 852-2948-8043/2948-8044; f: 852-2948-8042.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Aichi-ken—The Department of British and American Studies at Nanzan University in Nagoya is seeking a fulltime, tenure-track professor of English as a foreign language. **Qualifications:** PhD in TEFL or applied linguistics, presently holding the rank of professor at a university; experience in graduate program instruction; publication of two books or equivalent; Japanese language ability. **Duties:** teach graduate level courses in TEFL meth-

odology; teach undergraduate courses in English language; participate in the University's entrance examination system. Duties may include teaching an undergraduate seminar in TEFL methodology and coordinating English-language instruction programs. **Salary & Benefits**: Salary to be determined according to University pay scales; research allowance; library allowance. **Application Materials**: resume; two letters of recommendation; official evidence of degrees awarded; up to three samples of publications; a statement of up to 250 words concerning your career goals. **Contact**: Mr. Sasaki Tsuyoshi, Chair, Department of British and American Studies, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673. Our website is <http://www.nanzan-u.ac.jp/>.

Kyoto—The Department of Polymer Science and Engineering, Faculty of Textile Science at Kyoto Institute of Technology (KIT, a national university) invites applications for a position starting April 1, 2002. **Position**: Professor or Associate Professor. **Qualifications**: PhD or equivalent degree; experience teaching English at university level with emphasis on practical English in an engineering-oriented university; publications in a field of research related to English linguistics; teaching experience in English, scientific/engineering English, or international communications. Candidates with the prospect of receiving a PhD will also be considered. **Duties**: Teach English communication, English reading/writing, and others, including evening courses, as well as courses on international information on chemistry and material sciences in cooperation with the Science and Engineering Faculty. Teacher is also responsible for graduate school seminars in international communications in Polymer Science and Engineering, along with others in cooperation with the Science and Engineering Faculty. **Salary**: commensurate with experience, age, and Japanese national university standards. If the selected candidate is not a Japanese national, the term of employment is three years with extension possible given mutual consent (extension is not guaranteed). **Other**: Employment begins on April 1, 2002. Since Kyoto Institute of Technology is a national university, the selected candidate shall be employed as a national public official. Therefore, the selected candidate shall be bound by the same national public service regulations as are applied to the Japanese educational service personnel. Candidates may be asked to pay their own expense for an interview. **Application Materials**: curriculum vitae; list of publications grouped into (i) books, (ii) original papers, (iii) reviews, etc. with brief explanations of each; reprints (or copies) of every publication listed above; short essay stating professional (teaching and research) background and future educational and research plans (500-600 words). Additional materials might be requested during the process of selection. **Deadline**: Application materials should arrive not later than December 11, 2001. **Contact**: Tanaka Nobuo, Department of Polymer Science and Engineering, Kyoto Institute of Technology, Matsugasaki, Sakyo, Kyoto 606-8585, Japan; t: 81-(0)75-724-7809. Email: <nobuo@ipc.kit.ac.jp>. **Other requirements**: Label envelope: "Application for English teaching position, Polymer Science and Technology" and send to Prof. Tanaka Nobuo at the above address.

Niigata-ken—Southern Illinois University Carbondale in Niigata (SIUC-N) is seeking an Instructor for their Intensive English Program (IEP) for 11 months from June 4, 2002 to May 10, 2003, renewable upon agreement by both parties. **Duties**: teaching (20 hours per week of classes and 5 office hours per week); participating in school/dorm events; supervising club activities; advising students; participating in recruitment activities, as well as school promotional events and programs; attending faculty meetings. **Qualifications**: Successful candidates will have a MA in ESL or Applied Linguistics and experience teaching in an ESL program in an academic setting. The environment in the IEP features aspects of both an American university and a Japanese business; therefore, cooperation is key. Candidates must also be flexible regarding participation in school events and activities. Some familiarity with Japanese styles of teaching and learning is helpful. **Working Hours**: While teachers are generally at school throughout the business day, they enjoy academic freedom in their working hours. Provided that teachers are able to keep up with their teaching and other work, and they are willing to help with school functions as needed, there are no set rules concerning the hours expected to be at school. **Annual Salary**: 3.3 million yen ($27,500 at the exchange rate of US$1.00 = 120 Yen). Monthly deductions are made for income tax, health insurance, pension, housing maintenance fee, and unemployment insurance, totaling about 50,000 yen per month. **Housing Benefits**: Free housing and telephone line (not free phone calls) are provided for all IEP faculty members. (Note: In order to allow for reconciliation of the bill prior to the employee's departure, if the contract is not renewed, the phone line is cut off on the 15th of the month prior to the employee's departure.) **Paid Vacation**: 10 days, including sick leave. **Holidays**: Most weekends, Japanese National Holidays, and holidays designated by the Pacific School Entity. (Upon application, the school calendar will be available for your review.) **Travel Allowance**: a 150,000 yen (approximately valued at $1,250) travel allowance will be provided for travel to and

from Japan. It is reimbursed to the employee on the first paycheck. If the employee leaves before the end of the contract period, the travel allowance must be reimbursed to the employer and may be deducted from the final paycheck. **Application Deadline**: Jan. 31, 2002 (Interviews will be held in Feb. 2002. The hiring decision will be made and the contract will be signed by early Feb. 2002.) Applications may be sent via email or fax. Please send a resume and cover letter to the attention of Cyndi Peterson, Chairperson of the IEP Hiring Committee; <siuc_n@yahoo.com>; f: 81-254-43-6202.

Nishinomiya, Hyogo-ken—The Language Center at Kwansei Gakuin University is seeking a fulltime/part-time Instructor of English as a Foreign Language for a one-year contract (renewable for up to four years total by mutual agreement). **Qualifications**: MA in Applied Linguistics, TESOL, or related field and relevant teaching experience. **Duties**: Teach maximum of ten 90-minute classes per week each term, with other duties limited to no more than ten hours per week and special between-term courses with duty hours being no more than 15 hours per week. **Salary and Benefits**: approx. 5,200,000 yen/year; research allowance; subsidized furnished housing. **Application Materials**: resume/CV; at least two letters of recommendation; a copy of applicant's diploma(s); a written statement of applicant's views on teaching and career objectives (one-two pages); a five-ten minute videotaped segment of applicant's actual teaching. Other Requirement: Interview to be arranged. **Deadline**: January 10, 2002. **Contact**: The Associate Director, Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya, 662-8501; <massy@kwansei.ac.jp>; t: 0798-54-6131; f: 0798-51-0907).

Otsu, Shiga-ken—Shiga University is seeking a part-time lecturer from April 2002. **Qualifications**: native English speaker with language-related MA and experience preferred; publications and basic Japanese speaking skills a plus. **Duties**: teach two 90-minute oral English classes first and second periods on Mondays and/or Fridays. **Salary**: 7,400 to 11,600 yen per 90-minute class depending on degree and experience, plus transportation. **Application Materials**: Send a resume in Japanese and in English which includes a list of any publications, two letters of recommendation from people who can be contacted by phone or email, and copies of any recent relevant publications. **Deadline**: January 19. **Contact**: email <mwolf@sue.shiga-u.acjp>. Send application materials to: Michael Wolf, English Department, Shiga University, 2-5-1 Hiratsu, Otsu, Shiga 525-0826. Applications will not be returned.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to, Tama-shi—Tama University is seeking a part-time teacher to teach ESP courses that meet twice a week. **Qualifications**: applicant must be residing in Japan; MA in TEFL, TESOL, or related field; two years teaching experience in Japan. **Duties**: Teach ESP courses that meet twice a week. **Salary**: Comparable to other universities in Tokyo area. **Application Materials**: cover letter; CV; list of publications. **Deadline**: November 30. **Contact**: Imaizumi Tadashi or Nakamura Sonoko at Tama University, 4-1-1 Hijirigaoka, Tama-shi, Tokyo 206-0022; <esp@oak.timis.ac.jp>.

Tsukuba City, Ibaraki-ken—Meikei Junior High/High School is looking for a part-time native-speaker English teacher to start work in April 2002. **Qualifications**: BA or BSc with some EFL experience; basic Japanese language ability preferable. **Duties**: teach 10 to 18, 45-minute classes/week; help with department events such as English plays; speech contests etc. **Salary and Benefits**: salary is competitive and based on experience; a twice yearly bonus; a contract renewable on a yearly basis subject to performance. **Application Materials**: CV/resume; a photo; two references; a copy of degree/diploma. **Deadline**: ongoing until filled. **Contact**: Okubo Masahiko; Meikei High School, 1-1 Inarimae, Tsukuba-shi 305-0061; t: 0298-51-6611; f: 0298-51-5455; <okubo@meikei.ac.jp>. **Other information**: There is a compulsory interview; only applicants considered suitable for the position will be interviewed.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information

relevant to teaching in Japan:
1. EFL, ESL, and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworlwide.com>

Bulletin Board

edited by timothy gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers

The Pan-SIG Consortium—would like to invite you to participate in a joint SIG conference with the following themes: "Practical and Theoretical Aspects of Bilingual Development and Education" by the Bilingual (BIL) SIG, "Curriculum Innovation" by the College and University Educators (CUE) SIG and "Language Testing in the 21st Century" by the Testing and Evaluation (T&E) SIG to be held at Kyoto Institute of Technology, May 11-12, 2002. The Testing and Evaluation SIG will have guest speaker Dr. James D. Brown from the University of Hawaii. Please refer to the URLs below for further information on submissions and other information. Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education, <http://res.ipc.kit.ac.jp/~pwanner/>; Cue SIG Conference 2002: Curriculum Innovation, <www.wild-e.org/cue/conferences>; Testing and Evaluating SIG Conference 2002: Testing and Evaluation in the 21st Century, <http://jalt.org/test/conference.htm>.

Other Announcements

Nepal English Language Teachers' Association (NELTA)—9th International Conference will be held in Kathmandu from February 22-24, 2002. The theme is "Evaluation in ELT." For presenter's proposal form and registration details please contact: Mr. Ganga Gautam at <ggautam@wlink.com.np> or Mr. Jai Awasthi at <awasthi@enet.com.np>.

The Institute of Education, University of London—is offering a 20-week+ (mid Nov-mid April) certificate course in Online Education and Training. Although this course is not specifically an ELT course, it is relevant to the future of English Teaching and Training. It is a "learn by doing" course that will add to your C/V and career in a rapidly expanding field. The course is done entirely online with the exception of submitting a final essay based on coursework. For more information contact: Robert Hewer, t/f: 052-505-7005, <rhewer@naa.att.ne.jp> or <www.ioe.ac.uk/english/OET.htm>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

ERIC

Submissions

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

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、２００ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の２カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1 週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

JALT Publications Board Chair — *Gene van Troyer*
t: 098-875-2294; pubchair@jalt.org

Co-Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804-8550
t: 093-884-3447, f: 093-884-3400 (w); tlt_sub@jalt.org

Associate Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ed3@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

TLT Online Editor — *Bob Gettings*
tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Erin Burke, Brian Cullen, & Oishi Harumi*
t: 052-735-5175; tlt_ms@jalt.org

Book Reviews — *Steve Snyder,* tlt_br@jalt.org

Publishers' Review Copies Liaison — *Amanda O'Brien*
tlt_rr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Timothy Gutierrez & Saito Makiko*
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日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t/f: 048-789-2240; tlt_sf@jalt.org

SIG News — *Coleman South*
t: 018-886-5100; f:018-886-5019; tlt_sig@jalt.org

Chapter Reports — *Richard Blight*
English: tlt_chre@jalt.org

Chapter Meetings — *Tom Merner*
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t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Inamori Mihoko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi, Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Inamori Mihoko: mihoko@heavenlyhome.org

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Job Information Center/Positions — *Paul Daniels*
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OCCASIONAL COLUMN EDITORS

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PRODUCTION

Proofreaders — *Douglas Doyle, Tim Gutierrez, Nigel Henry, Kinugawa Takao, Aleda Krause, Beverley Elsom Lafaye, Paul Lewis, Linh T. Pallos, Amanda O'Brien, Ono Masaki, Tsukahara Maki, Jerry Talandis*

和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

Design & Layout — *The Word Works*
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Printing — *Koshinsha Co., Ltd.,* Osaka

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JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. Local **chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Applied Linguistics (forming); Crossing Cultures (forming); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、語用論（準分野別研究部会）、応用言語学（結成段階）、比較文化（結成段階）、英会話（未承認）、発音（未承認）

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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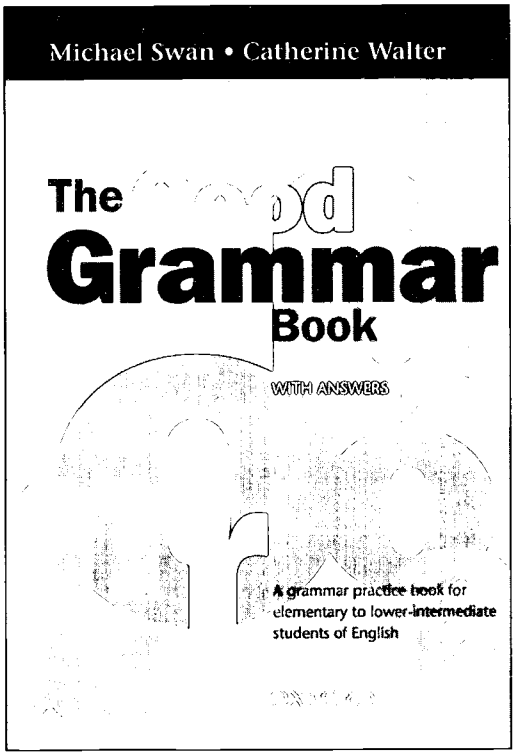

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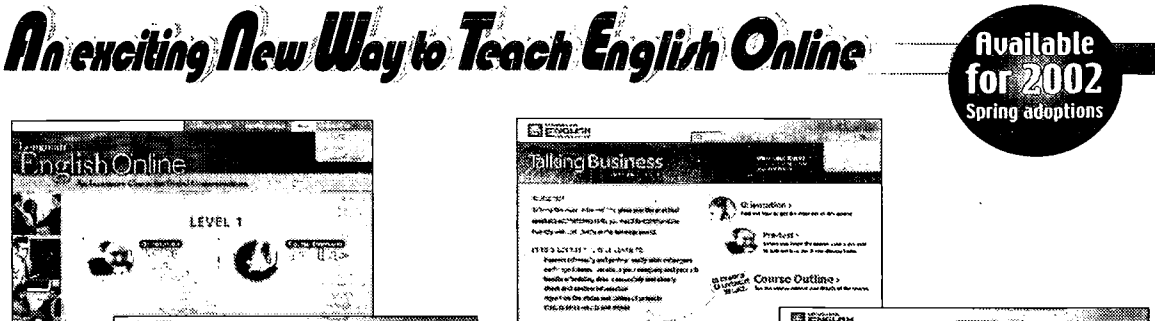

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第二十五巻 第十五号 平成十三年十一月一日発行 〒110-001 東京都台東区台東一-三七-九 アーバンエックビル五階 (毎月一日発行) 特定非営利活動法人 全国語学教育学会
昭和五十四年四月二十一日 第三種郵便物認可

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FL027179

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