

The Language Teacher

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February, 2005 • Volume 29, Number 2
The Japan Association for Language Teaching
全国語学教育学会

JALT2005 in Shizuoka

More than a conference town, but a place to visit!

Masahiko Goshi, JALT2005 Conference Site Chair

[The 2nd in a series of pre-conference info-articles]

Shizuoka has an old history, dating back to the Nara Era (710 - 794). The city was the retirement home for Ieyasu Tokugawa. Now the city, including its neighboring city, Shimizu, has become one of the Japan's fourteen mega-cities with a population of more than 700,000. With its bow towards Mt. Fuji, Granship, our favorite conference site, is located just one station (JR Higashi-Shizuoka) from JR Shizuoka. If the weather is good, I strongly advise you to go to the observation deck on the tenth floor to take in the wonderful views of Mt Fuji.

Attending the conference isn't all about presentations; it is always a wonderful experience to see what lies beyond the conference site. Shizuoka lies in a part of Japan rich in culture and nature that offers numerous places



to visit and explore. Nearby is Nihon Daira Hill where you can enjoy spectacular views of the city, Mt. Fuji, and Izu Peninsula lying over Suruga Bay. From the top of the hill, you can also take a ropeway to Toshogu Shrine built on the top of a cliff. Local buses leave JR Higashi-Shizuoka station every hour from 9 a.m. until 5 p.m., and take little more than 20 minutes to get there (460 yen). Another interesting spot in the middle of the city is the "Toro Ruins." This old site was accidentally discovered during World War II, and you can see how the ancient Japanese lived almost 2,000 years ago. It takes about 20 minutes by bus (Toro line) from JR Shizuoka. To the north of the station (JR Shizuoka), there is Sengen Shrine where you can enjoy a sense of tranquility in the middle of the city. If you decide to spend the whole morning or afternoon exploring Shizuoka, go to Yui,



a small fishermen's wharf. Take the JR line toward Numazu (east) and it is the fourth station from Higashi-Shizuoka Station. There is an interesting museum (Tokaido Hiroshige Art Museum) where paintings (Ukiyo-e) by a famous painter of the Edo era, Utagawa Hiroshige (a.k.a. Ando Hiroshige), are displayed. The town is also famous for small pinkish shrimp, called "sakura ebi." If you are lucky, local people are on the street frying the sakura ebi for sale. It takes 20 minutes to the museum on foot and 5 by taxi from JR Yui station.



If you'd like to avoid crowds of JALT people at night, go to Kusanagi (two stations east of JR Shizuoka, one station east of JR Higashi-Shizuoka) or Shimizu (three stations east of JR Shizuoka, two stations east of JR Higashi-Shizuoka). Shimizu is the birthplace of a famous Yakuza gangster who lived at the end of the Edo Era, Shimizu no Jirocho. After committing all sorts of crimes, he reformed himself at the age of 48 (too late?!). From then on he devoted himself to the development of Shimizu port and, while doing so, realized the importance of English. He is believed to be the first Japanese to have founded an English conversation school in Japan. He would be very happy to see so many people gathered to discuss language education.



For more information, visit
< conferences.jalt.org/2005/ >

Foreword

February brings the chill of mid-winter, the colours, sounds, smells, and tastes of *Setsubun*, as well as the hearts and flowers of Valentine's Day. Sharing *nabe* dishes and donning a favourite jumper allows us to begin to relax and reflect about the academic year, just now drawing to a close.

February also brings the deadline for submitting proposals for the Annual JALT Conference, 7-10 at Gran-ship, Shizuoka. This year's theme is "Sharing our Stories," encouraging us to reflect upon our professional activities and relate them to the practices of others.

In the crisp chill of February, we invite you to snuggle up in front of the heater and enjoy the luxury of a leisurely reading of the articles in this edition of *The Language Teacher*. To begin, **Kazuyo Murata & Mami Otani** describe a study in which they recorded the effects of teaching politeness strategies to Japanese university students. Next, **Alun Davies**



suggests an approach to teaching TOEIC courses in an affective and communicative way. **Raymond Stubbe** explains how to perform a genre analysis. Although targeted towards instructors of EAP courses, this method is useful for any teacher interested in using a genre approach. Finally, **Keita Kikuchi** discusses the kinds of tasks that can be used in video-based programs.

Plus teaching ideas from **Richard Barber & Paul R. Underhill** and **Christian Lister**, as well as all your favourite regular columns!

As this edition of *The Language Teacher* goes to press, the extent of the destruction caused by the Sumatran earthquake and subsequent series of tsunami waves in Indian Ocean nations is becoming apparent. The editors and staff of *The Language Teacher* extend their thoughts to the millions of people whose lives have been touched by this event.

Kim Bradford-Watts
TLT Editor

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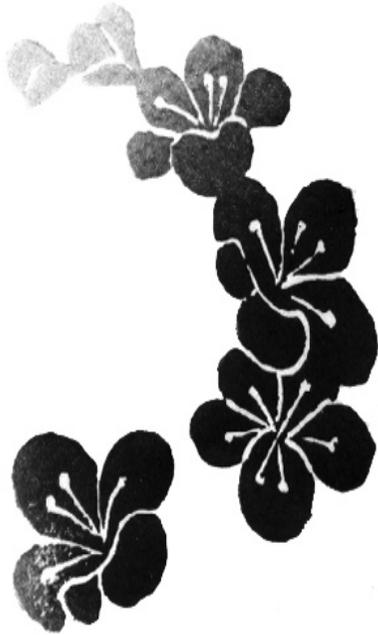
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2月になると、真冬の寒さとともに、節分、ヴァレンタイン・デーがやってきます。そして、鍋をつつき、お気に入りの暖かいセーターを着ながら、もうすぐ終わろうとしているこの学年度のことを私たちは振り返ります。2月には、10月7日-10日に静岡グランシップで行われるJALT年次全国大会での発表申し込みの締め切りもやってきます。今年のテーマは「ストーリーの共有」です。自分自身の教育活動を省察し、それを他の人の実践に役立たせることができるでしょう。

今月号では、まずKazuyo Murata & Mami Otaniの両氏が、日本人大学生へのポライトネス・ストラテジーの意識化について論考します。次にAlun Davies氏はTOEICの授業における情意面と伝達面を考慮したアプローチを提唱し、Raymond Stubbe氏はジャンル分析の方法を説明します。最後に、Keita Kikuchi氏はビデオ教材を使用した授業で用いられる活動について論じます。加えて、Richard Barber & Paul R. Underhillの両氏とChristian Lister氏による教え方の数々のヒント、および毎月恒例のコラムもあります。

さて、本号の編集が進むにつれ、スマトラ沖地震による津波の被害状況が徐々に明らかになって参りました。The Language Teacherのスタッフ一同、被災された多くの方々のご冥福を心よりお祈りします。

TLT / Job Information Centre Policy on Discrimination

The editors oppose discriminatory language, policies, and employment practices, in accordance with Japanese and international law. Exclusions or requirements concerning gender, age, race, religion, or country of origin should be avoided in announcements in the JIC Positions column, unless there are legal requirements or other compelling reasons for such discrimination, and these reasons are 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.

TLTでは、日本の法律、国際法および良識に従って、言語、政策および雇用慣習の差別に反対します。JICコラムでは性別、年齢、人種、宗教、出身国（「英国」、「アメリカ」ではなく母語能力としての国）に関する、排除や要求はしません。そうした差別がなされる場合には、明確に説明されるべきです。編集者は、明瞭に求人広告を編集し、かつこの方針に応じない場合には求人広告を棄却する権利を持ちます。

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日本人英語学習者へのPositive Politeness ストラテジー意識化の試み

The effects of teaching politeness strategies to Japanese university students

Kazuyo Murata & Mami Otani

The present study attempts to demonstrate the effects of teaching politeness strategies to Japanese university students. Sixty four students were taught six basic politeness strategies in English. Conversations between those students were audio recorded, and they were also asked to fill out questionnaires at the beginning and at the end of the instruction. The results of this study show that instructing positive politeness strategies to beginners and intermediate students in Japan is very effective. Being aware of the politeness differences between Japanese and English has a great effect on improving conversation skills, and instills confidence in their English conversation.

村田和代

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お茶の水女子大学大学院

本稿では、大学の初・中級学習者向け授業において、Brown & Levinson(1987)の politeness strategy-とりわけ英語に多用され、日本語ではあまり意識されない positive politeness strategy-を意識的に提示することで、彼等の英語会話がどのように変化するか、これら strategyの導入が英会話教育に有効であるか否かを検証した。実験授業は、6つの politeness strategyを半期の授業で短時間指導するものであった。実験授業前後に録音した学習者の会話の分析と、実験授業以前の学習者の英語学習実態および授業前後での意識の変化を見る為のアンケート調査の分析を通して、positive politeness strategyの初・中級学習者への指導は可能であり、これら strategyの指導が英会話の上達のために有効かつ必要であることを明らかにした。

1. はじめに

コミュニケーションの機能とは、単に情報を伝達するだけではなく、話し手の心的態度を伝えるものであることは周知のことである(Jakobson, 1960; Brown & Yule, 1983他)。しかし、日本の英語教育では、前者の機能に重点が置かれ、話し手の心的態度を伝え聞き手と友好的関係を築くための言語使用は重視されてきたとは言い難い(津田etal.1999、掘etal.2000、Murata2002)。本稿では、初・中級注1学習者が聞き手との友好的関係を築き人間関係を円滑に保つための対人関係ストラテジーを習得することが可能であるのか否か、また、それが会話にどのような効果を生むのかを実験・分析する。

2. 先行研究とその問題点

聞き手に配慮し友好的対人関係を構築・維持するための言語使用の研究はLakoff(1974)、Leech(1983)らによって唱えられ、現在最も広く認められているものにBrown & Levinson,(1987)の politeness理論がある。これは、聞き手の領域に立ち入らない negative politenessと、聞き手との距離を縮める positive politeness (以下p.p.とする)の存在を唱え、これら politenessの普遍性と、言語文化によるそのストラテジーの多様性を指摘した。しかし、これら研究成果を日本における英語教育に取り入れる試みはわずかに見られるだけである(伊藤1997)。

しかし、日本語では negative politenessが意識されやすいのに対し英語ではp.p.が重視される点を考慮すると(Brown & Levinson, 1987, p.245)、英語で友好的人間関係を築くには、この差異を十分認識し、p. p.の使用を意識したコミュニケーションが不可欠である。また、日本の大学

weblink: www.jalt-publications.org/tlt/articles/2005/02/murata

生の多くが初・中級学習者である点を考慮すると、初・中級者にこそこの差異を認識させることが英語教育において重要と考えられる。

3. 本研究の目的

英語で多用されるp.p.ストラテジーを初・中級学習者に指導することで、彼等の英語会話に対する意識や会話そのものがどのように変化するか、また、これらストラテジーの導入が日本の英語教育に有効であるか否かを検証する。

4. 実験内容

期間：2002年4～7月の前期授業（授業回数12回）

対象：大学の一年生(英語を専攻としない者)計64名

実験授業内容：Brown & Levinson(1987)によるp.p.ストラテジーを中心に、初・中級学習者が既習の語彙や文法項目の範囲で使用可能と考えられる6つのストラテジーを選択。各ストラテジーにつきA4一枚の解説、例文の資料を作成し、各ストラテジーにつき約20分の解説と会話練習を実施。

分析方法：実験授業前(4月)と後(7月)各1回、全学習者の会話を録音し、そこに見られるp.p.ストラテジーの使用と会話の変化を分析。また、本授業以前の学習者の英語学習実態と、授業前後での英会話に関する意識の変化を見るアンケート調査を実施。

具体的なストラテジーは以下の6つである。(下線部は具体的ストラテジー例)

- ① address term
呼称を使用し相手との心的距離を縮める。
- ② back channeling・emphatic response
あいづち、応答を入れることで相手の話題に関心を示す。
例：Really?、That's great.等。
- ③ answer with additional information
質問にYes, Noだけの返答にとどまらずもう一言コメントを入れ、より積極的に答える。
例：“Do you like sports?” “Yes. I am a member of a soccer club.”
- ④ compliment
相手に好意的なコメントをし、関心を示す。
例：Oh, that's a lovely T-shirt. I like it.
- ⑤ showing interest
相手の話に更なる情報提供を求めたり、問いかけることで関心を示す。
例：“Do you like sports?” “Yes, I like tennis. How about you?”
- ⑥ hedge・softener
相手にプラスにならない事を述べる祭は、表現を和らげる。
例：That's a good idea, but...

5. アンケートの分析結果

5-1 被験者の学習実態

4月実施のアンケートにより、被験者の約9割は英語会話に興味を持ち、6割以上がこの実験授業以前に中学・高

校もしくは英会話学校等で英語会話を学習した経験を持っていることが明らかとなった。また、その学習者の8割以上が英語母語話者から会話を学んでいた。しかし、それにもかかわらず、今回取り上げたストラテジー注2を大学入学までに一度でも学んだ者は3割に留まっている。この点から、中学・高校では、p.p.ストラテジーの指導にまではほとんど手が回っていない実態が浮かび上がった。また、英語母語話者からの会話学習の経験が、必ずしもこれらのストラテジーの習得に直接結びつく訳ではないことも明らかになった。

5-2 会話に対する意識の変化

実験授業後に、これらストラテジーの有効性を尋ねた。会話を進める上で役立ったと感じた者は8割を越えた[表1]。特に、‘address term’ や ‘showing interest’ は、複雑な文法も語彙知識も必要ない為すぐに使用でき、多くの学習者がその有効性を感じていた[表2]。

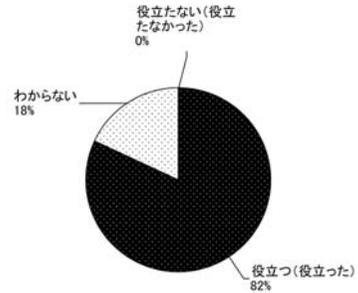


表1 positive politenessストラテジーは役立ったか[7月]

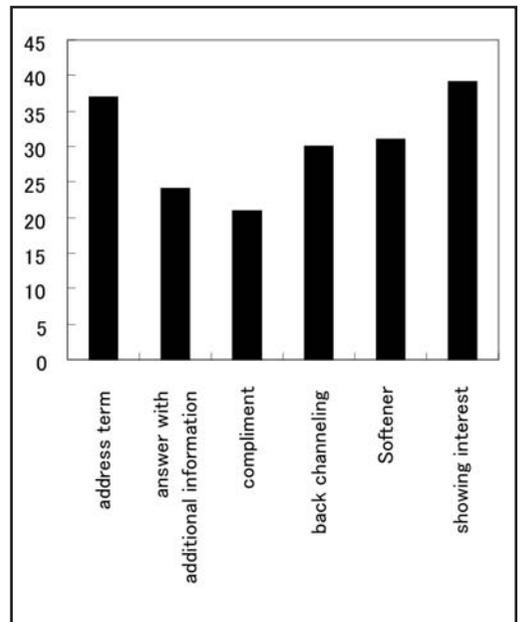


表2 役立ったpositive politenessストラテジー (複数回答) 単位:人 [7月]

また、英語会話を行う上で重要だと思うことを実験授業前・後に多肢選択式調査で調べた。その結果、授業前・後

で意識に大きな違いが三点見られた[表3]。第一に、授業後には語彙力の重要性を強く認識している。これは実際の会話で言いたいことを適切な語彙で表現できないことを学習者が感じたためと考えられる。第二に、授業前は、発音や聞き取りの音声面を重要視しているが、授業後はその認識が減っている。これは、今回の実験が日本人同士での会話練習であったためであろう。一方で、発音以上に、何をどう話すべきかが重要であることを学習者が意識し始めたためとも考えられる。その裏づけとして、第三の変化があげられる。学習者は授業前にはp.p.戦略（アンケートでは学習者に理解できるよう「やり取りの知識」と表記）をほとんど重視していないが、授業後はその重要性を強く意識している（授業前10人、後31人）。この点より、p.p.戦略を授業で意識的に学習させることは、初・中級学習者の英語会話に対する意識の改革に有効であると考えられる。

楽しかった	20
役立つ・ためになる	10
話すことに対する興味が増した	9
会話がうまくなった気がする	6
よかった	5
おもしろかった	2

表4 自由記述欄のコメント 有効回答49名
(複数回答を含む)単位:人 [7月]

これらの結果より、初・中級学習者の持つ語彙・文法知識の範囲でも、p.p.戦略を意識付けることは充分可能であるといえる。また、学習者もこの戦略が英語を話す上で有効であることを理解し、語彙・文法知識が十分でない初・中級学習者が会話を行う上での自信や、学習の動機付けになることも明らかになった。

6.会話の分析結果

次の会話は、実験授業前と後に録音した同じ学習者の会話である。今回指導した戦略の使用箇所は、下線と上記(4項)の番号で示した。

6-1実験授業前の会話

(1)は4月に行った自己紹介の会話の典型例である

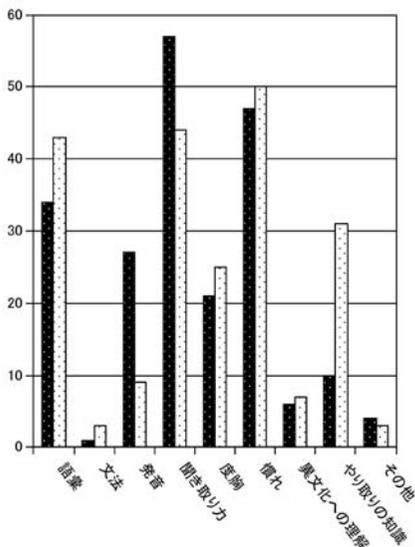
- (1) A-1: Hello.
- B-1: Hello.
- A-2: ええっと。 My name is Miyabi Asada注3. You. (5 seconds pause) My birthday is December 12. ⑤And you?
- B-2: My name is Yumi Sato. My birthday is January 8.
- ⑤What, where is your hometown?
- A-3: My hometown is Shimane, Matusé. Shimane.
- ⑤Your? You?
- B-3: My hometown is Miyazaki. (laughing)
- A-4: ⑤Live now?
- B-4: I live in Nara now. ⑤And you?
- A-5: I live this near this universe注4. (laughing)

一見してわかるように、単調な「質問」―「返答」の繰り返しに終始し、最低限の情報交換だけの非常に短い会話となっている。戦略としては、‘showing interest’が使用されているが、他は一切使用されていない。あくまでも必要最小限の情報のやり取りだけで、話題の発展もなく、聞き手への配慮や話題への関心も十分示されているとは言えない。

6-2実験授業後の会話

(2)は、(1)と同じ学習者による7月の会話である。

- (2) B-1: Hi, ①Miyabi. How are you?
- A-1: Hi, ①Yumi. I’m fine, thank you, too. あっ。 ⑤And you?



	語彙	文法	発音	聞き取り力	度胸	慣れ	異文化への理解	やり取りの知識	その他
■ 4月	34	1	27	57	21	47	6	10	4
□ 7月	43	3	9	44	25	50	7	31	3

表3 英語会話に重要なことは? (複数回答)
単位:人 [4・7月]

また、授業後のアンケートの自由記述欄にはこれら戦略の学習に対する肯定的評価が目立ち[表4] (延べ52名)、これらの学習を楽しく、かつ、有益と感じ、また、実際に会話力が伸びたことを実感していることがうかがえる。さらに、英語を話すことへの興味も増し、自信と動機付けになり得ることがわかる。

B-2: Oh, I'm fine, too. ④Oh, it's a cute shirt. Is that a new shirt?
 A-2: Oh, thank you. ③I bought this last weekend.
 B-3: ④Oh, it's very cute.
 A-3: Thank you. I hear. ④I glad to hear that.
 B-4: By the way, what are you going to do this summer, ①Miyabi?
 A-4: I have games of *Kyudo* in summer vacation every Sunday. I'll go to Nagoya, Kobe, and on so. ③I guess it will very hard but I'll do my best.
 B-5: ②Really? It's a very hard. I hope do your best.
 A-5: Thank you. And when I come back to home, my Miyazaki, I want to go to sea and swim in the sea and do *Suikawari* by the sea.
 B-6: ②Oh, great. ③I like to swim in the sea and I want to do *Suikawari*, too. ⑤Are you good at swimming?
 A-6: I belong to swimming club. ⑤And you?
 B-7: Oh, me, too.
 A-7: ②Oh good.
 B-8: Let's go to the sea together.
 A-8: ②Oh nice. Go together.
 B-9: Yes.
 A-9: How about you, ①Mayumi? ⑤Do you have any plan?

[中略]

A-13: Have a good time, ①Yumi.
 B-14: Thank you, ①Miyabi. You too.
 A-14: ②Oh, thank you. Good bye.
 B-15: Good bye.

(2)は夏休みの予定についての会話である。4月と比べ会話量の増加が目瞭然である。さらにストラテジーの使用も増加している。(1)では、'showing interest'のみの使用であったが、(2)では、6つのストラテジーの内 'hedge・softener' 以外の全てが使用されている。

次に質的变化としては、あいさつや相手への質問に相手の名前を添えて聞き手への親しみを表している点が指摘できる(例: B-1, A-1, B-4, A-9, A-13, B-14)。また、相手の発話に 'back channeling・emphatic response' を使用して聞き手への共感を表している例が多い(例: B-5, B-6, A-7, A-8, A-14)。また、一つの話題についての会話も「質問」-「返答」の短い応答に終わっていない点も指摘できる。例えば、B-4の問いに対して、A-4で弓道の試合に行くという情報に加え、自分の気持ちも添えて("I guess it will very hard but I'll do my best.")積極的に答えることで、Bの質問に関心を示している。また、BはB-5で、Aへの共感を示し("Really? It's a very hard."), 激励している("I hope do your best.")。その後、AはA-5で他の予定についても言及している("And when I come back to home, my Miyazaki, I want to go to sea and swim in the sea and do *Suikawari* by the sea.")。この発話は、B-4の問いにさらに積極的に答えることになり、Bの質問に関心を示した結果といえる。このA-5の発話に対し、BはB-6で共感を示す("Oh, great.")のみならず、会話を展開し("Are you good at swimming?")、

Aが提供した水泳の話題に関心を示している。このようにB-4から始まったAの夏休みの予定についての話題は、相手や相手の話題に関心を示すストラテジーの使用によりB-9まで展開してゆく。

以上の分析から、p.p.ストラテジーを使用することで、学習者は聞き手に関心や親しみを示し、結果として、「質問」-「返答」の単調な情報交換だけの会話に終始することはなくなった。それどころか、話題に膨らみも見られ、その結果会話の全体量も増える結果となった注5。

また、学習者によるストラテジーの応用も見られた。例えば、会話の導入部分では、話題に入る前に、あらかじめ挨拶をする(B-1,A-1,B-2)等の聞き手に関心を示すスモールトークで会話が始まっている。また終結部分も、A-13に見られるように "Have a good time." や "Goodbye." (A-14,B-15)等の挨拶で聞き手への配慮を忘れていない。これら会話の導入・終結部のp.p.ストラテジーは、4月には見られず、授業時間中に特に指導もしなかった。にもかかわらず7月の会話に変化がみられたのは、p.p.ストラテジーを学習することで、学習者は聞き手への配慮を意識し始めたためだと考えられる。

6-3 5ペアの会話分析結果

さらに、恣意的に選んだ5ペアの会話を授業前・後で比較した結果が表5である。

ストラテジー	4月	7月
① address term	0	24
② back-channeling・emphatic response	23	47
③ answer with additional information	0	21
④ compliment	1	5
⑤ showing interest	20	24
⑥ hedge・softener	0	0

表5 5ペアの会話での各ストラテジーの出現回数 単位:回

7月には 'hedge・softener' 以外のストラテジーはいずれも使用回数が増え、聞き手に積極的に関心を示そうとする姿勢が見られる。また、5ペアの会話時間の平均も、4月に4分53秒であったものが、7月には5分32秒となり、学習者が会話を長く続ける事ができる傾向にあることが伺える。

以上の分析から、聞き手を気遣い友好的関係を築くためのp.p.ストラテジーは、初・中級学習者への短時間の指導でも、十分に習得され、会話で実際に使用され得ることが明らかになった。

また、p.p.ストラテジーの学習を通じて、学習者は聞き手に対する配慮を行おうとする意識が芽生え、ストラテジーを自ら応用することができるようになったことも明らかである。

7. 結論

本研究より、以下の5点が明らかになった。

- 学習者は、中学・高校まででは対人関係を構築するためのp.p.ストラテジーについてほとんど学んでいない。また、その重要性も認識してはいない。
- やさしいp.p.ストラテジーを意識的に指導することで、教師が教室の中で短時間にその重要性を認識させることが可能である。
- 意識的な指導と会話練習により、たとえ初・中級学習者でもp.p.ストラテジーを理解し使用することは可能である。ストラテジー習得が、聞き手に配慮しながら会話をすすめる会話量も増加させることにつながった。
- p.p.ストラテジーを理解することが、(初・中級学習者にとって) 会話の自信や学習の動機付けに結びつく。
- 学習したp.p.ストラテジー以外にも学習者が新たに応用して利用していく事が可能である。

注

1. 本稿では英語を専攻とせず、日常生活でも英語を用いたコミュニケーションの経験がほとんどない学習者を指す。
2. 学生に ‘p.p.ストラテジー’ という表現は理解困難であるため、学生には「英語でのやり取りの仕方に関する知識」、「会話をスムーズにする方法」等の表現を用いた。
3. データ中の氏名は仮名に変更した。
4. 正しくは ‘university’ であるが誤りを訂正せず話者の発言をそのまま記述している。
5. 学習者の会話に変化がみられたのは、会話のトピックや学習者同士の親しさが増した点も要因として考えられるが、これらの要因を勘案してもp.p.ストラテジーの指導が有効である。詳しくは村田 (2004) 参照。

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A four-point approach to teaching TOEIC test preparation courses affectively and communicatively

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本論では、コミュニケーションと情意面を重視したTOEICテスト準備コースへのアプローチについて論じる。一般にTOEICテスト準備コースでは、教室内でのコミュニケーションを犠牲にして、言語形式の指導に偏りすぎ、定型的で機械的なコース内容がその特徴となっている。これには、二つの主な原因が考えられる。一つ目は、関係者の側に、準備コースはその他の一般的な英語コースとは異なり、より伝統的(すなわち、より狭く、そしてコミュニケーションや情意面を考慮せず)に教えることが出来るという共通の思いこみがあること。二つ目は、生徒の創造性を抑制し、教師の仕事を単純作業化する、窮屈な構成のテスト準備教材の使用である。その結果、コミュニケーションの試験に備えるために工夫されたクラスであるにもかかわらず、ほとんどコミュニケーションが行われないという、ある種、逆説的なものになっている。本論では、この問題に対する解決策を提示する。すなわち(大学レベルの)TOEICテスト準備コースを、コミュニケーションと情意面を中心の指導原則として教えるという、フォーポイント・アプローチの導入である。

Preparation courses for the Test of English for International Communication (TOEIC) are an increasingly popular option for university students with an eye to their future career prospects. Yet, whatever the promise of future success a good TOEIC score appears to offer, the reality is that TOEIC preparation courses all too often fail to inspire or actively engage either students or their teacher and can become characterized by the kinds of form-focused, routinized, mechanical classroom practices that would, under any other circumstances, be considered inappropriate in a communication-oriented curriculum (Nunan, 1999). What results from this is the strange paradox of a TOEIC *Communication* course that actually has very little to do with communication.

There are, I suggest, two underlying causes for this unhappy situation. First, there seems to be an assumption, shared by teachers, institutions, and students alike, that TOEIC courses are somehow *different* from other language courses, and that they can or should therefore be taught in more *traditional* ways than other courses. Undoubtedly, this is in part due to the intrinsic nature of such exam-focused courses, which aim to direct motivation and effort “into the sort of proficiency with the least communicative value” (Berwick & Ross, 1989, p. 206). However, teaching and learning in this way implies a suspension of the notion of learner-centredness and a denial of the importance of the teacher’s creative contribution in the classroom.

The second cause relates to the typically tightly structured TOEIC test preparation textbook (Broukal, 1998; Rogers, 1997) that often assumes a central role in the course far beyond its actual merits. The textbook frequently becomes the syllabus (Nunan, 1999), and teacher and students yield to the assumed authority of expertise of the textbook. What this means for the teacher is an implicit, textbook-driven pressure to teach the TOEIC class in a manner often incompatible with his or her personal beliefs, training, or experience. In short, the exaggerated importance of test preparation books removes both teacher and students from their creative roles in the classroom and reinforces the erroneous belief that language learning simply in order to pass a test is a worthwhile goal.

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This article describes one approach to solving these problems. Overall, the approach is designed to place teacher and students firmly back in central position in the classroom via teacher empowerment and learner-centredness as broad given principles. Within this broad foundation, I have adopted a four-point approach to teaching TOEIC courses based on 1) Critical reassessment of the role of test preparation books, 2) Recognition of affect as an essential methodological variable (Tudor, 2001), 3) Reassertion of the teacher's creative role via the activation of his or her *sense of plausibility* (Prabhu, 1990), and 4) Introduction of a far greater communicative focus to TOEIC preparation courses via integration of TOEIC tactics practice with communication-oriented tasks.

Point 1: TOEIC Preparation Books

In the *Complete Guide to the TOEIC Test*, Rogers (1997) comments on the need for students to focus on two kinds of knowledge: *tactics* (knowledge about the test format and test-taking strategies) and *background* (general English proficiency) that "must be built up over a long period of time" (p. 8), the emphasis of the book falling primarily on tactics. However, Educational Testing Service (ETS), the designers of the TOEIC test, have "repeatedly stated that, regardless of measures taken in preparation for TOEIC, the examinee's final score will not be affected unless there is a change in his English proficiency" (ETS, n.d., p. 8). There is a curious paradox here: ETS state that the TOEIC preparation course can only address Rogers' tactics side of TOEIC, but that final score improvement depends not on successful application of these tactics, but on a change in proficiency level. Since test preparation books are primarily designed to develop tactical skills rather than general English proficiency skills, this change cannot originate there, and must presumably come about from the kind of general English study over time referred to by Rogers. With this in mind, there seems to be little justification for continuing to teach courses that focus only on the relatively narrow area of TOEIC tactics, since to do so is to spend valuable time on that which seems to hold least promise of either genuine proficiency improvement or increased test scores.

Content and level—remote and difficult

Brown and Hudson (1998) note that the TOEIC test is not level specific and despite estimates of appropriate levels given by some publishers for their products, the fact remains that matching

standard test preparation textbooks to student levels is something of an art. For many university students the content is quite simply too remote and difficult. Business English situations and language predominate and there is very little content that students are able to relate to because the gap between textbook content and their knowledge and experience is simply too great. The reassurance given by ETS that "it is only natural that people of lower ability will have greater difficulty with the test" (ETS, n.d., p. 2) completely ignores the demoralizing effect that working with such material can have on students, and is a barrier to the kind of intrinsic motivation that needs to be developed in TOEIC classes.

Critical and selective use of the textbook

There are three ways to compensate for the textbook deficiencies described above. First, by identifying and exploiting the underlying potential (TOEIC-focused and/or communication-focused) of the various test parts, teachers will be in a much better position to select the most suitable input for their students according to needs, interest, and level. This input may come from the textbook as it stands, by exploiting features of natural communication such as exchanges/adjacency pairs in test parts 2 and 3, or by focusing on genre and discourse features in part 7. However, as stated above, with all but the most proficient students, textbook content is often extremely difficult to work with in this communicatively-oriented way, and it is usually advisable to supplement the book with more suitable (general English) material. TOEIC-focused work (i.e., on tactics, grammar, vocabulary, and so forth) may be approached in the same way, and so whatever the particular focal point—communication or TOEIC—the student-textbook gap can be narrowed considerably.

Use thematically-organized textbooks

Second, a number of good quality thematically-organized TOEIC test preparation textbooks are now becoming available. For example, Knudsen and Mihara (2003), while still emphasizing business English contexts, is thematically arranged, with some use of colour and a welcome emphasis on vocabulary building via lexical sets and collocations. On the other hand, *The Oxford Preparation Course for the TOEIC Test* (OUP, 2002) is more akin to the typical general English course textbook, TOEIC practice being contextualized in a mix of business and everyday situations and topics. A major assertion of this

article is that in some shape or form TOEIC courses need to place greater emphasis on communication, and these types of preparation textbooks are an important step towards this end.

Do not use a textbook

Third, the discussion above begs the question: Do we actually *need* a preparation textbook? Graves' observation that the textbook framework is an unreliable guide to the actual learning needs of a particular class (Graves, 1980), seen in the light of the ETS comment above regarding the lack of correlation between TOEIC preparation and score improvement, suggests that perhaps we do not. Provided that input is broadly compatible with TOEIC syllabus requirements, there appears to be no reason why teachers should not make decisions about TOEIC course content in the same way that they do for their other classes. The essential point is that language could be far more productively taught and learned using more relevant and personalized content and contexts. If these are not to be found in existing course materials, then clearly they can and should be found elsewhere.

Point 2: Affect as an Explicit Methodological Variable

Pre-course questionnaire data from one of my recent TOEIC courses revealed that although students acknowledged the importance of a good TOEIC score for their future employment prospects, up to 70% of students were apprehensive and less than positive about studying in TOEIC preparation courses. However, further discussion with students revealed that the majority (some 95%) of them did seriously wish to improve their ability to communicate in English and hoped for an enjoyable and fun class in which to make this happen. Their initial negative responses appear to have been prompted by the kind of general negative expectations of TOEIC courses discussed earlier. These data led me to seriously rethink my course plan at that time, and to move away from my planned emphasis on test-related skills and tactics to a greater focus on communication and on the affective nature of the classroom—a recognition of affect as an explicit methodological variable (Tudor, 2001), in other words. This resulted in the following set of affective goals:

- a. To openly acknowledge students as “the other significant factor in the classroom” (Dubin & Olshtain, 1986, p. 31) by adopting a firmly student-centred approach to the course. This entails involving students in most classroom

decisions, providing choice of tasks and content wherever possible, eliciting their suggestions for course improvements, and so forth.

- b. To allow for and to encourage outcomes other than quantifiable scores on (mock) TOEIC tests, such as enjoyment, increased motivation, and a more positive attitude toward English study. The instrumental motivation that brings many TOEIC students to the classroom is not enough to sustain them on this type of course. Wherever possible, therefore, tasks and content were selected for their potential to promote intrinsic motivation, and not exclusively according to the requirements of the TOEIC textbook or syllabus.
- c. To establish a strong teacher-student rapport and to encourage friendly relations between students. Since most students were drawn from departments throughout the university, and from different years, my priority at the beginning of the course was to provide opportunities for them to get to know each other by participating in various communicative tasks. Teacher-student rapport was, I hope, accounted for by the overall improvement in class dynamics brought about by the changes made to the course, and more specifically by my now feeling more able to teach the course according to my own beliefs and teaching style.

Point 3: Teacher Empowerment

Teacher empowerment in the sense used here is something akin to what Prabhu (1990) has termed a teacher's *sense of plausibility*—the uniquely individual and idiosyncratic beliefs, principles, training, and experiences that shape and inform a teacher's approach to teaching and learning. In many ways a teacher's sense of plausibility provides the foundation and unity that is crucial to a successful course and acts as the counterforce to the implicit pressure that many teachers feel to *teach TOEIC* rather than to teach according to their own beliefs, intuition, skills, and training. If a major factor in successful classrooms is the degree to which learner-centredness is reconciled with the teacher's own beliefs and principles about language and learning, the activation of this sense of plausibility seems to be a prerequisite to creating the conditions in which such reconciliation might take place. Further, if, as Shannon (cited in Gerardo and Contreras, 2000) suggests, commercial textbooks have the potential to deskill teachers, the activating of the teacher's sense of plausibility suggests a principled way to restore the potential for creativity via a process of re-skilling and a more proactive teacher role.

Point 4: Integration of TOEIC and Communication

Some teachers may argue that it is wrong to advocate integration of communicatively-focused input and tasks with more typical TOEIC-type activities on the grounds that such courses are intended to provide intensive and narrow-focused training in order to achieve a TOEIC-related goal—they are not *conversation classes*. On the surface, this argument appears quite reasonable. But when we talk of goals in language learning, surely it is right to examine critically the (long-term) educational value of such goals. We have seen above (ETS, n.d.; Rogers, 1997) that in fact no claim of correlation between TOEIC-type activities and score improvement is suggested and that general English study is recommended as the best way to ensure both score improvement and general proficiency gains. A recent study of test preparation course effectiveness confirms “the absence of any marked practical benefit in coursework specifically tailored to test preparation and supports the conclusion that general English instruction might be equally effective in raising scores on norm-referenced examinations” (Narron, Hirase, Minami, Takehata & Adachi, 2003, p.12). Teaching communicatively in a TOEIC course is, therefore, not a diversion from the goal but essential to the goal.

Beyond what has already been said above with regard to textbooks, what is actually required to implement TOEIC-communication integration amounts to little more than a conscious acknowledgement of the need to examine all input not only for its TOEIC potential, but also for its potential to promote some degree of meaningful and relevant communication. This is something teachers do naturally in their communication classes when they exploit materials to design integrated tasks. The actual means of TOEIC-communication integration may be direct (i.e., designing communicative tasks such as role play, discussion, conversation, and so forth around TOEIC core input, or highlighting TOEIC tactics derived from communicative tasks) or indirect, via awareness-raising tasks applied to TOEIC input.

With regard to tactics, many of my students attend only one 12-week course—a total of 18 hours of TOEIC training. Given the ETS estimate that “less than 80 hours of instruction is not very effective” (TOEIC Steering Committee, 1996, p. 6), clearly from the point of view of teaching TOEIC tactics a considerable degree of pragmatism is required. My approach is to narrow down the tactics to a limited number of key

“indirect strategies” (Oxford, 1990), consisting of metacognitive, affective, and social strategies that can be easily assimilated in the short time available (Appendix A). Effective use of such strategies not only contributes significantly to better test performance, but also helps to promote a positive attitude in the TOEIC classroom that transfers to second language learning in general. Other “direct strategies” (Oxford, 1990) include on-task cognitive, memory, and compensation strategies that are dealt with as they arise in their context of communicative tasks or TOEIC activities.

Student Feedback: Questionnaire Survey Results

Results from an end-of-course class questionnaire survey conducted recently with my TOEIC course students are encouraging and confirm for me that the basic rationale of the four-point approach has something valuable to offer. With regard to the TOEIC textbook, 44% of students felt that the textbook was too difficult/remote. Regarding Affect, 69% of students reported that the course had encouraged them to like English a little more than they did at the beginning of the course, and 65% indicated that they felt more confident about taking the test in future. Furthermore, concerning the integration of TOEIC and communication, 65% of students responded positively to the communication tasks practiced in class and 73% felt that the tactics covered had been useful for them.

Conclusion

Textbook-driven test preparation courses are clearly a lot easier on a teacher's time than courses in which the teacher assumes more responsibility for materials selection and design. Attempting to integrate TOEIC and communication is therefore certainly not the easy option. It does take time, but time for materials preparation has always been an inseparable part of a teacher's work. The real question to ask here is whether the standards we apply to TOEIC preparation courses should be different from, or lower than, those we set for our other classes, and if the benefits may be the same, it seems right to make the effort. The four-point approach to teaching TOEIC courses discussed above is practical and realistic given the constraints of short courses and diverse learner groups. It reaffirms the central role of the teacher via his or her sense of plausibility, and the central role of the learner via affective factors that will better promote learning and enjoyment in a far more communicatively-oriented course.

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Appendix A: Key Indirect Strategies

- 1. Affective:** Be honest! Few students will admit to finding TOEIC tests or practice easy. Admit the difficulties are there, but stress that the aim of the course is to guide students toward ways and means of circumventing these problems.
- 2. Affective-Attitudinal:** Encourage a game-like attitude to TOEIC as a means of reducing anxiety and encouraging students to avoid too frequent *muzukashii* (difficult) responses. "Playing the game" entails not giving way to despondency when faced with parts of TOEIC beyond current level or ability. The nature of

the game is, rather, to play for every point, use the short cuts (strategies) practiced, and keep focused until the end of the test.

- 3. Planning—Know the test:** Clearly, the more familiar students become with the test format and aims, the better they will perform on the test. Knowing the test includes several elements: sound control of timing (*Mark it! Move it!* as I present it to my students); knowing the aims/functions of the various parts (what is being tested); being familiar with instructions and score sheets.
- 4. Evaluating performance:** Students who are able to evaluate their strengths and weaknesses on the test will fare better than less actively engaged students. Students are regularly guided toward this kind of self-evaluation.
- 5. Cooperating and empathizing:** By working together cooperatively on classroom tasks, students learn that their difficulties and problems are not unique to them. This reduces tension and anxiety by increasing the positive atmosphere of the class, with subsequent benefits for test performance and learning in general.
- 6. Planning:** The *TOEIC Triangle*. To remind students of the three main players in TOEIC (teacher, TOEIC examiner, and students) and that for them the examiner is perhaps the most important. Success in much of the TOEIC test depends on the extent to which students can acquire the ability to quickly analyze test items from the perspective of an imagined TOEIC examiner who might have prepared the questions. In the examiner's position, what would students select as focal points for particular items?
- 7. Planning—Previewing:** To teach students that previewing test items (to establish content schemata) wherever possible is an essential step in the process of becoming both an active test taker and an active communicator.

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Seido Advert

Performing your own genre analysis

Raymond Stubbe

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Technology**

学問的目的のための英語(EAP)教育の場、ジャンルアプローチを取り入れることに対する関心が世界中で高まっている。このアプローチは、あるジャンルのコミュニケーションのMoveやそれぞれのMoveに関連する言語特性を学習者に教えるものである。本論は、このアプローチを必要としているが、ジャンル分析の方法がわからないEAP教師のため、その手順を7段階に分け概説している。元来メディカルジャーナル(Medical Journal)の要旨の分析用に開発されたこの7段階は、それぞれのジャンルにあるMoveの数や名称を若干変えることによって大半のジャンルに適応させることが可能である。必要なものはインターネットに接続されたコンピュータと学習者が言語能力を必要とするジャンルの言語資料だけである。下記のウェブサイト上に示されているオプションとコンピュータのワードプロセッサ機能を併せて活用することによって、誰でも独自のジャンル分析が可能である。<www.lex tutor.ca/>

Many university students in Japan and around the globe need to develop their abilities to comprehend and produce various genres, written in English, for both their academic and subsequent professional survival. Do you find yourself in an English for Academic Purposes (EAP) style classroom wanting, or expected, to teach the reading and/or writing of one or more genres in which your students require proficiency, such as research articles or employment application letters? Perhaps you simply aspire to incorporate a genre approach into your language teaching. If so, here is a way for you to become well acquainted with almost any genre by performing your own *genre analysis*. All you need is a computer with word processing

capabilities (such as *MS Word*) and an Internet connection.

The primary goal of a genre analysis is to identify and analyze the communicative moves experts of the selected genre utilize when writing (and expect to encounter when reading) a piece of text. A piece of genre text is comprised of a series of segments or moves, each of which fulfills a particular communicative function that contributes to the overall communicative purpose of the text. According to Henry and Roseberry (2001), “[a] genre approach to language teaching attempts to teach learners the main parts, ‘moves’, of a genre and the most common linguistic features associated with the moves” (p. 153). For a fuller description of genre analysis and moves see Swales (1990), Holmes (1997), Bhatia (1993), and Peacock (2002).

By following the procedure outlined below, teachers will be able to analyze almost any genre by first identifying the obligatory and optional moves and then analyzing each move in terms of its most common linguistic features. These features (which typically include verb tense, aspect, and modality; negative conjunctions; hedges; etc.) can be seen as signals that expert writers utilize to guide their readers through the text and are thus valuable for the EAP student reader and writer.

Although this approach was originally designed for an analysis of medical journal abstracts, it can be adapted for texts of almost any genre by

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changing the names and the number of moves involved, as well as the level of the grammatical units analyzed. Due to the compactness of abstracts (around 250 words), the phrase level was selected as the unit of analysis. For longer pieces, the unit of analysis can be set at the clause level or even the sentence level. Whatever level is selected it is important to assign all sentences, clauses, or phrases contained in the text to one of that genre's moves (Peacock, 2002). Prior to commencing such an analysis, it may be a good idea to check the literature to see what others have written about it or similar genres, especially concerning the obligatory or optional moves. *English for Specific Purposes* is an excellent journal for acquiring such background information, and is available through *Science Direct*, discussed below.

This simple genre analysis is composed of a seven step procedure as follows. For clarity, the instructions are written for research article (RA) abstracts. However, as noted above, they can easily be applied to the analysis of other genres by simply changing the number and titles of the *Move* documents.

Step 1: Acquire a Corpus

To begin, you need to obtain a corpus of whatever genre you wish to teach in your classroom and enter it into your computer. I can think of three possible sources for genre texts: CD-ROM libraries, online libraries (great for abstracts), and printed materials that will require text scanning. You may wish to start by creating a word processing document, entitling it *Master Corpus*. If you have access to a CD-ROM library, simply copy a selection of the genre you wish to teach into the *Master Corpus* document.

To acquire a corpus from the Internet, go to sites offering texts of the genre in which you are interested. For example, for abstracts of articles found in published journals, start with *Science Direct*, an online resource featuring journals ranging in subject matter from arts and humanities through veterinary science and medicine. It is available at <www.sciencedirect.com>. To find journals for a specific field, economics for example, simply type this into the search box and press "Enter". Select a journal (you may need to press your "F11" key), open it, and begin surfing the issues. Article abstracts are freely available and can be saved into your newly created *Master Corpus* document. Should you require full-length articles, most journals offer a complimentary issue.

If you are teaching lower level English classes (where expert generic models such as the journal abstracts contained in *Science Direct* are beyond the students' comprehension and production abilities) you may consider Flowerdew's (2000) suggestion of exposing students to a corpus of "good 'apprentice' generic exemplars which can provide a realistic model of writing performance for undergraduate students" (p. 370). These *good apprentice models* can be derived from previous students' writings judged to be of high quality, and can be entered into your *Master Corpus* document using a text scanner. Naturally, this final method of acquiring a corpus—text scanning—can be used for any printed sources.

Step 2: Set up Texts on Your Computer

Once you have acquired and copied your corpus into the *Master Corpus* document, save this document again under a new title, *Separated Corpus*. Then separate each piece using the "Page Break" option found by scrolling down the "Insert" menu and selecting "Break." Now you will have one page for each abstract/text. Finally, you will need to save this document again under a new name, *Working Corpus*. This final document is the one to be analyzed.

Step 3: Perform an Analysis on Paper (Optional)

Although this step is optional, it is highly recommended that you complete it. Start the analysis by printing each of the pages found in the *Working Corpus* document. Then read each text, carefully noting the boundaries between the various communicative moves encountered (possibly with a slash "/"). If you have decided to perform a phrase or clause level analysis, your separations will often be intra-sentence. In the margin, you might consider labeling each of the moves encountered. Determining which move a unit of text should be assigned to is not always as clear cut as one might expect. Actually, this is the most difficult part of a genre analysis, but being able to do this is essential if you wish to utilize a genre approach with your students. If you have access to "subject specialist informants" (Swales, 1990, p. 128), you may wish to consult with them regarding the communicative intention a difficult segment of text serves within a piece and consequently which move it belongs to. If you do not have such access, do not despair. Many successful genre analyses have been completed without using experts (e.g., Anderson & Maclean, 1997).

The *Paper Analysis* can be seen as an opportunity to develop your ability to identify each of the mandatory and optional moves you will encounter in the genre selected, as well as your skill at assigning each unit of text to an appropriate move. Concurrent with the move analysis, you may also wish to highlight any linguistic feature you notice as being significant such as finite verbs, modals, and negative connectors. For example, if the selected genre is RA abstracts, the communicative moves can be labeled *Background* information, *Purpose* of the present research (both of these from the article's introduction), *Methods*, *Results*, and *Conclusion* or *Discussion*. In such abstracts, a switch to the past tense often signals the beginning of the *Methods* move. Negative connectors (*however*, for example) also serve to signal important information such as *challenges to previous research* in the *Background* move, or a transition to a *Purpose* move. For greater descriptions of the RA genre, its various sections, moves and signals, see Swales (1990), Holmes (1997), Gunawardena (1989), Peacock (2002), Nwogu (1997), Salager-Meyer (1994), Hanania and Akhtar (1985), and Martin (2003). Naturally, other types of genres may utilize other kinds of linguistic signals, which should become evident during this initial analysis.

Step 4: Create the Move Documents

Prior to beginning the computer analysis, I suggest opening the *Working Corpus* document, and creating a new document for each of the moves generally found in your selected genre,

identified by your own analysis in Step 2 and from previous studies. If you create and subsequently open these new *Move* documents in the order in which they are generally encountered in the genre, flipping between them and the *Working Corpus* document should remain easy. Continuing with our RA abstracts example, the first move document to be created would be entitled *Background* (or *Move 1*), followed by the *Purpose*, *Methods*, *Results*, and *Discussion* Move documents (or *Moves 2 - 5*), respectively.

For an analysis which includes a focus on pertinent linguistic features (finite verb and modality usage, for instance) you may wish to create a table such as Table 1, below, a couple of lines below the title of the initial *Move* document, and then copy and paste this table into all subsequent *Move* documents.

Table 1. Linguistic Features

Present Active	Present Passive	Past Active	Past Passive	Present Perfect Active	Present Perfect Passive	Modals	Other

Please note that this table does not contain any columns for past perfect verbs. As there were few of these in the genre I analyzed, I simply placed them in the "Other" column, where I also placed negative conjunctions and other interesting words

Table 2. English Medical Research Articles—Background Move—Linguistic Features

Present Active	Present Passive	Past Active	Past Passive	Present Perfect Active	Present Perfect Passive	Modals	Other
is (total of 12 instances) functions remain are display appears needs are means have leads are indicate results	is known is associated are compromised are expressed is considered is derived	recommended		have demonstrated have reported has resulted have resulted have examined	has been defined has not been determined has been reported have been proposed	may be beneficial may be associated can be made can result in may occur may be required should admit must be balanced against	will allow however despite despite

or phrases. The above table can also be easily adapted to focus on any linguistic features you have identified as being pertinent to your analysis. Table 2 is an example table which presents the linguistic features found in the *Purpose* move drawn from an analysis of 30 medical research articles written by native English speaking doctors.

Step 5: Perform the Move Analysis on Computer

The ultimate goal of this step is to move every phrase/clause/sentence of each text into one of the move documents. As mentioned, this is the most difficult part of a genre analysis and consequently the most time consuming.

Starting with the first text (*Abstract #1*, found on the first page of the *Working Corpus* document), highlight all the Move 1—Background sentences, clauses, or phrases, “cut” these from the *Working Corpus* document, and “paste” them into the *Background* (or *Move 1*) document. If you have decided to utilize a table such as the one above, paste the move text either above or below this table, then copy each linguistic feature (you wish to focus on) from that text and paste it in the appropriate column. I did this for every finite verb, modal, negative connector, and sequence marker that was encountered.

Then, go back to *Text #1*, and cut all Purpose (or Move 2) phrases/clauses/sentences and paste them into the *Purpose* (or *Move 2*) document. Again, should you decide to, copy and paste all pertinent linguistic features into the appropriate table columns, as above. Continue this procedure for each of the remaining moves (Methods, Results and Discussion moves, in our case). Once completed, the first page of the *Working Corpus* document should be blank (except for the article's title, author(s) and journal name). By repeating this process for each individual page (or abstract) of your *Working Corpus* document, you will create a corpus for each of the moves usually found in that genre. Each of these move corpuses should now be ready for online lexical analysis.

Step 6: Analyze the Move Corpuses Online

Starting with the initial *Background* (or *Move 1*) document, copy that text and go to: <www.lextutor.ca/>. I found four of the program options on this web page to be particularly valuable when analyzing a corpus. To commence the analysis, click “highlight” in each of the options, paste your corpus into the box, and click “submit.”

Occasionally, the latter two options will reject a text by showing a “Server Error” message. This means that one or some of the more unusual characters in the text (#, for example) must be changed or deleted.

By selecting the *Research FreqList* option <www.er.uqam.ca/nobel/r21270/texttools/web_freqs.cgi> you can obtain word counts for every word in your corpus. This can be useful in making decisions about what vocabulary is necessary for your students to master.

VocabProfile <www.lextutor.ca/vp/eng/> will tell you how many words the text contains from the following four frequency levels: (1) the list of the most frequent 1000 word families (function and content words); (2) the second 1000; (3) the Academic Word List; (4) words that do not appear on the other lists. This option is also useful when making lexical decisions.

The *Concordance—Text* <www.er.uqam.ca/nobel/r21270/cgi-bin/freetext/u_conc.html> program will make a concordance for all the words in the text (an alpha-list of each word with accompanying contexts, or surrounding words). This can be particularly useful for teaching common lexical phrases and typical collocations.

The 8 <www.er.uqam.ca/nobel/r21270/cgi-bin/tuples/u_extract.html> program will pull out all recurring word strings in a corpus, of the length you specify (between 2 to 5 words per string). This feature is also useful for finding common lexical phrases.

This analysis can be as detailed as you like, depending on the needs and abilities of your students. You may want overall word counts for each move, plus a list of the 10 most common verbs and subject/object noun phrases. You may be interested in the verb tenses and aspects usually found in each move and/or the use of modality and conjunctions. You can also apply a deeper analysis, which includes collocational frameworks like “the ... of” (Marco, 2000), pronoun usage, the forms and use of hedging (Salager-Meyer, 1994), authorial comments (Adams-Smith, 1984), and/or any other recurring linguistic element that has caught your attention. After analyzing the initial move document, repeat the above for the remaining moves. If you created the tables suggested above, word counts of these are easily obtained using the *Research FreqList* option.

Step 7: Summarize Each Move

Having completed the relocation of each unit of text (phrase, clause, or sentence) from your

original corpus into an appropriate *Move Corpus* (Step 5) as well as having identified and analyzed the linguistic elements or signals you have deemed interesting and/or important (Step 6), you can now commence your summary of each move. Similar to your linguistic analysis, each move summary can be as detailed as you deem necessary for your students' education.

Conclusion

This paper has outlined a simple seven step procedure, originally developed for the analysis of 120 medical journal abstracts, which can be modified for the analysis of any genre. All that is required is a computer connected to the Internet. By utilizing the computer's word processing program, together with the options available at <www.lex tutor.ca/>, you can perform your own genre analysis. After completing such an analysis, you will be better able to incorporate a genre approach in your EAP classroom.

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Three kinds of listening tasks in video listening programs

Keita Kikuchi

Nihon University

リスニングにおけるタスクの使用の重要性はよく論じられるが、学習者のリスニング活動を活性化させるような多様なタスクを作り出すことは簡単ではないであろう。この稿では、ビデオ教材を使用した15のリスニング・タスクの枠組みに関して論じる。また、この枠組みの中でリスニング能力、認知的、メタ認知的ストラテジーの発達を手助けするpre-viewing tasks, while-viewing tasks, post-viewing tasksの3つの段階のタスクを紹介する。この分類により、教師はリスニング・プログラムで使用可能なさまざまなタスクに関する理解が深まるであろう。

The literature on listening comprehension often discusses the importance of integrating pre-listening, while-listening, and post-listening activities (Rost, 1990; Stoller, 1990; Underwood, 1989; Ur, 1984). For example, Underwood states:

For many years, the routine was listening followed by questions to answer. Now, much listening work follows the pattern of (i) a pre-listening buildup, leading to a desire to listen; (ii) something interesting to listen to and a purpose for listening (generally a while-listening activity); and (iii) a brief (or perhaps no) post-listening stage. (Underwood, 1989, p. 93)

However, it is not easy for teachers of listening programs to think of various tasks, although existing literature often argues the importance of constructing programs around tasks (Brown, 1987; Ur, 1984).

Furthermore, teaching students learning strategies for listening comprehension is also important. Chamot's (1995) classification of learning strategies identifies three categories: 1) *metacognitive strategies* associated with planning, regulating, and managing language, 2) *cognitive strategies* facilitating comprehension, and 3) *social and affective strategies*, which include questioning for clarification, cooperating with peers, and positive self-talk. Rubin (1995) suggests some activities to raise awareness of metacognitive strategies for listening comprehension: goal definition, action plan, monitoring, and evaluating the degree of comprehension. Students first define goals such as: identifying familiar words and names of persons or places, comprehension of main ideas or some specific information, and replicating information from the text. Next they make an action plan—what to do when they watch the video. Then they monitor their degree of comprehension and areas in which problems exist. Finally, they evaluate their success in the use of these strategies and determine if they need to revise their approach to listening.

These activities serve not only as pre-viewing tasks for learner training, but become a sequence of tasks that learners can follow through the pre-listening, while-listening, and post-listening stages. Social and affective strategies can be

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introduced at any point while students are doing these activities.

As can be seen in Table 1 below, 15 listening tasks for video classes were classified as being pre-, while-, or post-viewing tasks based on a review of Rost (1990), Stoller (1990), Underwood (1989), and Ur (1984). In this paper, I will discuss these listening tasks as they may be used to assist learners in comprehending the text in video sequences. It is hoped that this categorization will assist teachers to conceptualize the variety of activities that may be used in the listening program.

Previewing tasks

Before viewing the video, teachers may have students perform the following five tasks: text reading, class discussion, dictionary consultation, silent previewing of videos, and previewing questions. The main purpose of the pre-viewing tasks is “to prepare students to see the video by means of activating schema” (Stoller, 1990, p.27). To adjust the level of difficulty, various pre-listening tasks may be provided. As Underwood (1989) suggests, “by limiting the amount (and sometimes the type) of pre-listening activity, the task of listening can be made more difficult” (p. 34). It may be true that more varied pre-listening tasks, and more of them, would be better for lower level students. Activities such as the first two are useful when teachers prepare students to watch videos about relatively complex topics such as environmental disruption. Rubin (1995) suggests that once learners have narrowed the topic possibilities and their focus after reading about or discussing the topic, they can begin to attend to the video materials in a new way.

Text reading

Students read texts such as a film summary, video title, or articles about the video, engage in discussion about them, and share ideas about what they are preparing to watch.

Teacher talk and class discussion

This is similar to text reading, in that students are provided with some background information prior to the discussion phase, but in verbal rather than written form. Prepared texts may be preferred in order to relieve pressure on teachers who need to watch the video in advance and understand what should be included to clarify important points (Underwood, 1989).

Dictionary consultation

Dictionary consultation may be linked with the preceding activities when difficult vocabulary is used in the video materials. Students may feel comfortable seeing the vocabulary within a context. Instead of introducing unfamiliar vocabulary and phrases isolated from context, it may be useful to have some prepared short texts including key words that appear in the materials.

Previewing the video without sound

It is possible to teach *cognitive strategies* with this kind of activity. Cognitive strategies are often used during the execution of a task to facilitate comprehension (Rubin, 1995). During the task, teachers may have students 1) activate schema and background knowledge, 2) activate script, and 3) activate vocabulary. After students view the video without sound, students predict the kind of topic, dialogue, and vocabulary that is going to be used in the video. While they watch the video with sound, students adjust their hypotheses.

Table 1. List of Classroom Tasks in the Video Listening Program

Pre-viewing Tasks	While-viewing Tasks	Post-viewing Tasks
Text reading	Grid completion and form-chart completion	Sequencing
Teacher talk and class discussion	Fill-in-the-blanks	Teacher talk and class discussion
Dictionary consultation	Note-taking	Video summaries
Silently previewing videos	True/False, or multiple choice questions	Dictation
Preview questions	Second screening	Debates

Preview questions

Preview questions may help students predict what they are going to watch. If the questions require viewing of most of the video, the students will watch and listen carefully throughout. However, students may just try to listen to the clues, and not pay attention to the overall meaning. Therefore, this task type should not be overused.

While-viewing tasks

The purpose of while-viewing tasks is to help learners focus on important features of the video (Stoller, 1990). Underwood (1989) cautions:

When developing the skills of listening for comprehension is the aim, while-listening activities must be chosen carefully. Activities which do no more than test whether or not the listener has understood and which simply produce 'right/wrong' answers will soon discourage all but the enthusiastic learner. There is a place for the testing of listening comprehension, but this should not be the purpose of every listening practice session. (Underwood, 1989, p. 45)

Table 1 shows five while-viewing tasks: grid completion and form/chart completion, gap filling, note-taking, true/false and multiple-choice questions, and second screening. The use of true/false, or multiple-choice questions only for the purpose of testing learners' comprehension should be designed carefully. Rost (1990) distinguishes open tasks from closed tasks. Note-taking is an example of an open task. Examples of closed tasks are completing a grid, form/chart, or text.

Grid completions and form/chart completion

Learners may complete various kinds of written exercises in form/chart completion tasks based on the information they obtained from the video, both during and after viewing. Students may enjoy this kind of activity, since it is "generally easier to respond to a number of individual stimuli rather than to write down information without a ready-made framework" (Underwood, 1989, p. 58).

The completion of grids to organize the information in the listening is a useful way to assist the learner's comprehension. Furthermore, Rost (1990) argues, "when graphic elements of the task require minimal visual interpretation and therefore allow maximal attention to the spoken text, and when completions are limited to minimal

writing, completion tasks may provide useful evidence of listener attention and understanding" (p. 127).

Grid completion tasks should be designed in such a way that they do not disturb the learner's comprehension by being too complex. The danger exists that students may focus on completing tasks rather than on the text while doing grid or form/chart completion exercises.

It is important to limit what learners are required to do in completing the form or chart to ensure that learners can focus on the meaning of text, rather than on the task itself. However, in cases where the form or chart has a section "provid[ing] a post-listening opportunity for the students to respond to, or react to, something noted in earlier sections at the while-listening stage" (Underwood, 1989, p. 81), it may be used instead as a post-listening task.

Fill-in-the-blanks

Fill-in-the-blanks exercises are a more difficult task type than grid completion or form/chart completion exercises, because students are unable to read as quickly as the speaker speaks. It is suggested that teachers allow ample time for students to read through the text before listening, allowing them to guess which words should be in the gaps. Also, limiting the number of blanks for completion to one per sentence is a good rule of thumb (Underwood, 1989).

Note-taking

Rost (1990) distinguishes *open* tasks from *closed* tasks. While examples of closed tasks include completing grids, forms or charts, or text, note-taking is one example of an open task. Students may be encouraged to take notes to obtain the necessary information to complete post-listening tasks. Note-taking thus "reproduces a common real-life situation where we are 'listening out' for what we want to know and relate to the rest of what we hear as 'redundant' " (Ur, 1984, p. 91).

True/false or multiple-choice questions

True/false or multiple-choice questions may help guide students through the text (Underwood, 1989). This type of task also can be done before or after watching the video. In the same way that completing previewing questions prior to watching the video helps learners to predict what they are going to hear, the purpose of a true/false or multiple-choice question task is not to test comprehension, but to assist it. To prevent students from concentrating on doing the task

rather than listening to the text, teachers may encourage students to complete this task after they watch the video.

Second screening

Students may wish to view the video several times for thorough understanding. However, it is important to balance the need for understanding with time available for a variety of activities. Stoller (1990) does not recommend that students watch the entire segment again because of the need for this balance. In order to raise the students' assurance of understanding of the text, it is possible to show the scripts when they watch the video a second time. It is also important to set some goals during this task so that students are actively listening for needed information.

Post-viewing tasks

Post-viewing tasks discussed here include: sequencing, teacher talk and class discussion, video summaries, dictation, and debates. Depending on their complexity, many while-viewing tasks may be used as post-viewing tasks. Stoller (1990) argues that post-viewing tasks are able to "encourage and stimulate 1) the use of newly acquired knowledge stemming from the video, 2) the possible integration of information gained from other thematic unit sources with information from the video, and 3) the use of both written and oral language" (p. 32). To encourage students to be active language learners, some post-viewing tasks require students to speak, write, or do something with what they heard. In the post-viewing stage, learners may be asked to complete any of the following activities.

Sequencing tasks

After students watch the video, they may "attempt to sort out the various items as they listen and then to complete the activity after they have heard the whole passage/story" (Underwood, 1989, p. 82). Items to be sequenced should be few; otherwise the task may frustrate students. This activity does not require much work compared to those that follow.

Teacher talk and class discussion

This activity is similar to that described for the pre-listening stage. Students and teachers may discuss issues raised in the video. Alternatively, the class might engage in a discussion about the use of listening strategies and the extent of their understanding.

Video summaries

Learners may be required to extend the notes they made as a while-viewing task. Students are asked to "identify the main points of the video and later summarize them in written or spoken form, or both" (Stoller, 1990, p. 32). To minimize time on task necessary for reading written summaries, teachers can ask students to do oral summary work, or to complete this task in small groups.

Dictation

Dictation tasks can be done using cassette tapes on which a short part of the video has been recorded for each student to use. If students can access their own cassette tape players, they can repeat the dictation as often as they want. The purpose of the activity should be "to get students to concentrate on the listening text, or part of it, the emphasis should not be on spelling and writing correct English sentences but on sorting out the meaning of the words spoken" (Underwood, 1989, p. 92). The accuracy of written sentences should not be an important consideration.

Debate

Debates should only be done with high level learners. They can be done in groups or as a whole class activity. In a debate, learners may "examine problems central to the theme of the video or thematic unit; working together, students share insights, propose solutions, and later report them in spoken or written form" (Stoller, 1990, p. 32).

Conclusion

I hope that course developers and teachers in the listening program will be able to create more classroom activities using the fifteen task types outlined in the paper. The research here described forms part of the curriculum revision project in the listening program of the department of English at Aoyama Gakuin University (Kikuchi, 2001). An example of revised material for a video listening program using this approach can be found in Kikuchi *et al.* (2004).

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The first piece in this month's My Share is a lesson activity by Richard Barber and Paul Underwood using popular music to get students working with target language. Next, Christian Lister showcases an activity that adds some new life to the language associated with telling time.

Submissions should be up to 1,000 words describing a successful technique or lesson plan you have used, which can be replicated by readers, and should conform to My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

Lost love and lamentation: A Carpenters' song lesson

Richard Barber, Ez Communications
<smileyface21c@yahoo.com.au>;

Paul R. Underwood, G.K.A. <paulunderwood73@gol.com>

Quick Guide

Key words: Guided discovery, authentic materials, text-to-grammar, reported speech
Learner English Level: Pre-intermediate and above

Learner Maturity Level: University and adults

Preparation Time: 30 minutes or more

Activity Time: 60 minutes

Materials:

- A picture of the Carpenters
- A copy of the Carpenters' song *Superstar*. (Teachers using audio, video, or DVDs should be aware that copyrighted materials may only be used after relevant permissions have been obtained)
- A copy of the lyrics to *Superstar* for each small group of 3–4 learners
- A worksheet for each learner (see Appendix 1. Please note: The answers are for the teacher and need to be removed prior to printing copies for the learners.)

This lesson uses the hugely popular Carpenters' song *Superstar*, which everyone will be humming long after the class is over. It facilitates the learners' guided discovery of how the meaning of the song at the text level is enhanced by tense-backing in reported speech at the sentence level. Tense-backing is used here to refer to changing any present tense verbs in direct speech to past tense verbs in reported speech. The learners' exploration and guided discovery of a grammatical "rule" is facilitated, rather than having it presented to them. The procedure includes a reactive focus on form in which the learners reflect on the gap between their current level of language use and

the target language and self and peer-correct their own work. This also acknowledges a preference for self-correction of errors whilst encouraging learner collaboration.

Preparation

A downloadable version of the lyrics for the song used in this lesson can be found at <www.lyricsondemand.com/c/thecarpenterslyrics/superstarlyrics.html>.

Step 1: Copy and paste the lyrics into a word processor document.

Step 2: Adjust for character size and spacing.

Step 3: Print out one copy per small group of three or four learners. (If you back the lyrics onto card, then laminate them, you will have permanent, reusable sets.)

Step 4: Cut each set of lyrics into sentence strips.

Procedure

Step 1: Brainstorm information about the Carpenters using a picture of them as stimulus. (This can be made more engaging by hiding the picture and having the learners ask questions to try and guess who they are.)

Step 2: Divide the learners into pairs.

Step 3: The learners interview a partner using the questionnaire (Exercise A) from Appendix 1. The information gathered here will become the raw material for the later focus on form (Steps 17 and 18).

Step 4: The learners write a paragraph about their partner, using the opening frame "<name> told me. . ." (Exercise B on p. 28) (Appendix 1).

Step 5: Once finished, some of the learners report to the class what they found out. Then everyone puts his or her work aside. Tell them

that they will return to it later in the lesson (at Step 16).

Step 6: Write *Superstar* on the board and elicit any background knowledge about the song.

Step 7: Listen to the song and circle *True* or *False* to the statements in Exercise C (Appendix 1). Importantly, the learners also write a sentence as to how they reached each answer.

Step 8: Conduct feedback by checking the answers with the class.

Step 9: Divide the learners into groups of three or four.

Step 10: Hand out the sets of cut-up lyrics.

Step 11: In groups the learners listen again while arranging the strips of song lyrics.

Step 12: The learners circle *True* or *False* to the statements in Exercise D (Appendix 1). Again, the learners write a sentence as to how they reached each answer.

Step 13: Conduct feedback by checking the answers with the class.

Step 14: Working from right to left, the teacher builds up a picture of the song's content on the board (see Figure 1).

Step 15: The learners search the rearranged song lyrics to complete the caption "You told me . ." and "You said . ." on the board. (The learners find the sentences "You told me *you loved me*" and "You said *you'd be coming back.*")

Step 16: Use a timeline to elicit the direct speech, having just drawn the left-hand picture, underlining the direct and reported speech. This is the initial transformation exercise.

The whiteboard now looks something like this:

Step 17: The learners reread their paragraph from Step 3, Exercise B.

Step 18: They self-correct and peer-correct their use of reported speech.

Step 19: Have the learners read out their corrected paragraph, correcting any remaining problems with tense-backing.

Extension for class work

Step 1: Possible fluency follow-up: The class and teacher decide on a relevant and interesting theme for discussion.

Step 2: The learners then write an individual questionnaire based on this theme and interview each other.

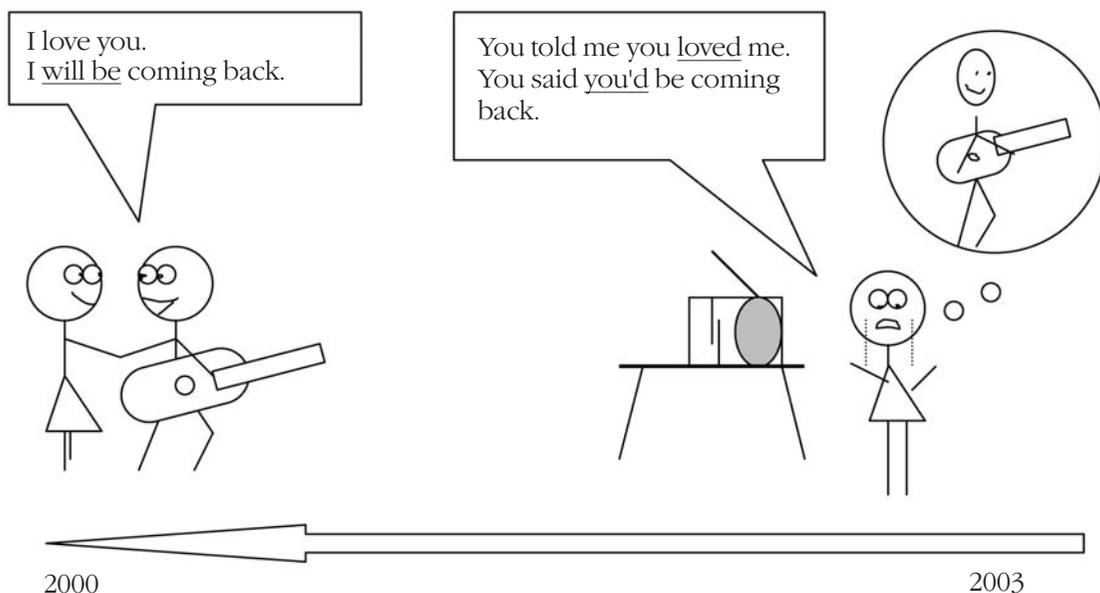
Step 3: The learners report to the class or a group what they found out about the interviewee. For example, "Yumiko told me that she was thinking of traveling to Egypt after university."

Extension for homework

Based on the questionnaire in Step 1, the learners interview a friend or family member and write a paragraph incorporating the target language.

Comments

The content of *Superstar* is often relevant to young adults. The use of authentic material contributes to strong engagement, and boosts the learners' motivation and feelings of achievement whilst remaining extremely memorable due to the melody and lyrics. The text-to-grammar guided discovery procedure reflects contemporary



CLT practice and almost always results in a lot of head-nodding and swift comprehension of tense-backing, at step 8. This procedure provides opportunities for accuracy (in the guise of a reactive focus on form) as well as fluency—both of which use the learners' language as their starting point.

Appendix 1

Exercise A: Interview your partner

- Are you planning to go to any concerts this year?
- What music are you into?
- Have you been to a *Southern All Stars / Red Hot Chili Peppers* concert?
- Can you play any instruments?

Exercise B _____

Exercise C: Answer *True* or *False* and how you know

- The song is about a lady and her boss. (T/F) _____
- The main topic of the song is traveling. (T/F) _____
- The song is actually a conversation. (T/F) _____

Exercise D: Answer *True* or *False* and how you know

- She's watching TV. (*False. She's listening to the radio.*)
- She's sad. (*True. She's upset about her lost love.*)
- The man was her lover. (*Probably true. He told her that he loved her.*)
- They live together now. (*False. It's likely that he's a traveling musician.*)
- He's a musician. (*True. He's a guitarist.*)
- He's famous. (*Probably true. He's on the radio.*)
- Why is she so sad? (*Because he told her he loved her and he would be coming back.*)
- He never came back. (*True. She hasn't seen him since they were together.*)

Reference

LyricsOnDemand.com, (n.d.). Retrieved Jan. 13, 2005, from <www.lyricsondemand.com/c/thecarpenterslyrics/superstarlyrics.html>

Psst, wanna good time?

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Quick Guide

Key Words: Practice, time, days of the week, months, ordinal numbers used in dates

Learner English Level: Beginner to low intermediate

Learner Maturity Level: All except young children

Preparation Time: On the first occasion around 1 hour. Thereafter, just the time it takes to make photocopies.

Activity Time: Approximately 20 minutes

Materials: paper, pen

When teaching my students how to tell the time I cover the following patterns in standard British English: *It's seven o'clock in the morning. Half past two in the afternoon. Quarter past eight in the evening. Quarter to eight. Twenty-five past ten. Ten to two. Eighteen minutes past four. Four minutes to seven. Midnight. Midday.* After presenting the language and pointing out areas to be careful about, e.g., the spelling of *minutes*

and *quarter*, I write out various times on the board and ask them to work out, in pairs, how the numbers I have written should be expressed in words. In a future class, to give students further practice I might use the following activity.

Preparation

Step 1: Draw a clock face, including the hour and minute marks but not the hour or minute hands, in the middle of a sheet of A4 paper, leaving sufficient space on either side to write a sentence such as *It's 16 minutes past 3 in the afternoon*, preferably on a single line (see Figure 1).

Step 2: Draw two triangles over the clock, one of them inverted, with all six edges protruding slightly outside the circle. The non-inverted triangle should enclose the numbers 4, 8 and 12 whereas the inverted triangle should enclose the numbers 2, 6 and 10. You should now have a drawing of a star over a circle or vice-versa. The result should look something like Figure 1.

Step 3: On a different sheet of paper, write a list of instructions. (See Appendix.)

Procedure

Step 1: Get students to move their desks so that each student is facing another.

Step 2: Distribute a copy of the clock face to one of each pair.

Step 3: Hand out a copy of the list of instructions to their partners.

Step 4: Tell the students with the list of instructions to read them one by one to their partner.

Step 5: The partner should follow the instructions by writing the time in words adjacent to where the minute hand would be on the clock face. In the case of a bonus question the answer should be written directly below the time that the student has just written.

Step 6: The reader should look at where and what their partner is writing and give feedback on whether or not it is correct. The writer should not be permitted to read the instructions but can request their partner to repeat them as many times as necessary.

Appendix

List of Instructions

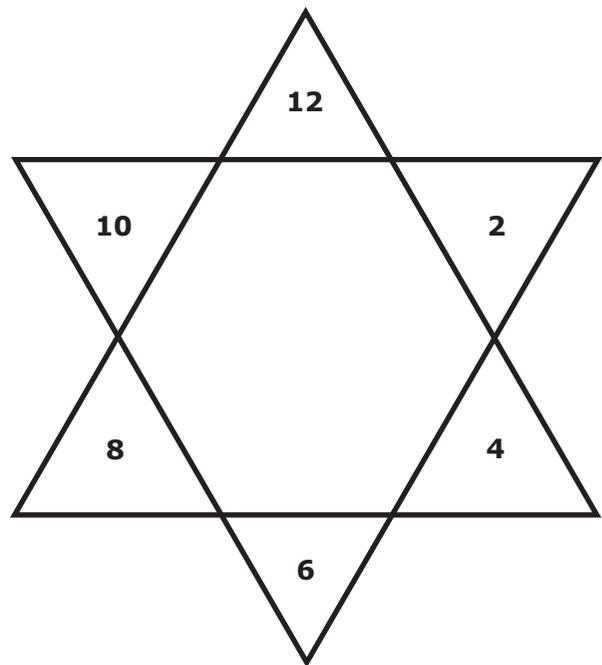
It is now seven o'clock in the evening.

- Go back two and a half hours. What is the time? Bonus question: How do you say 一昨日 in English? Please write your answer directly below the time. (As this is the first question, in order to make sure that students understand how to proceed with the practice, you may wish to write the answer *It's half past four in the afternoon* next to the 30 minute mark on the clock and below this, the answer to the bonus question: *Bonus: the day before yesterday*.) [As there are six points of the two triangles protruding from the circle, (on the hour, at 10 past, 20 past, half past, 20 to and 10 to the hour), you have the opportunity to ask six bonus questions. When I teach how to say the time, I normally take the opportunity to review (a) days of the week, (b) months, (c) ordinal numbers up to the 31st for dates, and (d) the day before yesterday, the week before last, etc. These, then, may be used as answers to bonus questions.] The triangles are there, then, simply as a pretext for asking six bonus questions. As I mentioned earlier the answers

to these questions should be written directly below where the student has written the appropriate time.

- Go forward 15 minutes. What is the time? Since the answer to this question (*It's quarter to five in the afternoon*) does not fall on any of the six points of the triangle, there is no bonus question.
- Go Make further instructions ensuring that you add a bonus question when the time is at ten past, 20 past, 20 to and ten to the hour, or on the hour itself.

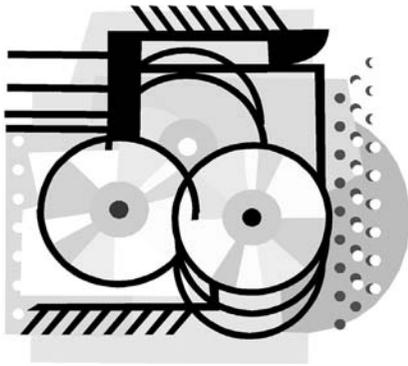
Figure 1. Clockface



- It's half past four in the afternoon.

Bonus: the day before yesterday

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FOCUS

This month's *Focus* starts off with a message from JALT President, Steve Brown, about *reaching out* and *reaching in*—read on for the details. The *Perspectives* column then builds on Steve's theme with Alison Miyake's article on her experiences with JALT Junior and the Teaching Children SIG. Peter John Wanner's article then focuses on the history and development of the Director of Treasury position.

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



Joseph Sheehan <jalt-focus@jalt-publications.org>

Reaching Out, Reaching In!

Last month, I wrote about allowing our members' talents to bloom to benefit language teaching in Japan.

To ensure that we can continue offering the best to our members—and to our profession at large—we are looking to expand the opportunities for our members to take an active role in the field. By so doing, we hope we can nurture our own professional development and increase professional friendships and contacts, as well as have fun at the same time!

JALT is not a top-down organization, with national officers deciding what happens at every level or creating events for members. What we are aiming to do is increase the space and opportunities for members to make things happen for themselves. And at the moment, we are trying to do that by both reaching out and reaching in.

Outside of Japan, we are an affiliate of TESOL and have partnership agreements with organizations all over the world. In particular, we are a founding member of PAC (Pan Asian Conferences), which brings together language-teaching organizations in East Asia. The next PAC conference, hosted by ThaiTESOL, is scheduled for January 2007 in Thailand. PAC conferences are traditionally held every 2 or 3 years, though there are suggestions that as member organizations increase, we should have more regular events. It is a suggestion we are looking to pursue.

Within Japan, we are keen to promote ties with fellow language teaching organizations such as JACET (Japan Association of College English Teachers), JASELE (Japan Society of English Language Education), and the JET organizations. Personally, I believe it would be great if we could move the dialogue with these groups forward—possibly to the point where we could hold some form of regular joint event, such as a national forum on language teaching.



Reaching Out

By reaching out, I mean developing our ties with other groups and organizations.

Reaching In

Reaching in, then, means expanding the opportunities for members within the boundaries of JALT. In particular,

members who might not currently feel so involved.

One of the successes of the last year has been the free SIG campaign, which has helped to increase SIG memberships (as well as JALT national memberships) considerably. Hopefully, this will lead to increased activities among SIGs, as well as chapters.

We would love to see more SIGs working with chapters. Traditionally, most regular activities in JALT have centred around the more populous chapters along the Tokaido, but it would be great to see SIGs working with smaller, regional chapters. Perhaps this could take the form of mini-conferences run by some SIGs and local chapters. These mini-conferences would encourage greater networking within JALT, provide participating chapters a chance to attract new members, and give SIGs an opportunity to broaden their appeal.

Such events cost money, of course! That is why

the Executive Board allocated money for a Special Projects Fund in the 2004/2005 budget, precisely to be used for projects like this.

We are also hoping to reach in to individuals within JALT by reviving research grants. If the budget is approved, small grants could be made to individuals and small groups not normally able to get access to such support, so that they could carry out meaningful and practical research. Watch out for details in April's *The Language Teacher*!

So that is the direction we are moving in: reaching out to broaden professional horizons, reaching in to foster professional development. The opportunities are there to do both—please take advantage of them

Steve Brown
JALT President

JALT Notices

Peer Support Group

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

Universal Chapter and SIG Web Access

JALT chapters and SIGs have webpages available that contain upcoming meeting information and officer contact details. These pages are linked to the main JALT website and are viewable at <jalt.org/groups/your-chapter-name>, where your-chapter-name is the name of the chapter or SIG you wish to contact (i.e., <jalt.org/westtokyo>; <jalt.org/CUE>). In some cases, chapters or SIGs may not have provided up-to-date information; this will be reflected on the webpages. Queries

can be directed to the JALT (English) web editor, Paul Collett, <editor-e@jalt.org>.

Staff Recruitment

The Language Teacher...needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, a fax, email, and a computer that can process MS Word files. The position will require several hours of concentrated work every month, mailing list 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 and then rotate 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, 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 at <pubchair@jalt.org>.

...with Joyce Cunningham & Mariko Miyao <perspectives@jalt-publications.org>



This month, Alison Miyake informs us of the exciting things that happened with JALT Junior and the Teaching Children SIG at JALT2004, and how they are building upon their success. Secondly, Peter Wanner, JALT National Director of Treasury, tells us about all the changes and improvements for Chapter and SIG treasurers. The co-editors warmly invite you to submit a 750-word report of chapter interest in English, Japanese, or both.

Teaching Children SIG and JALT



JALT and Me

I joined JALT and the Teaching Children SIG in 2001, the year the first JALT Junior was held within the national conference in Kitakyushu. Tom Merner

had spoken about elementary school English education at a Fukuoka chapter meeting and told me about the conference and JALT Junior. It was easy to meet other teachers at JALT Junior and to learn from the vast experiences that attendees shared through the Swap Meet and presentations. In fact, I was inspired enough to become a SIG officer at the conference. Three years ago, I wrote about my first JALT Junior experience in this column, and now here I am again. What has changed and what has stayed the same?

JALT's Generosity

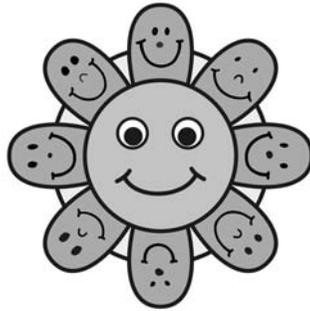
JALT Junior at this year's conference was the third and the best ever. Thanks to JALT's generosity, this was the first time that JALT Junior participants were able to attend the main conference plenaries, the President's reception, and the Saturday evening party. Seeing and experiencing parts of the full conference is a wonderful way to build JALT membership. I must thank JALT for providing helpful, smiling volunteers and for the energy of the conference team (especially the site team), who made sure things ran smoothly.

Appreciating Our Community

There was, again, a great community feeling within JALT Junior. Many helped out at the desk, worked with our enthusiastic student volunteers, and shared ideas for classroom activities during our annual Swap Meet. The discussions were lively and flooded out into the halls after presentations.

Social Events

Our Tea Chat allowed participants to talk about some of their burning issues. A lively discussion on brain-centered learning took place (Brain Gym was mentioned—a hint for what to include in next year's programme), and our lunchtime AGM was well-attended and included many new faces! Having our desk in the JALT Junior area made it easy for participants to meet. Thanks to everyone who contributed to making JALT Junior a success!



Success in Osaka!

Close to 100 people attended our Osaka Bilingual Mini-Conference on September 23. We wanted an event that would allow Japanese teachers equal participation (particularly elementary school homeroom teachers lacking confidence in English), so there were two presentation streams: English and Japanese. These

were followed with a bilingual roundtable to bring everyone together at the end to discuss any outstanding questions. The success of this event has led us to think hard about the kinds of events we want to hold. It's important to focus on getting together as a community (socializing is as important as attending presentations), to highlight the experience of members by providing opportunities to present, to be bilingual, and to give teachers equal access by taking the mini-conferences to areas around Japan for teachers that can't attend JALT Junior and the national conference.

Our Strategies for JALT Junior

- Concurrent sessions in Japanese and English
- Sheltered workshops to attract Japanese elementary school teachers/team teachers

weblink: tcsigjalt.org

- A Japanese language panel on English in elementary schools
- Our own area within the conference site of 3 rooms next to each other with space to socialise in the hall
- Social events to allow participants opportunities to meet and share ideas: the Tea Chat, Swap Meet, and lunchtime AGM

Team Building

I am always struck by how little time is spent on team building. At many conferences, there are numerous presentations on classroom activities and presentations from academics on English language education in general. However, not much time is spent on skills for helping teachers to work together. In my own experience, developing this kind of relationship can take a long time: sharing our teaching philosophies, really balancing the workload, and sharing ideas for activities to do in class. These are some key issues that need to be addressed in almost any teaching situation.

Our elementary school panel did a great job of starting this discussion; the energy in the room was incredible! Now is a good time for the Teaching Children SIG to work more closely with elementary schools in training teachers, connecting them to each other to share ideas and materials, and especially, empowering them with

information about what is going on elsewhere in the country. This is a unique opportunity for all of JALT to get involved, since input from the university sector is the key to training new teachers.

The Whole Child

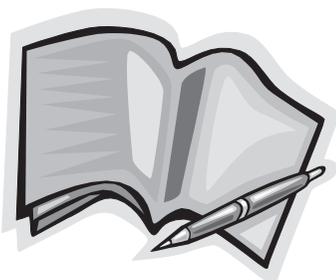
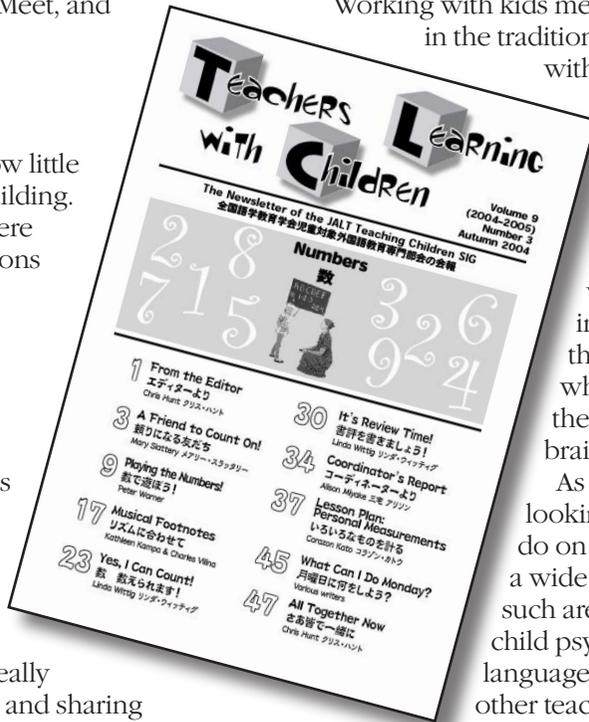
Teaching Children is rather unique in JALT. Working with kids means that we cannot *teach* in the traditional sense; we need to work with children's interests and with the whole child—physical, social, artistic, communicative, logical, connected to nature and animals, becoming aware of self and relationships with others. Language is an important tool for kids, but they learn better when their whole self is engaged, not just the language portion of their brains.

As teachers, we are always looking for something we can do on Monday, but we also need a wide range of knowledge about such areas as child development, child psychology, and how languages are learned. Learning from other teachers who experience the same challenges in their classrooms (like learning from other parents whose kids are going through the same development stages) is a really important part of gaining confidence and becoming better teachers. Thanks to JALT Junior for bringing us all together and introducing me to my bigger community.

Alison Miyake

<mbi@joy.ocn.ne.jp>

Teaching Children SIG Coordinator



Submissions to present at "Sharing Our Stories" JALT2005 in Shizuoka close February 28!!

conferences.jalt.org/2005/

Director of Treasury Historical Overview

There are 39 Chapter Treasurers, 13 Special Interest Group (SIG) Treasurers, a Chapter Treasurer Liaison, a SIG Treasurer Liaison, 8 Internal Auditors, and the Director of Treasury in financial officer positions in JALT. I started out as a treasurer for the Bilingual SIG in 1992 and filled this position for 8 years. The Bilingual SIG Treasurer is one of the most demanding positions, requiring maintenance of a postal *furikae* account for monthly publication requests and PAN-SIG Conference registrations, an international bank account for international subscriptions, and the regular postal passbook account. The last 2 years that I filled this position, I became SIG Treasurer Liaison, accepting responsibility for overseeing the 13 SIGs in JALT. During my first 2 years in the position of Bilingual SIG Treasurer, I realized that the treasurer manuals were outdated and full of bylaws in no logical order. I therefore resolved to make a new treasurer manual that would be simple to understand for any person who took over the office of treasurer in JALT.

In 2000, I introduced a new treasurer's manual with guidelines catering to our new nonprofit organization fiscal requirements for JALT. Additionally, Dan Gossman, Tadashi Ishida, and I developed and implemented universal monthly reporting forms. I also wrote a sample guide for easy reference from the treasurer's manual so that treasurers could refer to entries on a sample spreadsheet. In 2001, electronic submission of the new standardized monthly reports was implemented to simplify the treasurer's job even more. Furthermore, in 2001-2002, Dan Gossman implemented a partial audit of all chapters and SIGs to prepare treasurers for a full-scale audit beginning in 2003. In 2003, Morijiro Shibayama and I implemented a full audit of all chapters and

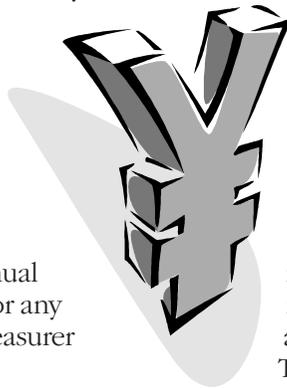
SIGs and developed guidelines for a full auditing team in 2004. By 2004, Morijiro Shibayama supervised a full team of eight internal auditors overseeing the yearly auditing requirements of all chapters and SIGs, the final requirement of NPO financial guidelines. The Director of Treasury provided advice to the auditing team, a team of highly qualified treasurers who had proven themselves reliable and worthy in



previous audits. Finally, in November 2004, the Central Office Bookkeeper, Chie Ito, contributed her time by translating and publishing a Japanese version of the Treasurer's Guidelines for the monthly reports as well as the Treasurer's Responsibilities Manual.

Many bylaws and motions regarding financial reporting have been implemented since 2002. The past motion, separating the Chapter President and SIG Coordinator position from the Treasurer position, is the final hurdle necessary to meet NPO financial reporting procedures. JALT has become a highly fiscally reliable organization over the past 10 years because of the commitments of all the current and past treasurers as well as the Chapter Presidents and SIG Coordinators who are more active in monitoring monthly treasury reports. The past 10 years working my way up to the Director of Treasury have been an extremely rewarding and challenging experience. I highly recommend this type of experience for any person who wishes to develop both management and personnel skills. Please feel welcome to join the ranks of the treasury officers in JALT.

*Peter John Wanner <treasury@jalt.org>
Director of Treasury*



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<conferences.jalt.org/2005/>

This month's selection includes *Extensive Reading Activities for Teaching Language*, reviewed by Ronan Brown and *IELTS Speaking*, a test preparation textbook reviewed by Kano Takada and Ian Gleadall.

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



Extensive Reading Activities for Teaching Language

[Julian Bamford and Richard R. Day (Eds.). Cambridge: Cambridge University Press, 2004. pp. xii + 220. ¥4,120. ISBN: 0-521-01651-7.]

Reviewed by Ronan Brown, Seinan Gakuin University

Joining the highly regarded Cambridge Handbooks for Language Teachers series, *Extensive Reading Activities for Teaching Language* is a much anticipated and welcome addition to the library of important works on extensive reading (ER). Addressing all four skills, the handbook offers teachers professional support in the form of practical ideas and guidelines. The 106 activities, written by 41 highly experienced practitioners, allow teachers to realize more fully the language learning potential of extensive reading. Ten principles of extensive reading that are characterized as “a theoretical framework for putting extensive reading into action in the classroom” (p. 8) establish the rationale on which the activities are founded.

Preceding the activities is the acknowledgements section, which pays tribute to the 41 contributors, 14 of whom are based in Japan. After this comes the introduction, which consists of a definition of extensive reading, a brief description of the handbook and, importantly, its aims:

This handbook offers more than 100 activities for setting up students' self-selected reading and weaving it into the language curriculum. These activities give teaching suggestions whatever the focus of the class—grammar, listening, speaking, writing or reading; whatever teaching situation you are in—foreign or second language...whatever the age and language level of your students (p. 1).

Clearly, these aims seek to create a very rich and supportive resource for teachers wishing to exploit the power of extensive reading. This review therefore sets out to present a view of how well the book achieves these aims.

The 106 activities are set out in 13 chapters, which are in turn divided into five parts. Some example activities that I have implemented successfully are listed in Table 1.

Using an easy-to-follow format and including sections such as *Level*, *Aims*, *Preparation*, and *Procedure*, and accompanied in most cases with boxes of photocopiable material, the activities have a wide range of applications.

The forty six activities in Part I help teachers introduce extensive reading to students, organize and introduce appropriate reading material, motivate and support, and monitor and evaluate

reading. The sixty activities in Parts II-V help teachers connect reading with specific aspects of language learning, e.g., increasing oral fluency (26 activities), working on writing skills (19 activities), improving reading skills (8 activities), or expanding vocabulary (7 activities). It is assumed that students have access to suitable reading materials, e.g., a library of graded readers.

The handbook culminates with a very useful section entitled *The 12 Most Frequently Asked Questions about Extensive Reading*. The editors answer such questions as “How can I keep track of reading material?”, “How much should students read?”, and “What should students do after they



Table 1. Outline of Extensive Reading Activities

Part 1: Organizing ER	Chapter Title	Example Activities
Chapter 1	Getting Started	Reading and You Questionnaire
Chapter 2	Introducing Reading Material	Color-Coordinated Materials Find Your Level
Chapter 3	Motivating and Supporting Reading	Reading Partners
Chapter 4	Monitoring Reading	Written Book Check Talking About Books Reading Notebook Reading Record Form
Chapter 5	Evaluating Reading	One Minute Reading
Part 2: Oral Fluency		
Chapter 6	Oral Reading Reports	Instant Book Report Book Review Round Robin Draw a Picture Poster Presentations
Chapter 7	Drama and Role Play	Where's the Drama?
Chapter 8	Having Fun	Guess Who? Read the Book! See the Movie!
Part 3: Writing		
Chapter 9	Written Reading Reports	Quick Book Report Forms One Sentence Summary Getting Personal
Chapter 10	Writing Creatively	Character by the Letter Gifts A Different Ending
Part 4: Reading		
Chapter 11	Developing Awareness in Reading	Developing Metacognitive Awareness
Chapter 12	Increasing Reading Rate	Timed Repeated Readings
Part 5: Vocabulary		
Chapter 13	Developing and Consolidating Vocabulary	Vocabulary Journal

pairs, are assigned a classmate with whom to plan and discuss reading. Both students choose the same book to read for homework. Having a friend to read with is mutually supportive and motivating. Moreover, because they build their understanding of the same book together, the partners will naturally feel more comfortable when first engaging in feedback activities such as *Written Book Check* or *Talking about Books*.

An effective means of guiding readers' responses is the activity, *Getting Personal*, in which students are offered nine ways to respond personally and creatively to what they have read. For instance, students could write a letter from one character to another explaining what has happened, or write a diary entry for a character at a

finish reading?" They outline a very practical route through the book using a set of 35 activities to explain how to resolve such issues. In effect, these solutions form the basis of a well-founded extensive reading program.

The following are brief descriptions of three example activities. *Reading Partners* is an inspiring activity in which students, in cooperative

particular point in the story, or create a comic strip for a key part of the story.

Finally, the activity *A Different Ending* (students write alternative endings for books they have read) is an excellent means of both getting students to think creatively and of developing writing skills. Knowing beforehand that they will have to produce a new ending encourages

students to read more attentively, so as to establish an unbroken narrative flow that logically culminates with their conclusion. In writing skills classes, I use class readers with open-ended/unresolved conclusions and ask the students to continue the story by writing another chapter which they think provides a more satisfactory ending.

In conclusion, having successfully used many of the activities in this handbook in reading,

writing, and speaking classes for 1st through 3rd-year university students, and having surveyed the market place for similar handbooks, I believe that *Extensive Reading Activities for Teaching Language* is the default resource book for teachers wishing to exploit the cross-curricular language learning benefits of extensive reading.

IELTS Speaking—Preparation and Practice

[Carolyn Catt. Christchurch, New Zealand: Catt Publishing, 2001. pp. 84. ¥2,105. ISBN: 0-473-08115-6; cassette ¥1,800. ISBN: 0-473-08189-X.]

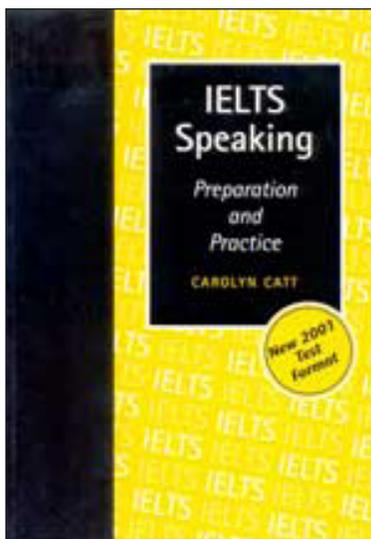
Reviewed by Kano Takada & Ian Gleadall, Tohoku Bunka Gakuen University

Many readers of *TLT* will not be familiar with *The International English Language Testing System* (IELTS), run and jointly assessed by the University of Cambridge Local Examinations Syndicate (UCLES), the British Council, and IELTS Australia. It assesses all four basic skills (weighted equally), with all students taking the same Speaking and Listening tests but with a choice of modules for Reading and Writing: either Academic (preparation for tertiary education at a university) or General Training (for those intending to complete their secondary education in an English-speaking country, undertake work experience or training programs not at degree level, or for immigration purposes). The grades are reported as nine *bands* for each skill, and for the overall score: Non-Users of English (Band 1) to Expert Users (Band 9). All the tests are very much “teacher-student” in register (e.g., writing semi-formal or formal correspondence; simulated class assignments) and the syllabus is heavily functional (e.g., justify an opinion, evaluate ideas and evidence). The IELTS Speaking Test comprises a mini-interview, a monologue on a topic decided by the examiner, and a discussion of abstract issues and concepts linked to the topic of the monologue.

As the title suggests, *IELTS Speaking* is written specifically for preparing for the IELTS Speaking Test and, perhaps because the author is an IELTS examiner, the focus on that goal is extremely sharp. The students on whom we tested this text certainly got the point. None were intending to take the IELTS test but they are some of our most motivated, conscientious students and

approached the work presented to them seriously. However, they all began to lose interest in this book once they realized that every exercise is based on the interview test format. The text itself is mostly confined to setting questions for students to respond to, with few models for improving accuracy of sentence construction and little in the way of grammatical or syntactical aids to improving speaking fluency and accuracy. There are some text analysis activities, but such exercises may not necessarily be of help for improving speaking during an interview. The *jumbled*

expression section is presumably included as a way to focus student attention on English word order but they are mostly obvious and we, and our students, found them of limited use. The emphasis on functions of response, however, helps students to organize their speech, as well as to practise ways to express feelings, interests, preferences, and attitudes.



The layout of the book suffers from an absence of colour and from the copious usage of functional terms in the instructions for exercises (e.g., “Do you like living there?—Express attitude, preferences, feelings, opinions”). The analyses and exercises that the students are asked to do clearly require the students to be approaching native speaker standard. However, even though our well-motivated students were able to make reasonable attempts at the exercises, they found them to be rather uninspiring and monotonous.

A useful point is that answers and tape scripts are included at the back of the book, so that the same text can be used by students studying alone. There are also some teacher’s notes but disappointingly (as with many teacher’s notes sections in commercial textbooks) they are confined mostly to such pearls of wisdom as “Ask the students to discuss their ideas in pairs” and “Organize the students in groups to exchange

information on the meaning and pronunciation of the adjectives.”

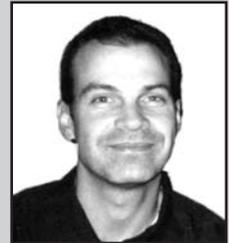
The text is accompanied by a tape with interviews involving a variety of native speaker accents, more than we have heard on other commercially available listening materials. The students found this both interesting and challenging. The reliance on the IELTS speaking interview format is over the top, though, and the students found it very tedious listening to yet another interview.

To summarize, this text is aimed very specifically at advanced students cramming to pass the IELTS. To benefit from it, students must be highly motivated and have a single goal in mind. Such students are stimulated to respond to a variety of complex issues in English. However, it seems to have little to offer to students who do not already have a good command of expressing themselves.

Recently Received

...compiled by Scott Gardner <pub-review@jalt-publications.org>

After making numerous contacts with publishers at JALT2004, I was rewarded with several new texts for review in *The Language Teacher*, and I expect even more in the near future. Take a look and see if there is something you’d like to try out in your classroom. Asterisks indicate first notice; exclamation marks indicate final notice. All final notice items will be removed February 28. Reviewers of classroom-related books must adequately test materials in the classroom. If materials are requested by more than one reviewer, they will go to the reviewer with the most experience. Please state your qualifications when requesting materials. We welcome resources and materials both for students and for teachers. Publishers should contact the Publishers’ Review Copies Liaison before sending materials (email address above). Check out our list on the TLT website.



Books for Students (reviewed in TLT)

Contact: Scott Gardner <pub-review@jalt-publications.org>

!*Breakthrough Japanese: 20 Mini Lessons for Better Conversation*. Hirayama, H. Tokyo: Kodansha International, 2004.

!*Enjinia no tame no eikaiwa chou kokufuku tekisuto: Jissen! Tekunikaru miitingu [Engineer’s Power English for Technical Meetings—The Way It Really Happens]*. Hirai, M., & Kurdyla, F. J. Tokyo: Ohmsha, 2004.

**In English Elementary*. Viney, P., & Viney, K. Oxford: Oxford University Press, 2004. [incl. workbooks, CD].

**Natural English: Intermediate Student’s Book*. Gairns, R., & Redman, S. Oxford: Oxford University Press, 2002. [incl. puzzle book].

**Paragraph Writing: From Sentence to Paragraph*. Zemach, D. E., & Islam, C. Oxford: Macmillan Education.

**Passport to New Places: English for International Communication*. Buckingham, A., & Whitney, N. Oxford: Oxford University Press, 2004.

!*Top-Up Listening (Levels 1, 2, 3)*. Cleary, C., Cooney, T., & Holden, B. Tokyo: ABAX, 2003. [incl. CDs].

**Top-Notch Students: Study Skills for Japanese University Students*. Heffernan, N., & Jones, J. Tokyo: Macmillan Languagehouse.

weblink: www.jalt-publications.org/tlt/reviews/

Special Interest Group News

...with Mary Hughes <sig-news@jalt-publications.org>

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



The JALT Pan-SIG Conference 2005—

Call for Papers. The deadline for submissions is February 20. Sponsored by the JALT Gender Awareness in Language Teaching, Pragmatics, Teacher Education, Teaching Children, Teaching Older Learners, and Testing & Evaluation SIGs, and the West & Central Tokyo Chapters, it will be held at Tokyo Keizai University on May 14–15. The featured speaker will be **Curtis Kelly** of Osaka Gakuin University on adult teaching methods, learning contracts, needs assessment, and learning theories. For more information, visit <www.jalt.org/pansig/2005/> or contact <pansig2005@yahoo.com>. Submission guidelines are available at <www.jalt.org/pansig/2005/Call.htm>.

Bilingualism—The latest edition of the Bilingualism SIG's academic publication, *The Japan Journal of Multilingualism and Multiculturalism*, is available now.

- What goes on in the mind of an infant whose parents speak different languages?
- To what extent can a child become literate in two languages which have different scripts?
- And what of bilingual identity? Who do bicultural children say they are, and who do others consider them to be?

These and other questions of interest to both researchers and parents of bilingual children are taken up in a collection of articles and book reviews in the 10th anniversary issue of *JJMM*, Japan's only academic journal devoted to bilingualism issues. See the journal website at <www.bsig.org/jjmm/> for more details.

We are now calling for papers for Volume 11 of *JJMM*, which will be released at the JALT Conference in Shizuoka in October. It will be a special issue focusing on identity issues faced by bilingual/bicultural people. Although submissions on other topics will not be rejected, articles on this theme will be given priority in this issue, and those on other topics may be held over until 2006 (Volume 12). The deadline for

submission for this issue is February 15.

2005年度のジャルト大会で発行予定の『多言語・多文化研究』第11巻

は、バイリンガリズムとアイデンティティに関する特集号となります。なお本テーマの論文が優先されますので、他のテーマの論文は2006年の第12号にまわされることがあることをご了承ください。第11巻の投稿締め切りは2月15日です。

College and University Educators—

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

Gender Awareness in Language

Education—GALE is proud to announce that **Cynthia Nelson** (University of Technology, Sydney, Australia) will be in Tokyo and Osaka presenting as part of Temple University Japan's Distinguished Lecturer Series. She will be speaking on *Issues in Gender and Sexual Identity: What Educators Should Know*. The Tokyo sessions are Saturday March 12, from 2:00 until 9:00 p.m. and Sunday March 13, from 10:00 a.m. until 5:00 p.m. The Osaka sessions are Saturday March 19, from 2:00 until 9:00 p.m. and Sunday March 20, from 10:00 a.m. until 5:00 p.m. The first 3 hours are free to the public; the entire seminar can be audited for a reduced rate.

The seminar will address the following questions: What does it mean to be an educator at a time when sexual identities (straight, gay, lesbian, transgender, queer, questioning) are becoming increasingly prominent in public discourses? How do divergent local/global practices and perspectives play out in the classroom, in terms of what sexual identities are understood to be, and how (or whether) they get discussed? What challenges and opportunities arise when teachers and learners do engage in class with topics about sexual identity? How can teachers frame discussions of sexual identity

weblink: www.jalt-publications.org/tt/signews/

issues in ways that help to further the learning objectives of the class? What theories (e.g., poststructuralist, queer, postcolonialist) might be of practical use to teachers in thinking through such questions in relation to their own teaching practices?

This seminar will begin with a readers' theater performance of *Queer as a Second Language*, a play that has proved popular with audiences at conferences and universities in Australia and the United States (and at a conference in Sapporo, where the concept for the play was first canvassed). The play script derives from research transcripts, so the characters are not fictional but are composites of actual EFL/ESL teachers and students who were observed and interviewed. The performance will lead to a discussion of what it might mean to teach in queer and transcultural times. For more information on the above and other distinguished lecturer programs, please go to Temple University Japan's web page at <www.tuj.ac.jp/newsite/main/tesol/lectures.html>. Information on how to get to the venues is also available on the TUJ webpage.

Global Issues in Language Education—

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

Junior and Senior High School—

The JSH SIG is operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory, teaching materials, and methods. In addition, we are also intensely interested in curriculum innovation. The employment of native speaker instructors on a large scale is a recent innovation and one which has yet to be thoroughly studied or evaluated. JALT members who are

involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development—The LD SIG is a friendly and active group of teachers sharing an interest in ways to promote learner development. Our exciting plans for 2005 include working together on a second anthology, *Autonomy You Ask! 2*, through email collaboration and a retreat. Plans for the anthology are already under way, as are preparations for the Learner Development forum in Shizuoka in October. Later in the autumn, we are planning an open retreat, possibly in Miyazaki. Watch this column for details. For more information about the SIG, contact: Stacey Vye <stacey@sky.ucatv.ne.jp> or Marlen Harrison <scenteur7@yahoo.com> or check out our website at <coyote.miyazaki-mu.ac.jp/learnerdev/>.

Other Language Educators—The OLE SIG newsletter No. 32 contained information on a project demonstrating the use of a FL (the example provided is German) in the local community and putting this into a newspaper article. Also included were: an overview of OLE-related presentations at JALT2004, the only printed-out take-along JALT2004 schedule and other JALT2004 information, a look back at the very successful JALT2003 proceedings submissions, and news about the long awaited, updated, present-day Japanese-German dictionary. In addition, in order to also serve the many people interested in OLE who are not yet members of JALT, but would be interested in publishing or participating in JALT, the OLE SIG presents newsletter No. 33. It was issued immediately after JALT2004 and contained the proceedings, submission guidelines, an example from a search at the JRECIN job database search, the first part of a series of articles explaining other language tests available in Japan, as well as a preliminary coordinator's report for 2003–2004. To receive an issue, please contact the Coordinator, Rudolf Reinelt <reinelt@ll.ehime-u.ac.jp>.

Pragmatics—The Pragmatics SIG will be co-sponsoring the 7th Annual Temple University Applied Linguistics Colloquium on February 13, at Temple University Japan, Tokyo campus.

Every year researchers, teachers, and graduate students present their latest research on a variety of topics at this event. It is also a great place for networking. In addition, keep your datebooks open and make sure to attend another of the Prag SIG's annual events: JALT's 2005 Pan-SIG Conference on May 14-15 at Tokyo Keizai University. The conference theme is *Life Long Learning: From Children to Adults*. The deadline for the call for papers is February 20. For more details, please contact <pansig2005@yahoo.com>.

Professionalism, Administration, and Leadership in Education—At the 2004 AGM the PALE SIG elected a new team of officers as follows: Coordinator: Robert Aspinall, Treasurer: Nicolas Gromik, Program Chair: Jonathan Britten, Membership Chair: Mark Cunningham, and Member-at-large: Jarret Ragan. Information about PALE can be found at <www.jaltpale.org/> or by contacting Robert Aspinall <aspinall@biwako.shiga-u.ac.jp>.

Pronunciation—The Pronunciation SIG is seeking new members. This SIG is regrouping, with the intent to discuss, share, and promote ideas, processes, and up-to-date research regarding pronunciation teaching and learning. If you are interested in joining or would like further information, please contact Susan Gould <gould@lc.chubu.ac.jp> or <suzytalk@yahoo.com>.

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

児童教育部会は子どもに英語（外国語）を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含む会報を年4回発行しております。

す。また、子どもに英語を指導するアイデアや疑問を交換する場としてメーリングリスト <tcsig@yahoogroups.com>を運営しています。活発な部会を維持していくためにも新会員を常に募集しております。会報を英語と日本語で提供しており日本人の先生方の参加も大歓迎です。今後開催される部会の催し物へぜひご参加ください。部会に関する詳細は<www.tcsigjalt.org>をご覧ください。

Teaching Older Learners—An increase in the number of people of retirement age, combined with the internationalization of Japanese society, has greatly impacted the number of people who are eager to study English as part of lifelong learning. As such, this SIG is needed to provide resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <www.eigosenmon.com/tolsig/>). For more information on this SIG or to join the SIG mailing list, please contact the Membership Chair, Amanda Harlow <amand@aqu.livedoor.com>.

SIG Contacts

Bilingualism—Tim Greer; t: 078-803-7683; <tim@kobe-u.ac.jp>; <www.bsig.org>

College and University Educators—Philip McCasland (Coordinator) <mccaslandpl@rocketmail.com> t: 0463-58-1211 ext. 4587(w), 0463-69-5523(h) <allagash.miyazaki-mu.ac.jp/CUE/>

Computer-Assisted Language Learning—Timothy Gutierrez (Coordinator) <sig-coordinator@jaltcall.org>; Newsletter Editorial Team <sig-newsletter@jaltcall.org>; Annette Karseras (Program Chair); t:090-7021-4811; <sig-program@jaltcall.org>; <jaltcall.org>

Gender Awareness in Language Education—Steve Cornwell; <stevec@gol.com>; <www.tokyoprogressive.org.uk/gale/>

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

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Testing and Evaluation—Jeff Hubbell;
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Forming SIGs

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<gould@lc.chubu.ac.jp>

Teaching Older Learners—Tadashi Ishida;
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Chapter Reports

...with Heather Sparrow <chap-reports@jalt-publications.org>

The Chapter Reports column is a forum for sharing synopses of presentations held at JALT Chapters around Japan with the *TLT* readership. For guidelines on contributions, see the Submissions page at the back of each issue.



Gunma: October—*Creating a Textbook for the Teaching of English for Science and Technology* by **Tom Goodier**. Goodier discussed textbook design, pedagogical considerations, *English for Science and Technology* (EST), and the rationale behind the textbook *Discover: English Communication for Science, Technology, and the Environment* which focuses on developing students' oral and aural communicative proficiency, and includes two CDs for listening practice. Methodologies used in developing the materials were presented, such as: information gaps, vocabulary-building tasks, pronunciation through emulation, top-down and bottom-up processing for academic listening, reading and writing, and quiz-type activities. All four skills are well represented in contexts that develop the core of scientific language, shared across disciplines such as biology, chemistry, physics, and

mechanical, electrical, and civil engineering. The textbook raises students' awareness of environmental issues and the impact of science and technology on the environment. It provides English language materials for science and engineering students in Japan, or for teachers who are interested in infusing EST content into a lesson. Needs analysis, varieties of *English for Specific Purposes*, content carriers and real content, subject-specific content, content-based instruction, syllabus design, materials development, use of authentic and non-authentic texts, discourse markers commonly found in scientific lectures, and directed activities related to texts (DARTs) were other issues raised.

Reported by Barry Keith

weblink: www.jalt-publications.org/tlt/chaprep/

Gunma: November—*From Competition to Cooperation: Games in the EFL Classroom* by **Chris Hunt**. Games can be based on cooperation and knowledge sharing among learners as opposed to competition and a winner takes all approach. Competitive games lead to an overt focus being placed on winning rather than on the learning process itself. Hunt argues that placing such importance on winning does in fact hinder language learning, uses Alfie Kohn's (*No Contest*, 1992) definition of competition as *mutually exclusive goal attainment* in making the point that only one player or team can be successful in a competitive game, and has observed how losing, or lack of success in competitive games, can lead to a loss of confidence and self-esteem, a reluctance to participate, and a defeatist outlook. The pressure to win, from parents and peers, is another outcome of competition that negatively affects learners' well being and language acquisition. Hunt's solution is to design and make use of non-competitive and cooperative games or play in his classrooms. In non-competitive games, every learner has a chance to succeed, and each learner's success does not negatively affect other learners. In *cooperative games*, success is only possible when all the learners are working together in a positive way. **Popular** games used by the participants in their own classrooms were discussed and categorized, helping the participants to become aware of the true nature of the games they make use of and the implications of their use. **Original non-competitive and cooperative games for younger learners were played, including bingo, true/false, search and match, and role-playing games.** Another benefit of cooperative games is that rules or elements can be changed during the game. In a competitive game, the need to be fair to all participants makes this very difficult. Today, many educators accept competition as an intrinsic part of using games in the classroom without much conscious thought or debate. Hunt feels there are **harmful effects of competition in game play and offers practical and entertaining alternatives to competition-based games that will benefit learners of all ages.**

Reported by Tom Goodier

Hokkaido: September—*Are Your Kids Salivating?* by **Steve Wright**. In constructivist philosophy, answers are not a goal but a stimulus for more questions. True to this idea, Wright asked participants to discuss, "What happens when we learn?" and "Why do we study languages?" **One by-product of learning** is a change in our feelings and attitudes. An expansion or widening happens to our old perceptions of knowledge, although a contraction can also occur as we discard old ways of knowing or being.

Using a basic *repeat after me* method and lots of built-in assessment, Wright taught participants to count from 1 to 10 in Russian (and spoke only Russian while doing so). Most could remember the numbers, if even for a short time, and copied down the names of the numbers written on the whiteboard in random order. **This task involved drawing on participants' previous knowledge of Greek and Hebrew (about two-thirds of the characters in the Cyrillic alphabet come from those two languages and the other third from English), and a lot of guessing and making assumptions about the connections between sounds and the written words.** Knowing that there was a finite number of possible answers (i.e., the ten words on the whiteboard corresponded to the numbers 1 to 10) also helped. This activity was a good illustration of the constructivist concept of working with what students bring to the classroom. Learning takes place when students can sort things out for themselves and when their questions become the source of what is addressed in the classroom.

Educational philosophy based on behaviorist thinking assumes that motivation for learning has an external source. In that case, teachers have to train students to *salivate* when the school bell rings. **Constructivist thinking is based on the idea that motivation is internally rooted in the student's innate curiosity.**

Reported by Wilma Luth

Kitakyushu: November—*Attainable Goals and Self-Directed Learning—In English* by **Peter and Karen Viney**. The Vineys promoted their latest textbooks. Layout was discussed, stressing the importance of limiting the amount of material per page in the student book, focusing more on fewer items. Letting students move more quickly through a text helps provide them with a sense of progress and achievement. Restricting directions in the student book allows greater freedom for teachers to vary the (extensive) teacher's book suggestions, and improvise to suit their individual approaches. Separate self-study packs contain drills which are boring in class, but vital for reinforcement which is often demanded by students. Authentic family situations with "lots going on underneath" heighten real interest. The written dialogue builds suspense, useful for maintaining interest. Rich illustrations may be mined extensively for varied discussion and also help change the standard textbook image. The smaller size of the latest evolution of *Streamlines (in English)* does too, by reverting to the style common to language texts in the 70s when the Vineys first introduced their magazine-sized (and uncluttered) text as an alternative.

Reported by Dave Pite

Nara: October—*Training Students to Use Basic Learning Strategies* by **Clive Lovelock**. Why do many students at university level lack learner autonomy skills? Lovelock descriptively pointed to entrance exams, lip service to flowery objectives advocated by MEXT, and only two practical nationwide teacher-training programs that meet with UK standards as key reasons. Coupled at the secondary level with a curriculum that carries an imposed syllabus and the use of Japanese for classroom interaction, the study of English as a subject in teacher-oriented, monolingual classes is the result. To counter this passive mindset, students start classes standing and chatting in English to instill a physical reminder of a new class format. Assessment cards are used for monitoring progress. Students pick up their cards at the beginning of class and points are added for attendance or homework. Eight categories of classroom participation (*uses English, asks questions, etc.*) are listed and the teacher marks points for each usage. The card system is based upon positive rewards

(points are only given, rarely taken away), and it is hoped this extrinsic motivation will trigger the recognition of learning skills and eventually intrinsic motivation. While the cards may not be practical in every classroom setting, the idea of bringing a meta-cognition to the students with regards to their classroom behavior in a supportive manner is worthy of consideration in any learning environment.

Reported by Larry Walker

Osaka: November—*Support for Narrow Listening Libraries* by **Brian Caspino**.

Preliminary research on *Narrow Listening Libraries* was presented. Using Krashen and Dupuy's model of *narrow listening* (listening to brief answers to a small set of interesting questions as supplied by several different speakers), Caspino created a set of listening materials and asked a group of volunteer subjects to rate their helpfulness in improving listening comprehension. 100% of the students found narrow listening to be helpful or very helpful in improving listening comprehension.

Reported by Deryn Verity

Shinshu: October—*Language Teaching and Teaching Materials* by **Greg Goodmacher**.

Adapting mass-market textbooks to fit the unique needs of each class, creating lessons with songs, pictures, and realia such as newspaper advertisements, choosing materials, and supplementing textbooks with language games were discussed. Teachers need creativity to make lessons that fit the needs of students and touch their emotions.

Small groups considered how to solve common problems with commercially-produced materials. Problems (e.g., materials that are too easy, too difficult, poorly sequenced, not connected to the lives of students, boring, etc.) were matched with possible solutions such as: using activities differently, re-sequencing, rewriting, deleting, or supplementing with additional activities (board games, visualizations), more interesting information, using photographs, etc.

Goodmacher suggested ways of using songs in the classroom. Students can be given copies of lyrics that have been cut into strips, assemble them in order first, and check their guesses as they listen to the song. They can also fill in

missing words or supply the actual word for synonyms inserted by the teacher, perform physical movements that match the words in a song, or roleplay the characters—an especially nice way to use duets.

Using strong images in activities helps develop descriptive abilities, vocabulary skills, raise student awareness and stimulate creativity. Tabloids often publish odd or memorable photographs and the Internet's journalistic websites provide rich sources of stimulating pictures (see <www.auroraphotos.com> for coverage of social issues). **For example, students** can use dramatic photographs of predators and prey for roleplays: "You are the bear. You are the fish. What do you say to each other?" An American supermarket advertisement can be used to practice numbers and compare prices, plan menus, or as a springboard to talk about favorite foods in America and Japan. Data from the *Japan Statistical Yearbook* can underpin an information gap activity for pairwork to compare men's and women's salaries, which leads to discussion, debate, or...?

Reported by Fred Carruth

Shinshu: November—University/College ELT Panel Discussion: Language Teaching and Teaching Materials with **Kyoko Fujise, Gregory Birch, Yasuko Obana**, and chaired by **John Adamson**. Adamson asked five questions concerning motivation, curriculum, teaching methodologies, bilingual education, and presenting national culture at post-secondary education institutions in Japan.

Fujise addressed motivation by comparing English teaching with Freudian psychology, explaining how students are currently motivated by external factors, such as TOEIC scores, and arguing that such external motivators aren't effective. She suggested student motivation

should be shifted from external pressures to internal forces, such as a desire to have fun.

Obana addressed curriculum and explained how the curriculum at *Shinshu* suffers from three issues: disparate course goals and content, four skills **being taught independently, and** lack of clear course goals. She offered three action points to address the problems: unify the curriculum so similar courses use the same content and have the same goals, integrate skills teaching so all four skills are present in every class, and clarify course goals and coordinate those goals with other departments.

Birch addressed methodology and referred to the importance of inter-department communication, noting how it allows courses to complement each other. For example, a Japanese colleague was teaching phonology bottom-up, so Birch chose a top-down approach in his listening and pronunciation course. Birch mentioned Brown's suggestion that language teaching has entered a post-methodology age, and suggested **teachers shouldn't be limited to** one methodology, but should be aware of the limitations of whatever methodologies they choose.

Birch and Obana considered bilingual education, or the teaching of course content in English. Problems included: students being unable to express themselves in English, a lack of available relevant material, and difficulty creating appropriate projects. It was agreed that in the future students should be offered increased opportunities for bilingual education.

Fujise noted that Honna Nobuyuki's popular book, *Sekai no Eigo wo Aruku* isn't rooted in international discussions of culture and language teaching. She also noted that because English is an international language, presenting one version as correct is misleading.

Reported by Theron Muller



Submissions to present at
"Sharing Our Stories"
JALT2005 in Shizuoka
close February 28!!
<conferences.jalt.org/2005/>

Chapter Events

...with Aleda Krause <chap-events@jalt-publications.org>

The coldest days of winter and the final days of the school year are upon us: just the right time to invigorate your classes with some new ideas. As a JALT member you may attend any chapter meeting at JALT member rates and find a wealth of those ideas. Chapters, please add your event to the JALT calendar at <jalt.org/calendar/> or send the details to the editor by email or t/f: 048-787-3342.



Hamamatsu—My Share Activities: Successes and Failures. In this meeting, all teachers are asked to bring along descriptions of both their successful classroom learning activities as well as those which flopped. By examining both types, we hope to learn more about how to be successful. *Sunday February 13, 10:00-12:00; Hamamatsu, ZAZA City Bldg. Palette, 5F, Meeting Room A; one-day members ¥1000 (1st visit free).*

Hiroshima—Online Group Discussions by **Wesley Dennis** (Hiroshima Shudo University). This workshop will focus on the idea of enhancing EFL classroom discussions by utilizing online asynchronous group discussions. Participants will learn how to set up and manage their own online discussion groups. The presenter has a background in multimedia and technology education. *Sunday February 20, 15:00-17:00; Hiroshima Shudo University, Bld. #2, 3F Room 2302. For directions, see email announcements; one-day members ¥500.*

Hokkaido—Classroom Management by **Chris Perry**. This roundtable will provide a forum for discussing problems with classroom discipline. Regardless of subject matter, level, or institution, all teachers face the administrative difficulties of lateness, absence, and student apathy and contrariness. What policies are effective? Which approaches have proven to be failures? Come share your valuable ideas and experiences. *Sunday February 27, 13:30-14:30; Hokkaido International School near Sumikawa Subway Station; one-day members ¥1000.*

Hokkaido—Teaching Returnee Children by **Michael Mielke**. Japanese children who have lived abroad and returned to Japan can be a challenge for English teachers due to a lack of resources that meet their unique needs. This presentation will describe different types of returnees, their typical strengths and weaknesses, and strategies and resources to help them maintain and improve their English.

Sunday February 27, 14:45-16:00; Hokkaido International School near Sumikawa Subway Station; one-day members ¥1000.

Kagoshima—English Education in Elementary Schools in Kagoshima by **Kagoshima City Board of Education**.

For more info contact Jelly Beans; t: 099-216-8800, f: 099-216-8801 or by email at <seminar@jellybeansed.com>. *Sunday February 27, 15:00-17:00; Kosha Biru (same bldg as Jelly Beans); one-day members ¥800.*

Kitakyushu—Multiple Intelligences Theory and the Second Language Classroom by **Ronald Schmidt-Fajlik**. Addressing individual differences is an important factor in lesson planning. Howard Gardner's theory of multiple intelligences may help. The presenter will describe the theory, then discuss its relevance to educators and ways to assess students using a survey-type questionnaire. A variety of language teaching activities which address individual differences will conclude the workshop. *Saturday February 12, 18:30-20:30; Kitakyushu International Conference Center, Room 31; one-day members ¥1000.*

Kobe—Is Shadowing a Magic Wand? by **Ken Tamai** (Kobe City University of Foreign Studies). Shadowing is now quickly becoming a popular method in teaching listening. The presenter will talk about the constituents of listening ability and possible effects of shadowing based on his research results. Other relevant listening practices will be introduced as well. *Saturday February 19, 16:00-18:00; Kobe YMCA (2-7-15 Kano-cho, Chuo-ku, Kobe/078-241-7204); one-day members ¥1000.*

Matsuyama—Communicative Tests by **Keisha Larkin**, Ehime University. Testing in the communicative classroom is a challenge.

weblink: www.jalt.org/calendar/

Traditional ways of testing do not measure students' ability in English but rather their ability to take tests. Larkin will demonstrate testing students in a strictly English environment with emphasis on communication. Techniques include English definitions of English words, sentence completion, presentation tasks, and multiple choice. *Sunday February 13, 14:15-16:15; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

Nagasaki—Addressing Individual Differences Through Gardner's Theory of Multiple Intelligences by **Ronald Schmidt-Fajlik**.

Individual differences in the classroom are an important factor in lesson planning. Howard Gardner's theory of Multiple Intelligences is a way to address these differences. The relevance of his theory to educators will be discussed as well as student assessment using a survey-type questionnaire. The workshop will conclude with a variety of teaching activities. *Sunday February 13, 13:30-15:30; Kotsu Sangyou Building 4F, Nagasaki Bus Terminal Building, Volunteer Support Centre; one-day members ¥1000.*

Nagoya—Introducing the Future by **Mark O'Neil**, Cambridge University Press.

Session 1: The presenter will demonstrate teaching software for *Interchange* on a state-of-the-art interactive whiteboard, jointly developed with Hitachi Software. Session 2: Cambridge has added bilingual editions of *Basic Grammar in Use* and *Basic Vocabulary in Use* as well as a new *Essential English Dictionary* to its self-study materials. See the effectiveness of these and materials on CD-ROM. *Sunday February 20, 13:30-16:00; Nagoya International Center, 3F; one-day members ¥1000.*

Okayama—Codeswitching: Alternating between Japanese and English in Bilingual Interaction by **Tim Greer**.

People who use two languages often alternate back and forth in a mixed speech called codeswitching. Based on video recordings of 40 hours of interaction among bilingual Japanese teenagers in an international school, this presentation will focus on how blending languages helps them accomplish a multiethnic identity. We will also discuss the socio-pragmatic functions of codeswitching. *Saturday February 19, 15:00-*

17:00; Okayama Sankaku building near Omotecho in Okayama city; one-day members ¥1000; students ¥500.

Omiya—Listening Tactics for Better High School Language Learning by **Karl O'Callaghan**, Oxford University Press.

In daily life, we listen twice as much as we speak and four times as much as we write. Unfortunately, Japanese high school students are rarely trained beyond listening for specific information. Karl will demonstrate activities designed to give teenage learners tactics for listening, to encourage them to become better thinkers and language learners. *Sunday February 20, 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit); free for all.*

Shinshu—Mini-Colloquium: Local ELT Research by Local Teachers by **Greg Birch, Danny Madjanac, Hideki Sakai, and Eddy Jones**.

In this free day event (jointly sponsored with Shinshu ELT Research Group), four local teacher-researchers will present recent papers. Two morning and two afternoon presentations (10:30 and 13:00) will be followed by an Open Forum: Teaching a Subject in English to Nonnative Speakers, moderated by **Theron Muller**. Please register by contacting John Adamson (t: 0266-288-070; email: <johnadamson253@hotmail.com>). *Sunday February 20, 10:15-15:30; Iruifu Plaza (ILF), Okaya, 3F Room 7. Turn right outside Okaya Station and walk 3 minutes through the shopping area; free for all.*

Shinshu—Classroom Talk in Children's Classes by **Naoki Fujimoto-Adamson**.

This session will look at the kind of talk that occurs between teachers and children in English language classes. Naoki will raise your awareness of the type of communication that is necessary to enhance learning. *Sunday February 27, 14:00-17:00; Matsumoto; one-day members ¥1000.*

Toyohashi—Loanwords: Lexical Hindrance or Latent Storehouse? by **Kate O'Callaghan** and **Robert McLaughlin**, Tokoha Gakuen University.

With the rise in usage of English loanwords by Japanese young people, there may seem to be less distance between the two languages. However, there is debate about how

loanwords may be purposefully employed in lessons. The presenters will summarize their recent research and show learning tasks that utilize loanwords effectively. *Sunday February 13, 13:30-16:00; Aichi University Bldg 5, Room 53A; one-day members ¥1000.*

Yamagata—*How to Teach Learning Strategies in the Classroom* by **John di Stefano**. Learning strategies have been *hot* in second language acquisition, and for good reason. Research shows that using strategies makes learning easier, faster, more enjoyable, and more effective. The presenter will focus on how and when to teach strategies, provide a model for teaching strategies, and present strategies useful for all learners. *Saturday February 12, 13:30-15:30; Yamagata Seibu Kominkan, Kagota 1-2-23, Yamagata-shi, t: 023-645-1223; one-day members ¥800.*

Yokohama—*Video Storyline: Actively Engaging Learners with Film* by **Daniel Ferreira**. This presentation focuses on one use of video in the classroom: following a storyline and character development through key scenes. Daniel will demonstrate techniques that help students actively engage the visual material. The film *Rain Man* will be used, as it also creates the opportunity to address socio-cultural issues. *Sunday February 20, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama Subway Isezakichojamachi [See <yojalt.bravehost.com> for details & map]; one-day members ¥1000.*

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Job Information Center

...with John D. Smith <job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please email <job-info@jalt-publications.org> or fax (089-924-5745) John D. Smith, Job Information Center. Email is preferred. Please type your ad in the body of the email. The notice should be received before the 15th of the month, 2 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. Be sure to refer to TLT's policy on discrimination. Any job advertisement that discriminates on the basis of sex, race, age, or nationality either must be modified or will not be included in the JIC column.



Nagano-ken—A to Z Language School in Okaya, 2.5 hours from Shinjuku by train, is seeking a full-time English instructor for corporate business English classes starting April 2005.

Qualifications: Applicants should be a native English speaker and have TESOL or other equivalent language teaching qualifications and more than 2 years experience in teaching adults. Additional business experience or background preferred. **Duties:** Maximum 25 teaching hours per week. Most are private lessons for business people, especially for engineers. **Application**

Materials: A cover letter and up-to-date CV with photo. **Deadline:** Ongoing. **Contact:** Email CV and cover letter to <akemi.miyosawa@atoz-ed.co.jp>.

Tokyo-to—The British Education College in Tokyo has recently been established as a division of the British Education Office to provide English upgrading and foundation programmes in collaboration with the Northern Consortium to enable Japanese students to succeed in undergraduate and postgraduate study in Britain. Throughout the year we run ongoing recruitment for the following positions: Qualified Part-time EFL Teachers (¥3000-¥4500 per hour); Qualified Part-time Management, Social Science or Art Teachers (¥3000-¥5000 per hour); Writers, Material Editors, Web-Editors. **Application Materials:** To apply, please fax/email us your CV in English with a cover letter addressing why you are appropriate for the

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job. **Deadline:** Ongoing. **Contact:** f: 03-3368-6605; <recruitment@beo.jp>; <www.beo.jp/recruitment.html>.

Tokyo-to—The Waseda University School of Letters, Arts and Sciences is accepting applications for possible openings for part-time teachers for 2005-2006. **Qualifications:** Master's degree in TESOL, Applied Linguistics, Literature, or related field and at least 2 years of teaching experience at a Japanese university. **Duties:** Teach English for General Communication, English for Academic Purposes, or English for Professional Purposes classes. **Salary & Benefits:** According to Waseda University regulations. **Application Materials:** Cover letter, and resume in either English or Japanese with a list of related publications, if any. **Deadline:** Ongoing. **Contact:** Send application materials to Part-Time English Teaching, Waseda University School of Letters, Arts and Sciences, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644. Only successful applicants will be contacted.

Tokyo-to—Kanto International High School, a recognized Super English Language High School in Nishi-Shinjuku, with an extensive and innovative English curriculum, requires full-time native English speaking teachers for our expanding program. Position begins April 2005. **Qualifications:** High School teaching experience, Master's in TESOL (or in progress) and intermediate Japanese ability preferred. **Duties:** Solo teaching, course planning, student assessment, faculty meetings and administrative duties required, Monday through Friday. **Salary & Benefits:** Salary commensurate with experience and qualifications. **Application Materials:** Email resume and cover letter to <kantocoordinator@yahoo.com> **Deadline:** March 1, 2005. **Contact:** <kantocoordinator@yahoo.com>; <www.kantokokusai.ac.jp>.

Job Info Web Corner

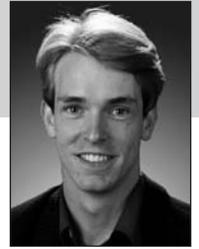
You can view the job listings on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL, and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Cafe's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.ohayosensei.com>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com>
13. World English Jobs <www.englishjobmaze.com>
14. Hokkaido Insider: A subscription service for news and jobs <www.ne.jp/asahi/hokkaido/kenhartmann/>

Conference Calendar

...with Hayo Reinders <conferences@jalt-publications.org>

New listings are welcome. Please submit information to Hayo Reinders by the 15th of the month at <conferences@jalt-publications.org>, at least three months ahead (four months for overseas conferences). Thus February 15 is the deadline for an May conference in Japan or a June conference overseas, especially for a conference early in the month.



Upcoming Conferences

February 12–13, 2005—12th Annual IBC Conference on Communication and Culture in the Workplace, at the University of Aizu, in Aizuwakamatsu, Fukushima Prefecture.

The conference theme is *English that Works*. Contact: Richard Poriss <richibc@hotmail.com> <ibc-japan.org>

February 13, 2005—7th TUJ Applied Linguistics Colloquium, at Temple University Japan, Tokyo Center, 2-8-12 Minami Azabu. Contact: Megumi Kawate-Mierzejewska <tuj-linguistics-conf@tuj.ac.jp> <web.tuj.ac.jp/newsite/main/tesol/pg-tokyo.html>

March 12, 2005—The First CamTESOL Conference on English Language Teaching, in Phnom Penh, Cambodia. This is a conference for professionals in the field of English Language Teaching and related issues. This conference will be the first of an annual CamTESOL conference series. Contact: <info@camtesol.org> <camtesol.org>

April 18–20, 2005—40th RELC International Seminar: New Dimensions in the Teaching of Oral Communication, at the Regional English Language Centre, Singapore. The role of the oral skills in the learning of a language has been an area of theoretical discussion over the years, with some suggesting that the oral language must come first. There has also been controversy over the need for the oral skills, especially in foreign language situations where the main aim is examination preparation rather than communication with speakers/writers of the target language. Contact: RELC Secretariat, <admin@relc.org.sg> <relc.org.sg/sem_frame.htm>

May 26–28, 2005—The 18th TESL Canada Conference: Building a Profession, Building a Nation, at the Westin Hotel, Ottawa, Canada. The conference will include a research symposium, many workshops, a technology fair, keynote

addresses by Karen E. Johnson and Elana Shohamy, a learners' conference, and much more! Contact: <teslca2005@yahoo.ca> <www.tesl.ca>

June 3–5, 2005—The JALTCALL 2005 Conference: Glocalization through CALL: Bringing People Together, at Ritsumeikan University, BKC. The conference focuses on the social dimension of CALL at local and global levels, as represented by the term *glocalization*. Plenary speakers include Ushi Felix (Monash University, Australia), Hayo Reinders (University of Auckland, New Zealand), Yukio Takefuta (Bunkyo Gakuin University, Japan). Contact: <submissions@jaltcall.org> <www.jaltcall.org/>

July 24–29, 2005—The 14th World Congress of Applied Linguistics, Madison, Wisconsin, USA. Presentations at the World Congress will bring together applied linguists from diverse communities and from varied intellectual traditions to explore the future. The theme of the conference is *The Future is Now*—a future where language is a means to express ideas that were unthinkable, to cross boundaries that seemed to be unbridgeable, and to share our local realities with people who live continents away. Contact: Richard Young, <ryoung@wisc.edu> <aila2005.org>

August 24–27, 2005—Eurocall Conference: CALL, WELL, and TELL, Fostering Autonomy, at Jagiellonian University, Cracow, Poland. The theme aims to focus attention on the changing concepts and practices concerning autonomy in learning and teaching brought about by technological developments. It aims to actively promote the awareness, availability, and practical benefits of autonomous learning using CALL, WELL, and TELL at all levels of education, with a view to enhancing educational effectiveness, as measured by student success, both academically and personally. Contact: <info@eurocall-languages.org.pl> <www.eurocall-languages.org.pl>

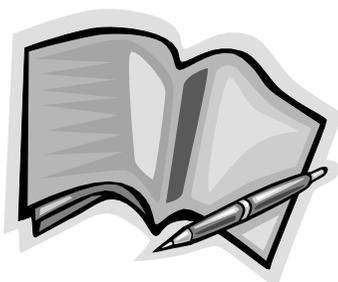
weblink: www.jalt-publications.org/tlt/confcal/

Calls for Papers/Posters

Deadline: February 15, 2005 (for June 25–26 2005)—*The Japanese Society for Language Sciences 2005*, at Sophia University, Tokyo. JSLS encourages submissions on research pertaining to language sciences, including linguistics, psychology, education, computer science, brain science, and philosophy, among others. JSLS will not commit themselves to one or a few particular theoretical frameworks. JSLS will respect any scientific endeavor that aims to contribute to a better understanding of the human mind and the brain through language. Plenary speaker will be Dan I. Slobin. Contact: Kei Nakamura <kei@aya.yale.edu>. <jchat.cyber.sccs.chukyo-u.ac.jp/jsls>

Deadline: February 20, 2005 (for May 14–15, 2005)—*The JALT Pan-SIG Conference 2005*, at Tokyo Keizai University. Sponsored by the JALT Gender Awareness in Language Teaching, Pragmatics, Teacher Education, Teaching Children, Teaching Older Learners and Testing & Evaluation SIGs, and the West & Central Tokyo Chapters. The featured speaker will be Dr. Curtis Kelly of Osaka Gakuin University on adult teaching methods, learning contracts, needs assessment, and learning theories. Contact: <pansig2005@yahoo.com>. <www.jalt.org/pansig/2005/>

February 28, 2005 (for October 8–10)—*JALT National Conference 2005*, at Granship Shizuoka. The theme of this year's conference is *Sharing Our Stories*. Contact: <jalt@gol.com>. <conferences.jalt.org/2005/>



Submissions to present at
"Sharing Our Stories"
JALT2005 in Shizuoka
 close February 28!!
 <conferences.jalt.org/2005/>

Call for Papers

Classroom Materials Publication

Due for release in mid-2005, this "My Share" style publication is intended as a practical resource for language teachers looking for supplementary materials. This fully indexed CD-ROM will feature activities tried and tested in language-learning classrooms. Many activities will also include photocopiable worksheets.

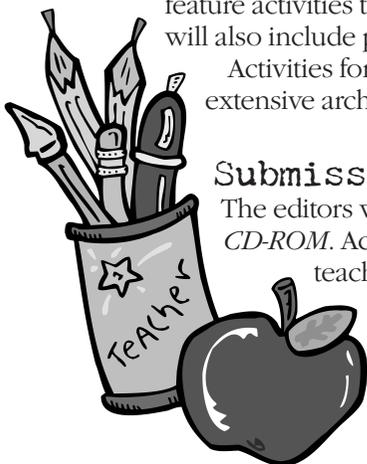
Activities for the disk will be collated from the *TLT My Share* column's extensive archives, and from submissions from JALT's SIGs and members.

Submissions

The editors would like to call for submissions for this *Classroom Materials CD-ROM*. Activities should be original, unpublished, and relevant to language teaching. We are particularly looking for activities that can be adapted to photocopiable worksheets.

For more information on the *Classroom Materials* project, including guidelines for writing and submitting articles, please visit:

<www.jalt-publications.org/materials/>



Submissions

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

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

Feature Articles

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

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

Send as an email attachment to the Co-Editors.

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

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

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

Send as an email attachment to the Co-Editors.

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

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

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

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions should be sent to the editor and time allowed for a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence. Send as an email attachment to the Co-Editors.

読者の意見: TLTに掲載された記事へ意見をお寄せ下さい。編集者が適切だと判断した場合には、著者の考えと並べて掲載したいと思えます。実名記載になります。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

- be no more than 750 words
- be relevant to the JALT membership as whole
- encourage readers to participate more actively in JALT on both a micro and macro level
- Deadline: 15th of the month, 1½ months prior to publication.

Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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

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

Send as an email attachment to the Book Reviews Editor.

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

SIG News. JALT's Special Interest Groups may use this column to report on news or events happening within their group. This might include mini-conferences, presentations, publications, calls for papers or presenters, or general SIG information. Deadline: 15th of month, 2 months prior to publication. Send as an email attachment to the SIG News Editor.

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

Chapter Reports. The column is a forum for sharing presentation synopses held at JALT Chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Submissions should:

- be interesting and not contain extraneous information
- be in well-written, concise, informative prose
- be made by email only. Faxed and/or postal submissions are not acceptable
- be approximately 300 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis: Reporter's name.

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

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

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

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

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

- contain the following information: City and prefecture, Name of institution, Title of position, Whether full- or part-time, Qualifications, Duties, Salary & benefits, Application materials, Deadline, Contact information
- not be positions wanted. (It is JALT policy that they will not be printed)
- Deadline: 15th of month, 2 months prior to publication.

Send as an email attachment to the JIC editor.

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

Conference Calendar. Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should:

- be up to 150 words.
- Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences.

Send as an email attachment to the Conference Calendar editor.

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

The Language Teacher

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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 some 3,000. 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, Gifu, 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.

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Gender Awareness in Language Education; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Pragmatics; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Other Language Educators (affiliate); Eikaiwa (forming); Pronunciation (forming); Teaching Older Learners (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. Awards are announced at the annual conference.

Membership — All membership includes subscriptions to *The Language Teacher* and *JALT Journal* and membership in a local chapter. **Regular membership** (¥10,000). **Student membership** (¥6,000) - available to students of undergraduate/graduate universities and colleges in Japan. **Joint membership** (¥17,000) - available to two individuals who can register with the same mailing address; only one copy of each JALT publication for two members. **Group membership** (¥6,500/person) — available to five or more people who can register with the same mailing address; one copy of each publication for every five members or fraction thereof. Applications may be made at any JALT meeting or by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*. Joint and Group members must apply, renew, and pay membership fees together with the other members of their group. From overseas, application may be made by sending an International Postal Order to the JALT Central Office or by transferring the fee through Citibank. For details please contact the Central Office.

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Join or renew

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3,000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*（モノグラフィーズ）、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、コロキウム、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、テスト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、岐阜、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）

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、ジェンダーと語学教育、グローバル問題、日本語教育、中学・高校外国語教育、学習者ディベロップメント、教材開発、語用論、外国語教育政策とプロフェッショナルイズム、教師教育、児童教育、試験と評価、他言語教育（準分野別研究部会）、英会話(forming)、発音(forming)、中高年学教育(forming)。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: 会員及び年会費: 年会費にはJALT出版物の購読料及び支部の会費も含まれています。個人会員(10,000円)。学生会員(6,000円) - 日本にある大学・大学院・専門学校の学生を対象。ジョイント会員(17,000円) - 同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部。団体会員(6,500円/人) - 同じ住所で登録する5名以上を対象とし、JALT出版物は5名毎に1部。入会・更新申込みは、例会で行うか、*The Language Teacher*に綴じこまれている郵便振替用紙を利用してください。ジョイント及びグループ会員は、全員まとめて入会又は更新の申込みをして下さい。海外からは国際郵便為替をJALT事務局に送るか、又はCitibankより送金してください。詳しくはJALT事務局に問合わせてください。

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