



# the language teacher

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The Japan Association for Language Teaching

## Foreword

Our summer issue of TLT comes packed with articles and information; the perfect companion for the beach or those long plane trips home! As well as our four feature articles, you will find a review of the new computer-based TOEFL test system.

Of extreme importance to all JALT members are the JALT National Officer election candidate statements. This year, the only position being actively contested is that of Director of Programmes. We are lucky to have two experienced candidates running for the position. Keith Lane is not only a founding member of the extremely active Miyazaki Chapter but is also this year's conference programme co-chair. David Neill is known for his tireless work as JALT's Business Manager. This is a vital position as we head towards the combined JALT2001 and PAC3 conference in Kitakyushu next year. Please read the statements carefully and exercise your right to vote!

In other news, I'm extremely happy to welcome Robert Long as our new Associate Editor. Robert will be focusing on feature article editing, freeing me up to concentrate on the overall structure of TLT. Also, Gene van Troyer will be taking over the role of Publications Board Chair for the remainder of this year. We thank them both for their continued support of JALT publications.  
Malcolm Swanson  
TLT Editor <tl\_t\_ed@jalt.org>

今回のTLTは、論文と情報を満載しています。夏の休暇のビーチや帰省の友として持っていくのにぴったりです。特集記事はもちろんのこと、従来のペーパーテストからコンピュータを使用したテストへ変更になった新TOEFLについての批評記事が掲載されています。JALT会員にとって大切なことがあります。

JALT全国役員の立候補者の抱負が掲載されています。今年議席を争う役職は、企画担当理事です。候補者は、2人で、どちらもJALT経験豊かな人です。Keith Lane氏は、今年の全国大会の委員長(co-chair)であり、宮崎支部の創設メンバーの1人です。David Neill氏は、JALTのBusiness Managerとして常に仕事をしてきました。来年北九州でJALT2001とPAC3の同時開催を予定している我々にとって、企画担当理事はとても大切な役職です。2人の抱負をよくお読みになって是非投票してください。

その他のニュースとして、JALT出版編集部内に担当変更がありましたので、皆さんにお知らせします。Robert Long氏が新しい副編集長となりました。Long氏は、特に特集記事の編集を担当します。これにより、私はTLT全体の編集に専念することができます。Gene van Troyer氏は、今年後半、出版委員長(Publications Board Chair)をつとめてくれます。JALT出版に多大な貢献をしてくれるこの2人に感謝の意を述べたいと思います。

(抄訳 阿部恵美佳)

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JALT2000  
November 2-5  
Granship Shizuoka

JALT National Officer elections are being held this year for the positions of Director of Treasury, Director of Program, Director of Public Relations, and Auditor. Following JALT's new NPO constitution, this year's election is being held earlier than past elections. Voting begins August 1 and ends October 5. Please use the ballot included in this issue of *The Language Teacher* to vote.

Because no candidate was found for the position of Director of Treasury by the end of the regular nominations deadline, that position is not listed on the ballot. To fill this position, we will follow JALT's bylaws (IV, 10.1 and 10.3) and hold a special election for Director of Treasury at the JALT 2000 conference. Nominations for Director of Treasury are open until Sunday, October 15. Please contact Peter Gray in writing (fax: 011-897-9891; pag@sapporo.email.ne.jp) to nominate someone. This is an extremely unusual situation, but JALT must find a willing and qualified person to fill this position.

Below is biographical information and the statements of purpose of the candidates listed on the ballot. Further in-depth interviews with the candidates can be found on the ELT News website at [www.eltnews.com](http://www.eltnews.com).

財務担当理事、企画担当理事、広報担当理事、会計監査のJALT全国選出委員選挙が行われます。下記の改訂NPO細則に従い、今年度の選挙は通常より早く行われます。投票は、8月1日に始まり、10月5日に終了します。

今月号に差し込まれている投票用紙で、投票を行ってください。財務担当理事に関しては、推薦締め切りまでに候補者の推薦が無かったため、投票用紙では空欄になっています。このポストの補充はJALT定款に則り、JALT2000年次大会で投票が行われます。財務担当理事の推薦、立候補は10月15日(日)まで受け付けます。Peter Gray(fax: 011-897-9891; e-mail pag@sapporo.email.ne.jp)まで推薦のご連絡をお願いいたします。これは異例のことですが、JALTはこのポジションを希望し、適格な候補者を見つけられるでしょう。

以下は、候補者の略歴及び所信表明です。より詳しいインタビューの内容は、ELT News websiteにて掲載いたします。

## Candidates for Director of Program

### 企画担当理事

#### David Neill

#### Biographical Information

David Neill has a B.A. and an M.A. in ESL from the University of Hawaii. He has been teaching at the University level in Japan for the past eighteen years. He is now a lecturer at Okayama University of Science.



He became involved in JALT through the Video SIG serving as Supervising Editor of the Video Rising Newsletter from 1991 to 1993. He was also Deputy Coordinator in 1993 and Coordinator in 1994 for the Video SIG. He was Assistant Chair of the Nominations and Elections Committee in 1995 and Chair in 1996. He served as Conference Treasurer for the 1996 Conference. He was the Educational Materials Exposition Coordinator at the Conference in 1997 and 1999. He has been JALT Business Manager from 1997. This year he is Conference Site Chair at Shizuoka.

#### Statement of Purpose

Up until this past May the Director of Program was responsible for supervising arrangements for the Conference Program and planning special programs and workshops held at the chapter level.

With the change of the Business Manager's responsibilities and the Director of Program's increased responsibilities for the National Conference not only in program but also the site, it is very important for the Director of Program to have the expertise to make the Conference a success.

The National Conference provides a major portion of JALT's operating expenses for the following year. After working on the past five National Conferences, I believe that I have the experience to further improve the National Conferences in both content and the profit so vital to the operation of JALT.

With my experience in the SIGs and at the national level, I believe that I can bring the chapters and SIGs together through programs that benefit both the Chapters and the SIGs, making both stronger. The best may be a list of all presenters at the chapter level and members of SIGs that have presentations to give. With this information the Chapter Program Chairs can easily plan the chapter program for the year.

Finally, at the national level as the Director of Program I will work with the other Directors to make JALT a stronger organization at the national level as well as at the Chapter and SIG level.

### David Neill (デイビッド ニール)

#### 経歴

デイビッド ニールは、ハワイ大学でESLを専攻しB.A.を、さらに大学院を終了しM.A.を持っています。彼は18年間、日本で大学レベルの授業をしてきました。そして現在、岡山理科大学の専任で講義をしています。

彼は1991年以来、JALTに携わってきました。1993年までの3年間は、ビデオSIG サービングで、ビデオライジングニュースレターの管理編集者、1993年には、そのビデオSIGの副コーディネーター、1994年には、コーディネーターとして活動してきました。1995年に、ノミネーションやエレクトションコミティーの副議長、

1996年にはその議長となりました。そして、1996年の会議で、会計を勤めました。1997年と1999年のエデュケーショナル・マテリアル・エキスポジション（教材展示会）では、コーディネーターをしました。そして彼は、1997年から現在、JALT ビジネスマネージャーとして、また今年は、静岡でのコンフィレンスサイトチェアも勤めます。

## 所信表明

2000年5月までのプログラムディレクターは、コンフィレンスやプランニングスペシャルプログラムやワークショップでは、チャプター/SIG レベルでプログラム管理をする責任がありました。全国大会においてのビジネスマネージャーの責任が、プログラムディレクターに移ったことによって、プログラムだけではなく、大会会場のアレンジメントとしても、プログラムディレクターが大会を成功させる専門知識をもつことは、とても重要なことだと思います。

全国大会は、これからのJALTの運営費の主要な部分を提供します。過去5回の全国大会に携わって、大会においての内容やJALTの運営にきわめて重大な利益を生み出すために、私は今までの経験によって改善できるとしています。SIG や全国レベルでの私の経験とともに、チャプターやSIG の互いの為になるプログラムを通して、お互いをより発展させる手助けをすることによって、チャプターやSIGをより良く運営することができると思います。

私はチャプター/SIG レベルで、すべてのプレゼンターのリストを提供するプランをたてます。このインフォメーションと共にローカルプログラムチェアは、彼らのその年のスピーカーのプログラムのプランを、より簡単にすることができます。最後に、私は他のディレクターと共に、JALTをより発展した団体に築くために活躍することと思います。

## Keith Lane

### Biographical Information

Asst. Professor, Miyazaki Int'l College.

MEd in TESL, Temple University.

BA in Int'l Relations, San Francisco State University.

15 year resident of Japan and member of JALT.

### Roles in JALT:

JALT 2000 Int'l Conference Program Co-chair.

2000 Official JALT Representative to Korean Association of Teachers of English Conference.

2000 Program Chair, Miyazaki JALT.

2000 Association Coordinator Kyushu Region Tours.

1999 Nominations & Election Committee Chair.

1999 Asst. Coordinator Four Corner Tour & Kyushu Region Tours.

1999 Program Chair, Miyazaki JALT.

1998 Nominations and Election Committee Chair Designate.

1996-97 Founding President, Miyazaki JALT.

1996 President, Kagoshima JALT.

1995 Liaison with Kagoshima JALT for joint MIC-JALT English Education Forum.

1990-91 Program Chair, West Tokyo JALT.

### Statement of Purpose

A successful Director of Program will establish a co-

operative environment for volunteers who are teachers—and sometimes family people—first. The effort of caring for JALT and developing it needs to stem from selfless dedication and mutual respect. Director of Program needs to establish a horizontal grassroots resiliency among chapters and SIGs that promotes volunteerism. To that end I recently have established a 'just program' e-mail list serve to support SIG & chapter programming efforts. As Director of Program I would also work to see conference events become more of a showcase for the accomplishments and collaborations of JALT groups, their constituent members and volunteers. This is a way to improve quality and satisfaction in the process and product of conference planning. More than anything, collaborations on programs—the annual conference, book fairs, mini-conferences, and new innovations such as jointly sponsored regional tours and planning retreats—among chapters, SIGs and with our Association Member partners, have the potential to stabilize this Association and to reinvigorate it in the near term.

As Director of Programs I will assist this process because I care about the groups and their activities. I have a varied and extensive involvement in JALT in programs and other positions of leadership at the local and national level. As chapter program chair I worked with a team to sustain West Tokyo Chapter at a time when it had been facing possible dissolution, and in southern Kyushu I forged a new network, Miyazaki JALT. More recently I have represented JALT abroad as Official Representative to the Korea Association of Teachers of English and am currently JALT 2000 Conference Program Co-Chair in charge of scheduling. Please vote and keep in mind that JALT 2001 will be in Kyushu, where I have worked with my peers to develop a lasting and resilient collaborative structure.

### Keith Lane (キース レーン)

#### 経歴

宮崎国際大学助教授

テンブル大学TESL修士号

サンフランシスコ州立大学国際関係学士号

日本在住15年、JALT会員歴15年

JALTでの役職・役割

JALT2000国際大会企画共同委員長

平成12年 韓国英語教師学会へのJALT正式代表

平成12年 JALT宮崎支部企画委員長

平成12年 九州地方ツアー学会コーディネーター

平成11年 立候補者推薦・選挙管理委員長

平成11年 フォーコーナーツアーおよび九州地方ツアー副コーディネーター

平成11年 JALT宮崎支部企画委員長

平成10年 立候補者推薦・選挙管理委員長に指名される

平成9年 JALT宮崎支部会長

平成8年 JALT宮崎支部設立会長

平成8年 JALT鹿児島支部会長  
平成7年 宮崎国際大学・JALT共催英語教育フォーラムJALT鹿児島支部窓口  
平成2年 JALT西東京支部企画委員長  
平成元年 JALT西東京支部企画委員長

## 所信表明

企画委員長にふさわしい人物とは、教師たちや時には家族の人も合わせて協力しあえる環境をよるこんで創り上げられる人であると思います。JALTを育み発展させていく上では、私欲のない公平な精神を持ち、お互いが尊敬し合うことが重要なところとなります。企画委員長においては、各支部間そしてSIG間で横に広がる草の根のように弾力的な組織をつくり、ボランティア精神を押し勧めていくことが必要であると感じます。それについて、わたしは最近、「ジャストプログラム」の電子メールリストをつくりSIGと支部の活動功績を支援するに至っております。そこでJALTの各支部のいままでの活動や共同研究の成果を発表する機会をさらに増やせるように小規模の会合を採用します。各会員もボランティアの人も小規模の活動ですから生き生きと質の高い意義のあるご活躍をしていただけのことと思います。

何にもまして、各支部やSIGで共同して行われる全国大会、教材展示会、小規模な会合、地方ツアーの共催のように新しく取り入れられたものがつぎつぎとなされていくことは、JALTがますます語学教師たちに根付き、近い将来この学会に再び活気を与える可能性を秘めています。

わたしが企画委員長に選ばれましたら、以上のことに貢献できると確信しています。わたしは各支部そして皆さんのご活躍を大切にしていきたいと思っています。現在まで、わたしはJALTの企画において、地方で、また全国レベルでもリーダーシップをとってきた多様な広範囲な経験があります。支部の企画委員長として解散の危機に瀕していた西東京支部を他の会員と共に支え起こしました。また南九州では新しいネットワークを築き上げ、それがJALT宮崎支部に発展しました。ごく最近では、わたしは正式にJALT代表として韓国英語教師学会へ出掛けましたし、JALT2000大会共同企画委員長として勤めてもいます。またJALT2001年大会は九州で行なわれます。その九州でわたしは仲間たちと未永く続く粘りづよい相互協力にあふれる組織をさらに発展させるよう取り組んでいます。このこともご考慮にいれ、ご投票をよろしくお願いいたします。

## Candidate for Director of Public Relations

広報担当理事

### Gene van Troyer

#### Biographical Information

Associate Professor, Gifu Shotoku  
Gakuen University,  
Department of British and America  
English.

MA in English/TESOL, Portland State University,  
Oregon, 1985.

Gene has served in the following JALT positions:  
Associate Editor and Editor, *The Language Teacher*,  
1993-95.

JALT Publications Board Chair, 1995.  
JALT Conference Proceedings Editor, 1995-96.  
JALT President, 1996-2000.  
Immediate Past President, 2000-

## Statement of Purpose

I'm terribly sorry that Dennis Woolbright withdrew. He's a bright, flexible guy who evanesces with good ideas, and I had been looking forward to working with him over the next two years. If I win this, maybe I can persuade him to keep up the steady good work building towards JALT2001/PAC3 as a member of a publicity team.

Why am I qualified for a post like this? I have stamina, an incredibly thick skin, and before I became a language teacher I was a journalist with years of experience writing news stories (name the variety and I've written it) as well as press releases. It was my first career until I discovered I could make more money teaching English and still write. I also have what I consider to be a rather unique perspective on JALT from both the outside in and the inside out, from the bottom up and from the top down.

JALT public relations and publicity will play a crucial role in the success of the organization over the next couple of years, and with the inside track of contacts I have throughout the organization I am confident that I can keep JALT in a high profile and positive light. In pursuit of this end, one of my priorities will be to assemble a publicity team, work on getting major Japanese English language newspapers to publish more JALT-related news stories, and to maintain a high international profile for the organization with our counterparts in other countries.

Moreover, I will work with publicity chairs of Chapters and SIGs on strategies that may help them keep JALT in the public consciousness in the local communities and areas of interest.

### Gene van Troyer(ジーン・ヴァントロイヤー)

#### 経歴

ジーン・ヴァントロイヤー、助教授、岐阜聖徳学園大学、英米語学科、

オレゴン州ポートランド州立大学英文学/TESOL修士号取得(1985)  
JALT関係履歴: The Language Teacherの副編集長を経て編集長に  
(1993-1995), JALT出版委員会議長(1995), JALT会長(1996-2000),  
前会長(2000-)

#### 所信表明

デニス・ウールブライトが立候補を取り消したことは非常に遺憾に感じております。デニスは頭脳明晰で柔軟性があり、またアイデアに溢れた優秀な人材なので、今後2年間、共に働けるのを楽しみにしていた矢先のことでした。もし私が選ばれることになれば、JALT2001/PAC3に向かって、広報チームの一員として引き続き堅実な仕事を発揮するようデニス・ウールブライトを説得できるかもしれません。

どうして私がこのようなポストに適しているかと申しますと、私にはスタミナがあり、一筋縄ではいかない厚い面の皮に蔽われているからであります。私は語学教師になる以前はジャーナリストとして長年、多種多様な依頼記事(いろいろ挙げてみて下さい。そのほとんどを私は書いてきました)や投稿記事を手掛け研鑽を積んできました。ジャーナリストは私の初めての職歴で、語学教師の方が給料がよく同時に書く仕事もやっているとわかるまで続けました。更に、私はJALTに関してユニークな視点をもっております。というのは、私は内側からは言うまでもなく外側の視点からも、またボトム・アップ的な見方もトップ・ダウン的な見方も同時にすることができるということです。

JALTの広報活動は今後2年間、組織の成功の鍵を握るほど重要な役割を果たすのではないかと思います。私は組織全体に渡って幅広い人脈を持ち合わせているので、JALTの好プロフィールを維持しつつ、更に積極的な方向へ導いていく自信を持っております。目的を達成するため、まず私が成すべきことは、広報チームを集め、日本の主な英字新聞にJALT関係の記事をもっと載せるよう働きかけることだと思っております。次に海外の携帯機関とのより良質な国際的プロフィールを維持していくことだと考えております。

以上の点に加えて、支部や分野別研究部会の広報担当者と協力しながら、地域コミュニティやさまざまな分野に於いてJALTが広く意識化されるようストラテジーを展開していく決意でおります。

an audit of the financial records of the organization once a year. The holder of the position is also required to audit the actions and operations of the various officers and committees of the organization. The Auditor stands outside the day-to-day operation of JALT as a disinterested party whose responsibility is to assure the membership of JALT and the legal authorities of Japan and the various local entities where JALT is active, that the activities and operations of the organization are legal, generally under the laws of Japan and, specifically, in accordance with the NPO law.

Based on this definition of the position, the office requires a person who has experience with both the operation of JALT, and experience in the wider society of Japan. It also requires a person with the ability and courage to represent the members of the organization fairly and consistently. I believe that my long experience in Japan and with JALT have prepared me to perform the duties of this office with the competence expected by the members of the Japan Association for Language Teaching.

## Candidate for Auditor

### Daniel L. Gossman



#### Biographical Information

Professor Daniel Gossman is head of the English Program at Kanto Gakuen University, where he has taught for the past eight years. Prior to that, he worked for Clarke Consulting Group as an Intercultural Specialist. He has also had experience in publishing, sales and teaching at private language schools in Japan.

He has been affiliated with JALT since 1977 and has held the following chapter and at the National offices: Recording Secretary of the Shizuoka chapter, Treasurer of the Ibaraki Chapter, Coordinator of the Ibaraki Chapter, National Financial Steering Committee chair, and he is currently the National Auditor.

With Frederick O'Connor, he is co-author of *Win the TOIEC Battle*, published by Prentice-Hall. Most recently, he has been researching the role of the language teacher in the classroom from the perspective of the global manager. He is busy developing a Web-based CALL program for Kanto Gakuen University.

On the personal level, he has been happily married for the past thirty years. He has a son, a daughter and a granddaughter.

#### Statement of Purpose

The Auditor for the Japan Association for Language Teaching is charged by the constitution to conduct

## Getting in touch with TLT just got a whole lot easier!

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Vocabulary has been traditionally thought of as individual words. Of course, this layman's view is inadequate because vocabulary includes many units which are larger than individual orthographic words. For example, a single meaning is attached to each of the following: *give up*, *fish shop*, *freeze-dry*, and *burn the midnight oil*. Research using large corpora has shown that these *multi-word lexical units* (MWU) are ubiquitous in language use, at least in English (Moon, 1997). This is especially true of spoken discourse (McCarthy and Carter, 1997). Moreover, this same corpus research is now beginning to indicate that there is lexical patterning that exists beyond even the MWU level. Some longer strings of language recur frequently and are often connected with the functional usage of language. These longer strings have been called various names, including *lexical phrases* (Nattinger and DeCarrico, 1992), *lexical chunks* (Lewis, 1993), *lexicalized sentence stems* (Pawley and Syder, 1983), and *ready made (complex) units* (Cowie, 1992). Following Schmitt (2000), we will refer to these strings as *lexical phrases*. This paper will argue that lexical phrases are a key element of fluent language production and that they also play a part in vocabulary learning.

# Lexical Phrases in Language Learning<sup>1</sup>

## The Psychological Reality of Lexical Phrases

Most of the evidence for lexical phrases comes from research into large databases of written and spoken language called *corpora*. Although these corpora contain the linguistic production of countless

native-speakers, the data contained is only the manifestation of linguistic mental processing, and does not give us direct insight into the processes themselves. Of course, the fact that lexical phrases are so commonplace in the corpora surely suggests that they are in some way important in the mental processing of language. But do lexical phrases exist in the mind as single units, i.e. do they have psycholinguistic reality?

To answer this question, it might be useful to first look at individual words. Aitchison (1987a) suggests words can be stored either as wholes or composed on-line by combining stems and affixes. She reviews psycholinguistic experimental results and concludes that inflections are added on-line because they are rule-based and relatively consistent, and therefore can be added with little cognitive effort. On the other hand, prefixes and derivative suffixes are less transparent and are evidently retrieved from memory as polymorphemic wholes. This is partly because the affixation is somewhat arbitrary and

本論では、言語学習におけるlexical phrasesの重要性について論じる。lexical phrasesは、習得され、頭の中に保存されている単語の連続体である。lexical phrasesは、頭の中に個々のかたまりとして存在しており、これが、流暢な言語使用を助けているということは心理言語学で証明されている。話し手は、新しい発話をする際、lexical phrasesをその発話の枠組みとして使うことができる。つまり、新しい発話の一部が既に頭の中ででき上がっているというのはとても便利なことである。また、聞き手は話し手の言葉を単語ごとに解釈して意味を理解するのではなく、lexical phrasesを使って意味を理解している。lexical phrasesは、聞き手にとっても有益である。また、lexical phrasesは言語学習の上でも重要である。人は、lexical phrasesがわかれば、すぐにそれをその構成語に分解し、それらの語を習得している。lexical phrasesは、英語使用を促進させる重要な要素であるので、授業に取り入れられるべきである。導入方法については、提案がされ始めたばかりである。

needs to be memorized on a case-by-case basis. For example, there is little reason why the noun derivation of *adjust* could not be *adjustion*, but it just happens to be *adjustment*. (Of course, there are phonological bases for some affix combinations; they are simply easier to pronounce.) One example of the psycholinguistic reasoning which leads to the conclusion that derivations are stored as wholes involves the 'bathtub effect' (Aitchison, 1987b: Chapter 11). This refers to the fact that the beginning of words tend to have the highest saliency, the ends of words the next highest, and the middle of words the least. If stems were stored separately from the affixes, one would expect the middle segment of derivations to be the most salient, not the prefix.

Therefore, the evidence seems to show that many words are stored as wholes. If this is true, the same should be possible for multi-word strings. In an early influential paper on lexical phrases, Pawley and Syder (1983) argue this is exactly the case. They do so by highlighting the 'puzzle of native-speaker fluency'. The puzzle is that native-speakers have cognitive limitations in how quickly they can process language but are also able to produce language seemingly beyond these limitations. Pawley and Syder look at the psycholinguistic literature and conclude that native speakers have been shown to be unable to process a clause of more than 8-10 words at a time. When speaking, they will speed up and become fluent during these clauses, but will then slow down or even pause at the end of these clauses, presumably to formulate the next clause. Speakers seldom pause in the middle of a clause. Together, this evidence suggests that speakers are unable to compose more than about 8-10 words at a time.

Native-speakers can, however, fluently say multi-clause utterances. Consider the following examples:

- 1) You don't want to believe everything you hear.
- 2) It just goes to show, you can't be too careful.
- 3) You can lead a horse to water, but you can't make him drink.

They have increasingly more words, and Example 3 is clearly beyond the limit of 8-10 words. Yet native speakers can say them all without hesitation. Pawley and Syder suggest that these examples can be fluently produced because they are actually lexical phrases—prefabricated phrases which are stored as single wholes and are, as such, instantly available for use without the cognitive load of having to assemble them on-line as one speaks. For this to work, only sequences of words which are frequent and familiar occurrences in language can be recognized as somehow being 'cohesive' and stored as wholes. Less common combinations or strings will continue to be generated via syntactic rules. If this were not true, our minds would become cluttered with countless word strings seldom, if ever, used. The thing that

makes lexical phrases so practical is that they are frequently used to express some functional use of language, thus warranting the memory space necessary to store them.

### Production and Reception—Lexical Phrases Enable Fluency

If we accept that lexical phrases exist in the mind, then what insights does this give us into the underlying psycholinguistic processes of language production? One place to start is by looking into the strengths and limitations of the mind itself. One resource the mind seems to have plenty of is long-term memory capacity. However, resources in relatively short supply are working memory and processing speed. This limits the amount of information the mind can process at any one time. The result is that the mind can store vast amounts of knowledge in long-term memory, but it is able to process only small amounts of it in real time, such as when one is speaking (Crick, 1979). Pawley and Syder (1983) argue that the mind makes use of a relatively abundant resource (long-term memory) to compensate for a relative lack in another (processing capacity). It does this with language by storing a number of frequently needed word strings (lexical phrases) as individual whole units which can be easily called up and used without the need to compose them on-line through word selection and grammatical sequencing. In this way there is less demand on cognitive capacity because the lexical phrases are already 'ready to go' and require little or no additional processing.

By stringing lexical phrases together, native speakers are able to produce stretches of fluent language. Because the use of lexical phrases lessens the cognitive load, they are able to concentrate on the content and organization of what they want to say. In contrast to this, second language learners may often have to pause between every 2 or 3 words because of the need to process language as well as thoughts.

Lexical phrases do not always have to be used in production as invariable wholes. They can also be used as a ready-made scaffold upon which to build language. An example of this is the lexical phrase

\_\_\_\_\_ (person) thinks nothing of \_\_\_\_\_ing (verb) leading to

1. Diane thinks nothing of hiking 20 miles.
2. He thinks nothing of teaching six classes a day.
3. Mike thinks absolutely nothing of flying ten hours to go to a conference.

With the basic pattern already available from a lexical phrase, it would seem relatively easy to add on modifiers and clauses to customize the pattern to the situation at hand. Once again, we can see that the use of lexical phrases aid fluency, even when the language being produced is a creative adapta-

tion of an existing fixed pattern.

Thus far, we have discussed the effect of lexical phrases on the productive side of spoken discourse. However, the use of lexical phrases also eases the processing load of the listener. Because lexical phrases can be recognized as individual wholes, this spares the listener some of the processing effort of parsing the language stream into individual words, recognizing each of those individual words, and extracting meaning from the composite of the individual word meanings and the related grammatical structuring. So language which includes recognizable phrases is easier to understand. This can be related to the cooperative principles described by Grice (1975) which state that the speaker needs to use language which is relevant, clear, and appropriately concise. The use of lexical phrases in language helps to realize these cooperative principles. Certainly, lexical phrases are so commonplace in language that they are expected in any discourse. In addition, the use of lexical phrases tends to make language clearer. This is because most lexical phrases are the linguistic expressions of functional language use. An example of this is *Have you heard the one about ...*, which is used almost solely as the typical introduction to telling a joke or humorous story. This use is ritualized and can be anticipated whenever a speaker is preparing to tell a joke. Since it can be anticipated, its meaning is instantly clear. Also, since it is a ritualized, nothing else needs to be said in introducing the joke. Thus lexical phrases are typically the most economical way of performing functional language (sometimes called *speech acts*), which is a major reason why the formulaic use of lexical phrases is so tightly related to functional language use. This also means that lexical phrases which realize functional language use are maximally relevant to the functional situations in which they are used. Taken together, the use of preformulated sequences seems to have real advantages for both the speaker and listener. Thus it is not at all surprising that McCarthy and Carter (1997) found widespread evidence of these sequences in their analysis of the CANCODE2 spoken corpus. Common examples are *the thing is* \_\_\_ (meaning 'the problem/point is \_\_\_'), and *I see* (I understand).

### Learning Vocabulary by the Segmentation of Lexical Phrases

We have seen how lexical phrases aid in language use, but it has also been argued that they play a part in vocabulary acquisition. To illustrate how this might work, we need to first introduce the idea of *item learning* versus *system learning*. In language acquisition, learning seems to take place in two ways in phonology, morphology, and other linguistic aspects:

1) Item learning: learning individual units, such as

the words *sled* and *walked*

2) System learning: learning the system or 'rules', such as *sl=s+l* and *walked=walk+ed*

Lexical phrases clearly fall into the category of item learning, because their key feature is that they are wholes. Grammar, on the other hand, falls into the category of system learning. But these two types of learning are not mutually exclusive; rather they feed into one another. Thus once a lexical phrase is known, it can be analyzed and segmented into its constituent words. In this way, unanalyzed phrases can be analyzed to provide additional vocabulary. Hakuta (1974) was the first to suggest that phrases could be analyzed into words plus grammar. Wong-Fillmore (1976: 640) also believes that L2 children use many prefabricated phrases which "evolve directly into creative language". Peters (1983) presents the argument in its most considered form, proposing that learning vocabulary from lexical phrases is a 3-part process. First, lexical phrases are learned which are frozen wholes with no variation possible. At this point they are unanalyzed and are single lexemes. Common examples are idioms e.g. *kick the bucket*; *burn the midnight oil*, and proverbs e.g. *An apple a day keeps the doctor away*; *A stitch in time saves nine*. Also included are some expressions which are tightly related to a functional use e.g. *Ladies and Gentlemen ...* which is a typical opening address in a formal situation.

Second, a language learner may realize that some variation is possible in certain lexical phrases, and that they contain open slots. For example, after having heard the phrase *How are you today?* several times, it may be acquired as a lexical phrase with the meaning of 'a greeting'. However the learner may later notice the phrases *How are you this evening?* or *How are you this fine morning?* At that point, the learner may realize that the underlying structure is actually *How are you \_\_\_\_\_?*, where the slot can be filled with most time references. The learner is then able to realize that what fits in the slot is a separate lexical unit from the rest of the phrase, which opens the door to learning that lexical unit. Thus phrases can be segmentalized into smaller lexical units, oftentimes individual words. Lexical phrases at this stage are partly fixed and partly creative.

Third, this segmentation process can continue until all of the component words are recognized as individual units by use of syntactic analysis. When this happens, every word in the lexical phrase is potentially available for learning. This does not mean that the segmentation process has to continue to this point; in fact it can stop at any stage. There are some lexical phrases which the learner may never start to analyze, and which may be retained only as unanalyzed wholes. Likewise, learners may or may not realize that certain lexical phrases contain vari-

ability and slots. When the variability is realized, it is possible that only the slots are analyzed; the rest of the pattern may remain unanalyzed. Still, it seems safe to assume many, if not most, of the lexical phrases a learner knows will eventually become fully analyzed, and Peters (1983) suggests that much of a learner's vocabulary is learned in this way. This is especially true because learners are likely to eventually know numerous lexical phrases, seeing how they are easy to learn, efficient to use, and cover a wide variety of lexical content.

This segmentation process can lead to more than lexical knowledge however. Segmentation also requires grammatical information, which focuses attention on syntax as well as lexis. Ellis (1997) argues that grammar can be learned through the implicit recognition of the patterns in strings of language, some of which are bound to include lexical phrases. In this line of reasoning, innate grammar would not consist of an inborn understanding of grammatical rules, but rather a facility for recognizing the systematic patterns in language input. A perceptive ability to recognize such patterning does seem to be a sufficient condition for at least some types of grammar acquisition; a model developed by Kiss (1973) demonstrated that simply calculating which words occur sequentially eventually provides

enough input to distinguish their word-class.

### Some Implications of Lexical Phrases

A main implication of lexical phrases is multiple storage in the mental lexicon. A large number of lexical phrases are likely to be fully analyzed, even though they are retained in longer-term memory because of their utility. Thus it is possible that the production of a frequent sequence of words can stem from the retrieval of a lexical phrase, or from the syntactic generation of the string from individual words. (It would seem likely that the lexical phrase approach will be used when possible due to the lower cognitive load.)

This means that if a learner produces a sequence of words which contains an error, the source of the error might be a weakness in lexical or grammatical construction, or it might be that a lexical phrase has been acquired in a faulty manner. If the language error is due to a faulty lexical phrase, then any amount of grammar-based correction would seem unlikely to remedy the error. What would be required is a re-learning of the correct form of the lexical phrase.

One should not assume that this paper downplays the importance of grammar in language use or in language teaching. The point is that language ability requires not only the ability to produce language

Figure 1. Suggestions for ways of teaching awkward and frequently occurring words such as *just*.

#### Keyword: just

#### Match these remarks and responses:

1. Would you like a cup of coffee?
2. Are you ready? It's time we were off.
3. It looks as if the train is going to be late.
4. Were you late last night?
5. Everybody is worried about the situation.
6. They've changed their mind again.
7. It's almost 9 o'clock. It's time we started.
8. Have you got Helen's phone number there?
  - a. That's just what we don't need.
  - b. Oh, it's not just me, then.
  - c. No, we got there just in time.
  - d. I think so. Just a moment—I'll have a look.
  - e. Not just now, thanks.
  - f. Don't worry. I think everything is just about ready.
  - g. That's just what I expected.
  - h. Right, I'll just get my coat.

#### Sometimes *just* is used to make a problem or mistake seem less important or serious:

*It just slipped my mind.*

*I just couldn't get there any earlier.*

*I'm just not going to get upset about it.*

Pres. Perfect: *I've just passed my exam.* (*just* = very recently)

Pres. Cont: *I'm just making some tea.* (*just* = emphasizing exactly now)

was going to: *I was just going to ring you.* (*just* = very soon after now)

*Can I just ask/tell you/say that ...* (If you know that an interruption will be quick)

*I was talking to her just now.* (*just now* = a short time ago)

*I couldn't tell you just then.* (*just then* = at that particular time)

Notice all the responses include the word *just*. It is very difficult to translate *just*, but it is used in a lot of fixed expressions. Can you think of a similar word in your own language? Learn the responses so you can use them yourself. Make sure you know the equivalents in your language.

Source: Lewis 1997. ©Language Teaching Publications

through syntactic generation (via grammatical competence), but also requires the ability to use lexical phrases. This is especially true if learners hope to gain the pragmatic fluency which comes from knowing the right lexical phrase for the right situation. Ultimately, language learners need both abilities to use language well.

The importance of lexical phrases would suggest that we need to include instruction on them in our language teaching. As this is a new area, it is not yet clear how we can best achieve this. We do not even have a list of the most frequent lexical phrases in English as of yet, although this gap is now being addressed by Dave and Jane Willis. Michael Lewis (1997) has done some preliminary work in the area of teaching lexical phrases, advocating a focus on inducing patterns from language input and the return of a limited amount of pattern drilling. An example of this approach is illustrated in Figure 1. Lewis's proposals are generating a great deal of interest and seem intuitively attractive, but at this point it must be said that there is little empirical evidence one way or the other as to their actual effectiveness.

**Conclusion**

Corpus research is making it clear that the patterning resulting from lexical phrases is a major component of language. As such, lexical phrases are likely to become an increasingly important topic in Applied Linguistic circles, simply because lexical phrases are a key element in how language is used. In light of their essential nature, we need to come to a better understanding of their behavior and develop innovative ways of incorporating lexical phrase instruction into the language syllabus.

**Note**

- 1 This is a revised version of a presentation given at the 1998 PASE (Polish Association for Studies of English) conference in Szczyrk, Poland.
- 2 The CANCODE (Cambridge and Nottingham Corpus of Discourse English) is a 5 million word corpus of unscripted spoken discourse compiled at the University of Nottingham in conjunction with Cambridge University Press.

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The Aichi Prefecture Education Center has conducted a special intensive in-service training program every summer for about 15 years for English language instructors in prefectural junior and senior high schools. Each year participants volunteer or are appointed by their respective school principals to attend this program. The number attending is limited to about 40 each year to foster opportunity for more personal interaction and individual participation.

The purpose of the training is to help these teachers improve and develop their English language teaching skills and methodology, as well as to provide an opportunity to refresh and strengthen their own language competence. The participants receive lectures in English on varied subjects such as oral interpretation or international subjects in cross-

cultural contexts. They are also immersed in conversational situations facilitated by visiting AETs (Assistant English Teachers) from overseas. Additionally, the participants are strongly urged to use English for communicating among themselves during the training and, to facilitate this, they stay in a dormitory where an "English only" rule is enforced throughout the several days of the training session.

The author first had the opportunity to provide a condensed presentation of English phonetics in the context of articulatory phonetics as one of the lecture topics some 13 years ago. The presentation was so well received that the program organizers have repeatedly requested its inclusion over the years. This article is an outgrowth of that repeated experience and the observation of the reactions of participants. The objective here is to try to identify, from a participant's point of view, what is the appeal and value of a teaching methodology based upon the theoretical framework of articulatory phonetics.

#### **Articulator Phonetics Training Procedure/ Articulator Phonetics Training: Procedure**

The content of the training presentation has been pretty much constant over the years. At the beginning of the presentation, an overhead transparency is used to go over the outline of that day's program (see Figure1). The presentations are limited to instruction on the pronunciation of consonants of the English language (omitting explanations and drills on the vowel sounds) due to constraints in the time allotted.

# Articulatory Phonetics for In-service Teacher Training

英語音声指導に調音音声学を応用するという日本人英語教師のための講座を教えたときに、著者は、調音音声学の正式な教師養成講座をほとんどの教師が以前に受講したことがなかったことに気がついた。そこで、著者の講座で、参加者にこの講座の利用法や講座に対する評価などの調査が行われた。調査結果は、このような講座は、授業の助けになるばかりでなく個人の語学力向上につながるとしてとても役に立つと高い評価が得られた。しかし、教室では、教師が実際に音を発音して見せる方が、テキストなどの図で説明するよりも効果的であるようだ。

Training regarding vowel sounds has been sacrificed since experience has indicated that consonants tend to give greater difficulties to native Japanese speakers.

Figure 1: Articulatory Phonetics

- I Objectives of the Presentation
  - Consonants of the English Language
- II Nomenclature
  - Organs of Speech
  - Movable and Immovable Parts
- III Biaxes of Articulatory Phonetics
  - a. Points of Articulation
  - b. Manners of Articulation
- IV Identification of Each Sound
  - a. Vd/Vl
  - b. Point of Articulation
  - c. Manner of Articulation
- V Practicum
  - a. Lips
  - b. Tongue
  - c. Velum
  - d. Vocal Cords

Next, participants are introduced to “Sammy,” the commonly used illustration of a cut-away representation of the human head depicting the organs of speech. With the use of Sammy, the nomenclature related to the organs of speech is presented and other phonetics-related terminology (such as “alveolar,” “palatal,” “velar,” and “oral cavity”) are added to those already printed on Sammy. Further, the movable and immovable parts of the speech organs are illustrated on an over-lay projected transparency.

Then, using the chart of English Consonant Phonemes (see Figure 2), the biaxes of articulation (with one axis being the point of articulation and the

other the manner of articulation) are explained as related to the main portion of the day’s presentation. The characteristics of each of the consonants are reviewed, contrasting the phonetic pairs particularly difficult for Japanese, such as /l/, and /r/, /b/, and /v/, /f/ and /h/, /ð/ and /z/, and in particular, /ʒ/ and /dʒ/. These pairs are considered to be the most difficult to auditorily distinguish, and it can be difficult for non-native speakers to enunciate these sounds correctly. After the presentations and explanation of these specific pairs, examples from actual English words, phrases, or sentences are used to illustrate the application to each respective consonant covered in the presentation.

Following the explanatory lecture, the presentation moves into its practicum. Based upon the knowledge gained in the prior theory-based session, the participants are asked to identify each consonant using the three characteristics of (a) its voiced or voiceless feature, (b) its point of articulation, and (c) its manner of articulation, in that order. For example, the sound of the letter /j/ in “jam” /dʒæm/ would be identified as “voiced alveo-palatal affricate.” This exercise makes the teachers keenly conscious of the corresponding phonetic properties in discriminating between, as well as creating, the respective sounds.

When the application exercises are completed, the presentation enters into its final section of actual drills, in which participants are required to illustrate on blank Sammies how the sound of each consonant is created. This exercise reveals whether or not each participant has fully comprehended the articulatory properties of each English consonant. They are instructed that an illustration of this exercise is composed of four articulatory elements: (a) the positioning of the two lips, (b) the placement of the tongue position (point of articulation), (c) the

Figure 2: English Consonant Phonemes

Manner of Articulation	Point of Articulation						
	bilabial	labio-dental	inter-dental	alveolar	alveo-palatal	velar	glottal
Stop vl vd	p b			t d		k g	
Fricative vl slit vd		f v	θ ð				h
fricative vl groove vd			s z	ʃ ʒ			
affricate vl vd				tʃ dʒ			
lateral vd				l			
nasal vd	m			n	ŋ		
semivowel vd	w			r	j	(w)	

open or closed status of the velum, and finally (d) the condition of the vocal cords either vibrating (for voiced) or not vibrating (for unvoiced or voiceless).

### Indications from Limited Survey

#### *Posing the questions*

Seeking some insight into the reasons for the continuing popularity of this subject and what value it holds for the trainees, this past summer's presentation was begun by asking the assembled participants about any previous instruction they might have had on articulatory phonetics. In response only one person raised her hand to acknowledge any prior contact. This response might of course be due to the natural reticence of Japanese to disclose their abilities in a group setting, but it was quite evident that the concept of articulatory phonetics as a serious subject for study was new to the group generally.

Additionally, the author prepared, in advance, an end-of-course evaluation questionnaire for this session, to solicit the participants' prior background knowledge, appreciation of the utility of the concepts presented, and judgment as to applicability to their own language teaching tasks. The questions were written in Japanese to minimize possible misunderstanding between the presenter's intention and an unskilled respondent's subjective interpretation. The responses to the third question of the set were in English, however, since the terminology in English was used during the English lecture. This questionnaire was distributed, completed and collected at the end of the presentation period.

The questionnaire was constructed with four categories of inquiry, in order to identify the issues in learning the linguistic properties of English consonants. The first question related to the participants' background in such training. The second sought evaluation regarding the relevance to possibilities in pedagogical areas. The ranking of the particular value each elements of the presentation had for each participant's acquisition of the course content was sought in the third question set. Finally, question four provided for explanatory comments in relation to their reactions to the presentation.

#### *Participants' responses*

In regard to the first category inquiry concerning previous exposure to phonetics training, slightly over half admitted to the fact that this presentation was their first training in the subject. In spite of their failure to respond positively to the course opening verbal inquiry, 19 of the 40 participants indicated some prior contact. Among these, five indicated some training in another workshop or lecture presentation, and one indicated self-study, but only 13 had had instruction during a course on this subject.

These responses are consistent with the low level of formal phonetic training observed among attend-

ees of the sessions of prior years. When one considers that the selection of the participants is not centrally determined, nor are there any discriminatory criteria, the chances are rather high that the resulting assemblage constitutes a fair sampling of the Japanese English teachers in the prefecture.

The responses to the second category of question, related to personal comprehension and applicability to classroom application, were largely positive. On a 1-to-5 (low to high) rating scale, all items achieved an average rating above 4. It was good to note that the articulatory phonetics concepts as presented were well received and were perceived as being "user friendly." The most positive were responses on the participants' comprehension of the content of the presentation, which would indicate that the theoretical and practical contents are easily within the grasp of an audience such as this (and in spite of it being the first exposure for more than half). Other responses indicated high appreciation of the utility of these concepts in solving difficulties with pronunciation in one's own case and experience, and a contribution to professional linguistic knowledge. While the value and utility as tools for their own teaching tasks were highly acknowledged, a bit of reluctance was noted in the responses regarding application in classroom situations. Hopefully that reluctance is due to an aversion to the task involved, rather than an estimation that the concepts would be of little use in the English language classroom.

In the third category of question where the participants were asked to rank the value of the use of "Sammy," the consonant chart, the presenter's (orally presented) sound modeling, the blank "Sammy" drill, and presenter's gestures to their comprehension of the lecture, the responses were mixed. More high-value ratings were given to the chart of consonants (biases of point and manner of articulation) than the other aides used in the presentation. Apparently this helped in conceptualizing the different sound in relation to each other. Although the use of "Sammy" to illustrate the mechanics of sound production was given a statistical second place, the physical sound modeling actually got more first-place ratings than "Sammy."

The author had always assumed that "Sammy" was the most important element in this training exercise, and these results came as a bit of a surprise. However, in reflecting on the situation, it may well be that physically modeling the sound production (with body gestures, facial acting, and exaggerated sounds) provides a more effective visual and auditory impact than the flat two-dimensional illustration. Additionally, in the lecture presentation, the consonant chart is usually explained and accompanied by exaggerated sound modeling such that the contrasts between the sounds are quickly grasped. Perhaps the chart triggered a better recall of the sound model and was

more effective in that regard than the theoretical construct from "Sammy."

Thirty-five of the 40 participants took time to write in various comments for the fourth section of the questionnaire. While many were expressions of appreciation as to various aspects of the training, there were 11 participants who indicated learning pronunciations they had not known before. The prime example of these was the differentiation of the voiced alveo-palatal fricative /ʒ/ and voiced alveo-palatal affricate /dʒ/, as in "pleasure" /pléʒe/ contrasted with "pledgeor" /plédʒə/ or in pronouncing "Japan" as /dʒepæn/ and not /ʒəpæn/. Not surprisingly, there were some requests for inclusion of similar training in the English vowel sounds as well.

### In Closing

In general, the author is satisfied with the responses to the questionnaire, both in the areas of the contents expressed and the manner in which participants had expressed their responses to the questions in the training session sponsored by the prefecture. It appears that the real value that these participants received in this training was the acquisition of a new language teaching tool by which they can now "encode" those English phonemes that do not exist in the Japanese language system. Another rewarding aspect of this is that this training can be easily understood and acquired by participants in spite of their lack of prior exposure to such concepts. It is hoped that the participants will review and digest the practical training in its theoretical framework, as well as put this into practice in their classrooms to aid their students in the production of unfamiliar sounds.

There does appear to be a real need for more formal training for teachers of English as foreign language in articulatory phonetics theory. There are several very good textbooks on English phonetics for Japanese (as presented in the bibliography at the end of this paper), and many regular English textbooks now have sections in lessons on the articulatory phonetics of certain English vowel and consonant sounds. However, these tools are better used in the hands of trained technicians. Even the assistance of native English-speaking AETs cannot be effective if the teacher cannot guide the students in creating the sounds correctly. The quality and effectiveness of English language teaching in Japan can surely benefit from more widespread training in articulatory phonetics.

In addition, it is desirable that more pedagogical applications from the field of articulatory phonetics are practiced in foreign language classes. Those with training should make use of their acquired theoretical background and practical phonetic production skills in their everyday classroom activities for the benefit of their own students. It is also hoped that more English instructors in junior and senior high

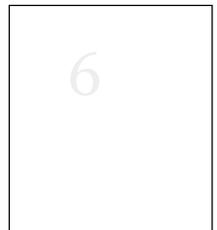
schools, without mentioning university instructors, will have various opportunities to get acquainted with the phonological, as well as other rich disciplines of linguistic domains related to language pedagogy to further upgrade the levels of English language education in Japan.

*Readers wishing to receive copies of the Sammy figures or the questionnaire, please send a stamped, self-addressed envelope to the writer: Dr. Yukiko S. Jolly, Graduate School for Intercultural Communication, Aichi Shukutoku University, 9 Katahira, Nagakuke, Nagakute-cho, Aichi-gun, Aichi-ken 480-1197*

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It has been said that the Japanese language is being degraded by the constant use of English loanwords. In one sense, this may be true, but it may not be totally accurate. One can easily find English loanwords in daily newspapers, magazines, books, and textbooks. Sometimes the original meanings of these loanwords are, for example *mansion*, *motel*, and *depart*. At other times, the meaning remains the same, but the pronunciation is completely altered making it difficult for a nonnative Japanese speaker to understand. For example, the word *McDonald's* is pronounced as *makudonarudo* in Japanese.

The tremendous number of English words used in the Japanese language should be a great aid to learning English because many of these words are already familiar to Japanese students. These words are directly borrowed from the English language, so that it is easy

to analogize the original English word out of English loanwords in Japanese. Yoshida (1978) studied the learning of English vocabulary by a Japanese-speaking child living in the United States. She found that English loanwords in Japanese helped the children to relate to the words quickly. Some words are changed to the English sound system by the children but some are not. The second language learner clearly brings to the L2 learning task the benefits of knowing L1 vocabulary and of cognitive development in the first language.

However, Japanese learners have a tendency to pronounce English lexical items in terms of syllables and words learned in a Japanese phonological context, (Pennington, 1987; Riney and Anderson-Hsieh, 1993). With the

present level of pronunciation of University of Aizu students in mind, we have designed some pronunciation consciousness raising activities through developing a database of English loanwords in class. Developing a database of English loanwords should be quite useful for Japanese learners of English. An English loanword database could be used to deepen a Japanese L2 learner's insight into the differences in pronunciation between the original English and the corresponding English loanwords in Japanese.

This paper introduces a method for improving the pronunciation of Japanese students through the use of English loanwords. However, there are several *difficulties associated with loanwords*. Japanese people often use English in quite creative ways, though with mystifying results for the native speaker of English. At times, nonnative speakers of

# Using English Loanwords to Teach English Pronunciation to Japanese

本論文では英語からの借用語を使用することにより日本人学生の英語の発音を改善する方法を紹介する。今日、日本語で使用されている非常に多くの英語からの借用語が、すでに日本人学習者にとってなじみの深いものになっているので、日本人が英語を習得する際に大きな助けになると考えられる。そこで、日本人学習者に借用語データベースを作成させ英語の発音の学習に利用する。このデータベースにより、日本人学習者は、元の英語の単語とそれに対応する日本語借用語の発音の違いに対する洞察力を身につけることができる。日本人の英語の発音を改善するために借用語データベースを使用した教室での活動について紹介する。借用語データベースの作成の他に、次の三つの活動を順に紹介する。ウォームアップとして学生は借用語と元の英語の単語をつなげる練習をする。次に、教師が提示した借用語を学生はカテゴリ別に分類する。三番めに、学生自身が集めた借用語をカテゴリ別に分別する。活動の最後に、教師の発音を模範として学生は元の英語の単語の発音練習をする。

English try to pronounce loanwords as they are pronounced in English. However, most Japanese speakers pronounce them according to the Japanese sound system. Therefore, it becomes very difficult for native speakers of English or other nonnative Japanese speakers to understand these spoken loanwords. The pronunciation can be so distorted that native speakers can not recognize the Japanese version from the original word. For example, a person unfamiliar to Japanese cannot imagine *pasokon* denotes the word *personal computer*.

One factor to consider is transmission of the original meaning when introducing loanwords into Japanese. One activity, which is called "False Friends," provides students with the following examples:

1. *Handle* in Japanese means *steering wheel* in English.
2. *Back mirror* in Japanese means *rearview mirror* in English.
3. *Super* in Japanese means *supermarket* in English.
4. *Mansion* in Japanese means *condominium* in English.
5. *Paper test* in Japanese means *written test* in English.

If a student can distinguish the sound differences between the original English and Japanese version of the words and can implement words as part of his/her vocabulary, his or her English proficiency can be improved. Using loanwords may be considered as a hindrance to L2 learning by many people, but it is wiser to utilize those loanwords to increase one's vocabulary. Therefore, the loanword database is beneficial and useful to Japanese learners of English, as is the implementation of the database into the pronunciation practice activity.

### Pre-lesson

First, as an ongoing project, I have my Japanese students develop an English loanword database either in the classroom or as a homework assignment. The database includes the original English words and the romanji and katakana versions of the word. Students can gather English loanwords in Japanese through reading daily newspapers, books, textbooks, technical manuals, street signs, labels of daily commodities and extract the English loanwords from them. This exercise is helpful because students are able to recognize the differences among the words by just a quick glance. Students learn the pronunciation of the words as a set, i.e., the original English and the corresponding Japa-

nese word together. After creating a general English loanword database, students may continue to develop a database specific to their field of study. This is helpful for students to focus on those words related to their major that they would like to learn. For example, since the University of Aizu is a computer science university, it is helpful for students to develop a computer science and technology word database.

Making a loanword database can effectively help L2 learners learn a language. An example of English loanword database is shown in Appendix 1.

### Consciousness Raising Activities

First, a warm-up activity is introduced by the teacher. In this activity the teacher prepares a list of word pairs which show the Japanese loanword written in katakana with Romaji at the left and the original English word at the right at in random order. The teacher asks the students to connect appropriate words. This activity requires about 5 minutes to complete. Students are made aware of the general features of loanwords by connecting the loanwords with the correct English words as illustrated in Appendix 2.

akusesu (アクセス) ----- access  
eakon (エアコン) ----- air conditioner

After matching the katakana to the corresponding English word, the students practice pronunciation of the English sample words one by one after the teacher. This activity requires about 10-15 minutes.

The teacher should have the students listen to the sound carefully and point out the differences between the original English pronunciation and that of the corresponding loanword. In this way, students can develop an awareness of the

difference of pronunciation between a loanword and the original English word. As a result, students are more conscious of the loanwords that are introduced in Japanese and will be able to pronounce the original English word more authentically through this easy warm-up activity.

After this activity, the teacher gives the students some loanwords from the list so that they can practice what they learned in the warm-up activity. The object of the activity is to associate the loanword with the corresponding English word that they may have seen beforehand. Again, the teacher can repeat the form-focus pronunciation exercise and model the correct pronunciation of the English words. The students then repeat and practice the words until they have gained an awareness of the differences between the English word and corresponding loanword.

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*The tremendous number of English words used in the Japanese language should be a great aid to learning English.*

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The next pronunciation activity involves a presentation regarding different categories of Japanese loanwords borrowed from English that are grouped according to the specific features of each word.

Category 1: Loanwords that have essentially the same pronunciation, or only minor difference in accent, or minor changes to suit the Japanese katakana alphabet.

*Examples*

ball	bohru	ボール
computer	konpyuta	コンピュータ
milk	miruku	ミルク

Category 2: Loanwords that have been changed because a particular English sound does not exist in the Japanese syllabary.

*Examples*

filed	fihruo	フィールド
vision	bijyon	ビジョン
tourist	tsuhrisuto	ツーリスト

Category 3: Loanwords that reflect consonant clusters in English.

*Examples*

clutch	kuracchi	クラッチ
McDonald's	makudonarudo	マクドナルド
plastic	purasuchikku	プラスチック

Category 4: Loanwords that have been shortened.

*Examples*

television	terebi	テレビ
building	biru	ビル

Category 5: Loanwords that have been shortened and combined.

*Examples*

personal computer	pasokon	パソコン
air conditioner	eakon	エアコン

Some loanwords may fall into more than one category because those words have many features. This is an interesting and helpful task for students to increase their awareness of the differences in pronunciation between the English word and corresponding loanword in Japanese. Categories 1 and 2 should be very easy for Japanese students to learn once they understand the reasons for the slight changes in pronunciation or accent. As for category 3, the teacher can come up with ideas on consonant clusters to help student awareness. Categories 4 and 5 might be a matter of rote memorization.

After students learn the five different categories of loanwords, they categorize the words by themselves. The students are required to fill in the blanks of the table based on the five categories mentioned above in Appendix 4. This activity re-

quires about 20 minutes. In accordance with each category, the teacher asks in what categories the katakana loanwords are most closely associated with English pronunciation. Once again the students are asked to practice the pronunciation of the English words after the discussion.

**Conclusion**

In sum, one major advantage of pronunciation consciousness raising activities is that the influence of English loanwords, including katakana English, can be reduced and a student's knowledge of vocabulary can be rapidly increased. I agree with the philosophy of L2 learning that the student should acquire sufficient knowledge and skills of L1 before learning L2. Ringbom (1987, p. 134) concludes that the importance of L1 in L2 learning is absolutely fundamental. The students can acquire new information by making use of already existing knowledge, thereby facilitating learning. Based on this acquired L1 knowledge, the student can recognize the sound differences between the original English words and corresponding words in Japanese and thereby improve their L2 pronunciation. Although these exercises are for Japanese learning English, the same principle can also be applied to native speakers of English who are learning German or French which also have many English loanwords.

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Appendix 1

English Word	Loan Word	Katakana			
access	akusesu	アクセス	flow	frou	フロー
AIDS	eizu	エイズ	follow-up	forohappu	フォローアップ
air conditioner	eakon	エアコン	gamble	gyanburu	ギャンブル
alarm	arahmu	アラーム	garden	gahden	ガーデン
amateur	ama	アマ	genre	janru	ジャンル
ball	bohru	ボール	golfe	gorufu	ゴルフ
bargain	bahgen	バーゲン	Çaround	guraund	グラウンド
bed	beddo	ベッド	group	guruhpu	グループ
beer	bihru	ビール	guide	gaido	ガイド
bonus	bohnasu	ボーナス	guideline	gaidorain	ガイドライン
building	biru	ビル	hardware	hahdowea	ハードウェア
business	bizinesu	ビジネス	harmony	hahmonih	ハーモニー
cake	kehki	ケーキ	hotel	hoteru	ホテル
calendar	karendah	カレンダー	humor	yuhmoa	ユーモア
camera	kamera	カメラ	idle	aidoru	アイドル
campaign	kyanpehn	キャンペーン	incentive	insentibu	インセンティブ
campus	kyanpasu	キャンパス	information	infomehshon	インフォメーション
card	kahdo	カード	informed concept	infohmudo konseputo	インフォームドコンセプト
career	kyaria	キャリア	セプト		
catalogue	katarogu	カタログ	infrastructure	infura	インフラ
chain	chein	チェイン	interior	interia	インテリア
challenge	charenji	チャレンジ	label	raberu	ラベル
chance	chansu	チャンス	layout	reiauto	レイアウト
chart	chahto	チャート	leader	rihda	リーダー
check	chekku	チェック	license	raisensu	ライセンス
cleaning	kurihningu	クリーニング	life	raifu	ライフ
clinic	kurinikku	クリニック	manager	manejah	マネジャー
coffee	kohhi	コーヒー	manual	manyuaru	マニュアル
coin locker	koin rokker	コイン ロッカー	mark	mahku	マーク
color	karah	カラー	McDonald's	makudonarudo	マクドナルド
command	komando	コマンド	message	messehji	メッセージ
comment	komento	コメント	model	moderu	モデル
computer	konpyuhta	コンピュータ	neck-tie	nekutai	ネクタイ
concrete	konkurihto	コンクリート	news	nyusu	ニュース
contact	kontakuto	コンタクト	off-peak	ofu-pihku	オフピーク
convenience store	konbini	コンビニ	online	onrain	オンライン
copy	kopih	コピー	option	opushon	オプション
course	kohsu	コース	orientation	orientehshon	オリエンテーション
credit card	kureditto kahdo	クレジットカード	pamphlet	panfuretto	パンフレット
curriculum	karikyuramu	カリキュラム	party	pahti	パーティー
curtain	kahten	カーテン	plastic	prasuchikku	プラスチック
dash	dasshu	ダッシュ	platform	purattohohmu	プラットフォーム
data	dehta	データ	post	posuto	ポスト
database	dehtabehsu	データベース	present	purezento	プレゼント
debut	debyu	デビュー	print	printo	プリント
demonstration	demo	デモ	professional	puro	プロ
design	dezain	デザイン	project team	projekuto chihmu	プロジェクトチーム
disk	disuku	ディスク	quiz	quizu	クイズ
door	doa	ドア	race	rehsu	レース
easy-made	ihjih-meido	イージーメイド	radio	rajio	ラジオ
elevator	erebehta	エレベータ	reader	rihdah	リーダー
engineer	enjinia	エンジニア	real time	rearutaimu	リアルタイム
escalator	eskarehta	エスカレータ	receipt	reshihto	レシート
fashion	fashon	ファッション	recycle	risaikuru	リサイクル
file	fairu	ファイル	reform	rifohmu	リフォーム
			rental	rentaru	レンタル
			schedule	sukejyuru	スケジュール

scoop	sukuhpu	スクープ
series	shirihzu	シリーズ
service	sahbisu	サービス
sexual harassment	sekuhara	セクハラ
shampoo	shanpuh	シャンプー
sheet	shihto	シート
shop	shoppu	ショップ
shower	shawah	シャワー
software	sofutowea	ソフトウエア
specialist	supeshiarisuto	スペシャリスト
speed	supihdo	スピード
sports center	supohtsu senta	スポーツセンター
star	sutah	スター
summer sale	samah sehru	サマーセール
surveillance	sabeiransu	サバイランス
system	sisutemu	システム
tape	tehpu	テープ
taxi	takushi	タクシー
television	terebi	テレビ
tennis	tenisu	テニス
terminal	tahminaru	ターミナル
ticket	chiketto	チケット
tomato	tomato	トマト
tourist	tshrisuto	ツーリスト
towel	taoru	タオル
uniform	yunifohmu	ユニフォーム
video	bideo	ビデオ
vision	bijyon	ビジョン
volunteer	borantia	ボランティア
whisky	uisuki	ウイスキー
white shirt	wai shatsu	ワイシャツ
wine	wain	ワイン

5 Shortened/Combined nese Language  
Characteristic of Japanese Language

Category & Possible corrective (Group)	Example
1 Teach some of main differences	wine, quiz, bargain,
2 Teach some of main differences	vision, tourist
3 Teach some of main differences	McDonald's, plastic
4 Unrecognizable/uncorrectable	television, building
5 Unrecognizable/uncorrectable	personal computer

*Groups of Japanese Loanword from English*

1. Many loanwords have essentially the same pronunciation, or only minor difference is accent, or minor changes to suit Japanese katakana alphabet.
2. Some loanwords have been changed because the English sound does not exist in the Japanese syllabary.
3. Loanwords that reflect consonant clusters in English.
4. Loanwords that have been shortened.
5. Loanwords that have been shortened and combined.

**Appendix 4**

*Organizing the Category*

Category (group)	<u>Example</u>
1	
2	
3	
4	
5	

**Appendix 2**

*Simple Warm-up Exercise*

1) アクセス (akusesu)	file
2) エアコン (eakon)	real time
3) ファイル (fairu)	sexual harassment
4) リアルタイム (riarutaimu)	tourist
5) プロ (puro)	license
6) テレビ (terebi)	access
7) ワイン (wain)	air conditioner
8) セクハラ (sekuhara)	professional
9) ツーリスト (tshrisuto)	television
10) ライセンス (raisensu)	wine

**Appendix 3**

*Pronunciation Conscious Raising Activities*

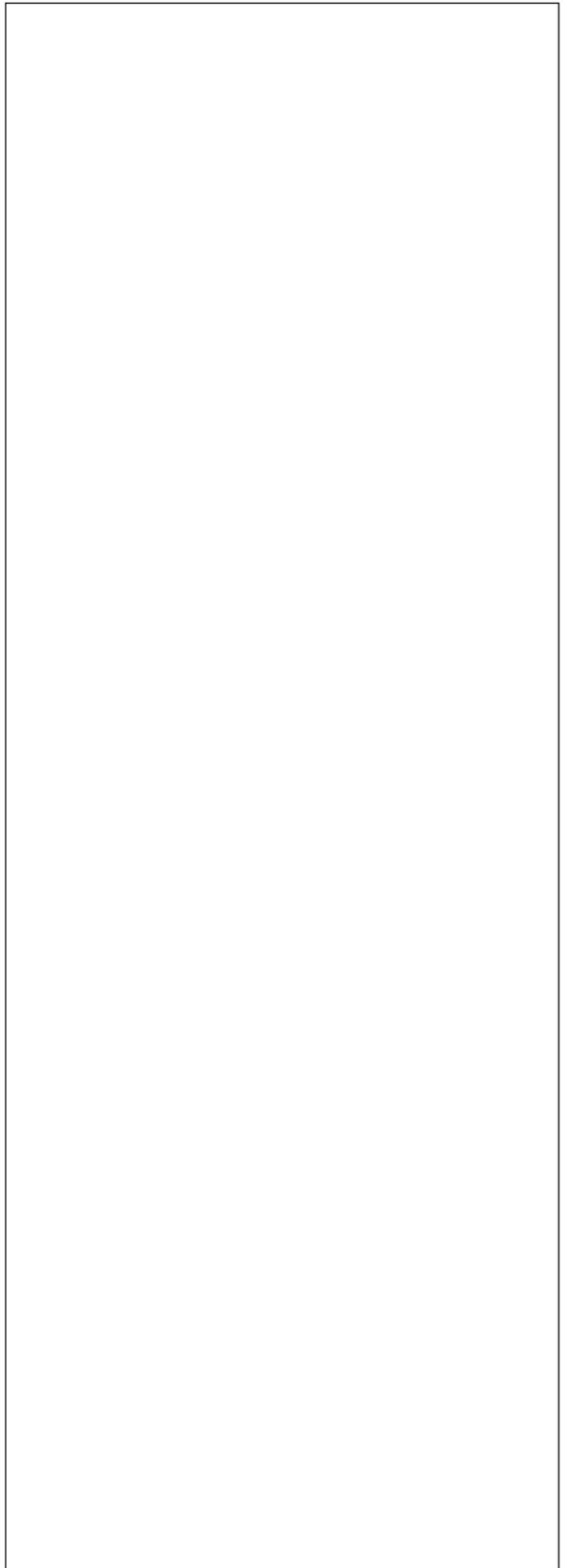
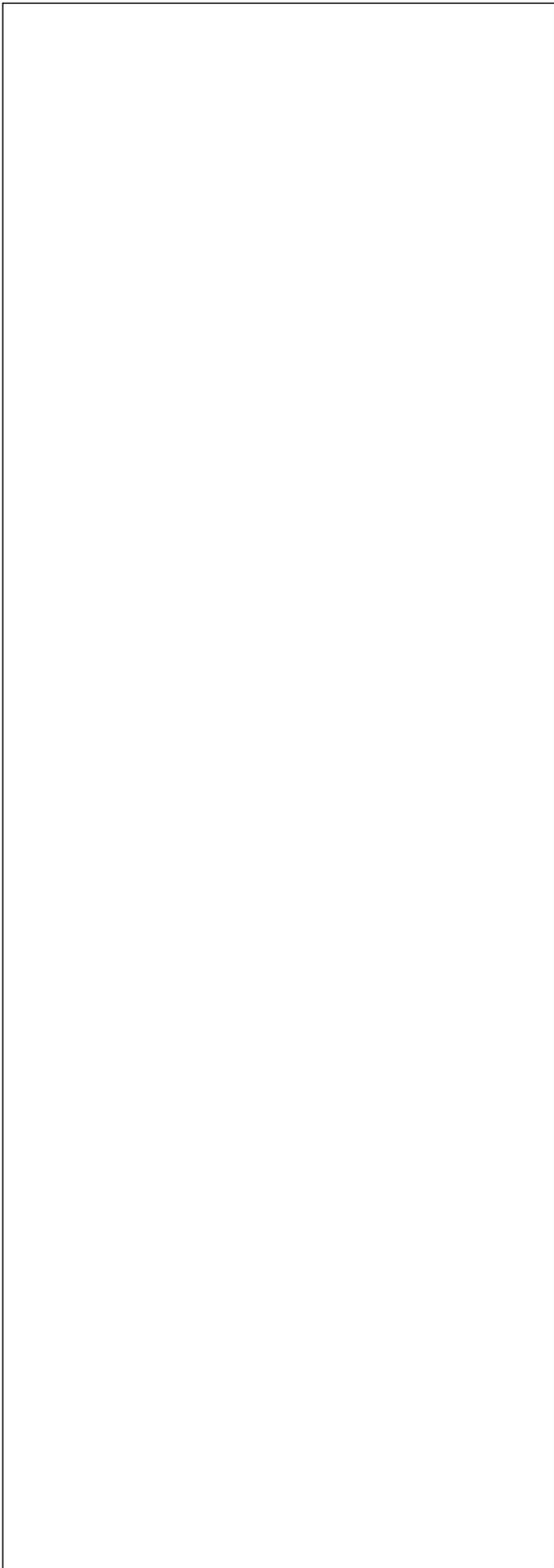
Category & Main problem (Group)	Reasons why L1 interfered with L2
1 Stress	Different stress
2 Pronunciation	Doesn't contain the sound
3 Consonant Cluster	Doesn't have any cluster
4 Shortened	Characteristic of Japanese Language

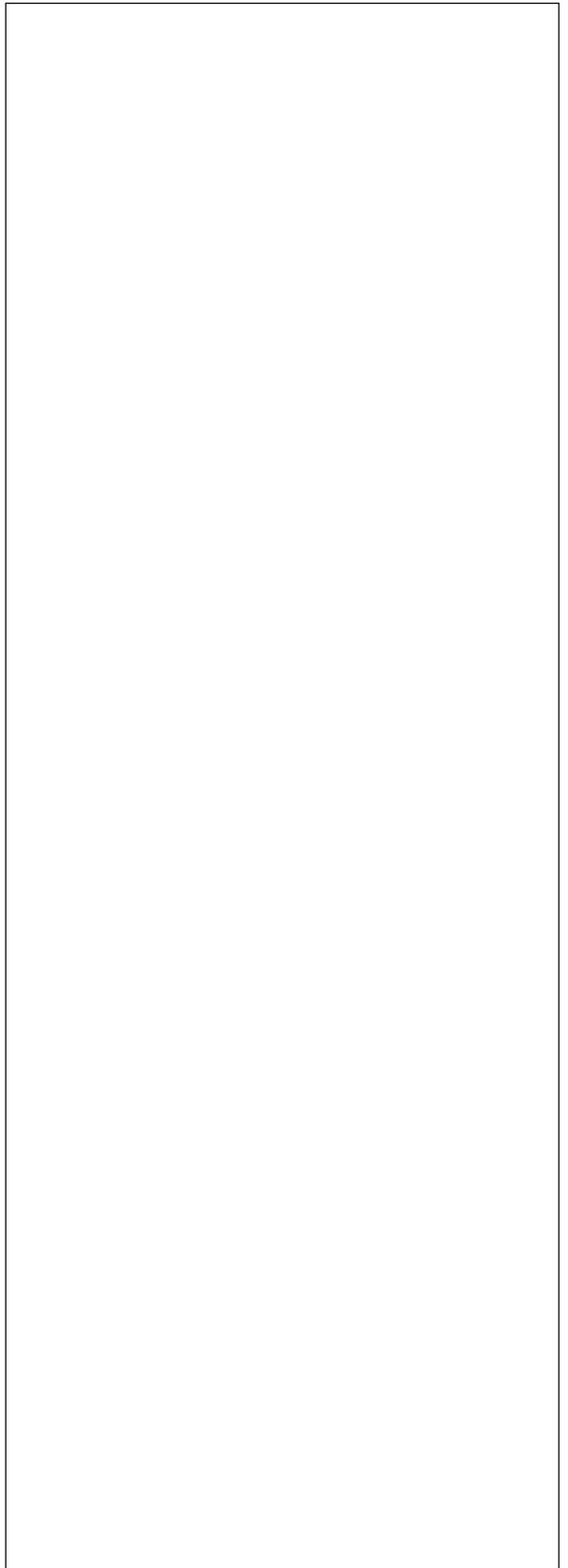
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Addendum**

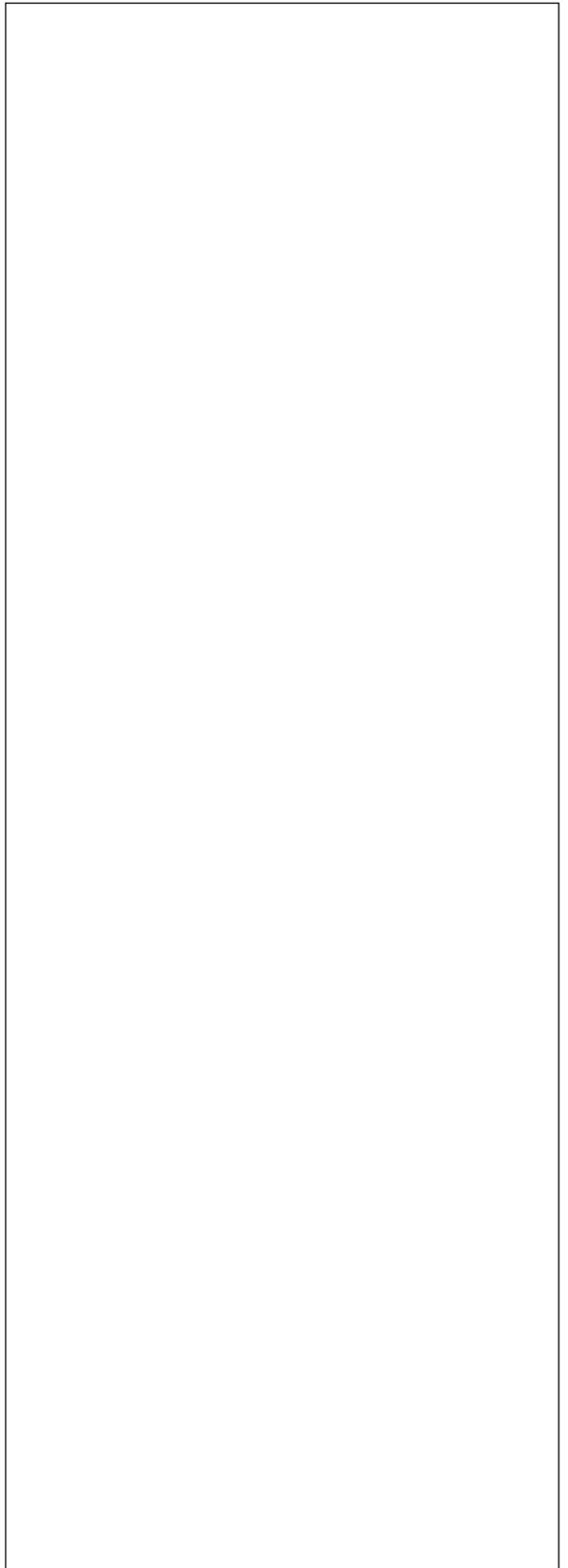
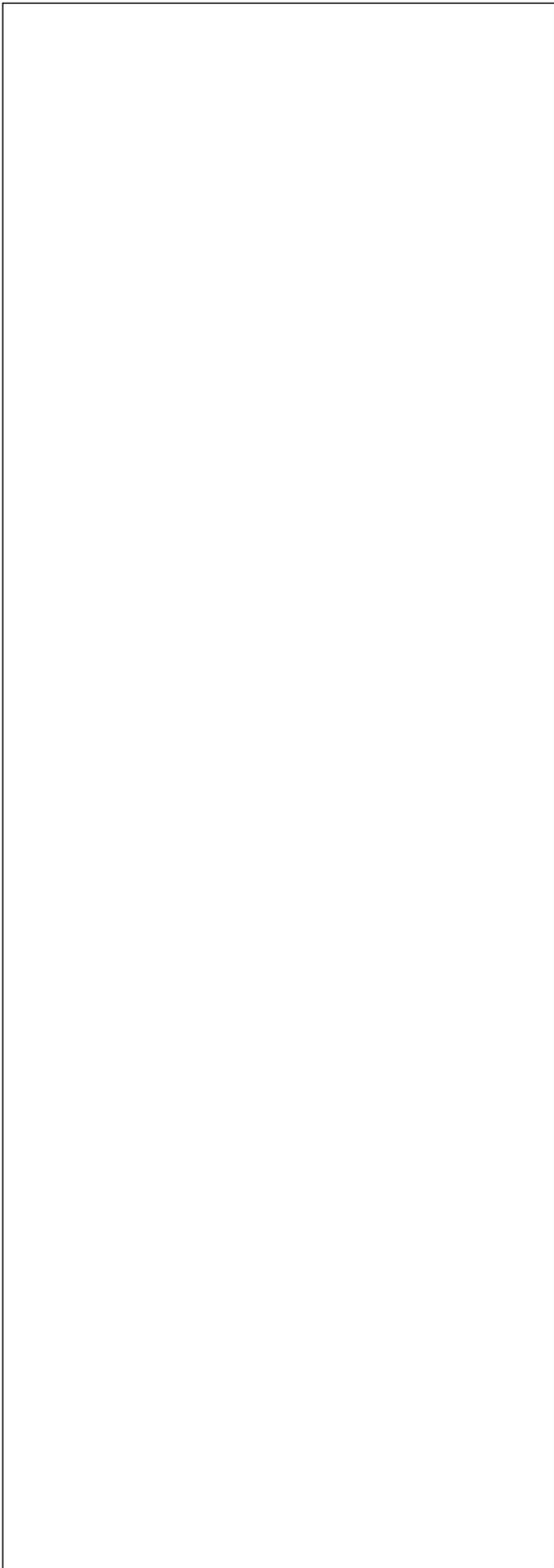
Tuttle Publishing is sponsoring the JR Passes for our main speaker, Anne Burns, and the Asian Scholar, Dr. In Lee, at JALT2000. The conference organisers wish to apologize for incorrectly listing them as Tuttle Shokai in the July supplement.

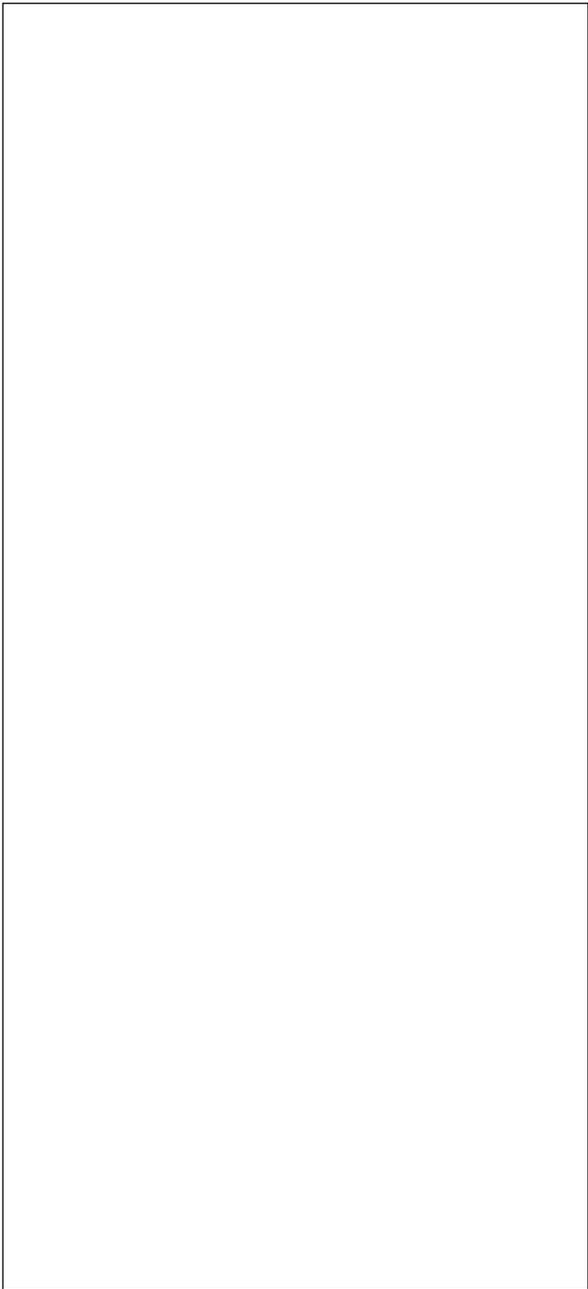
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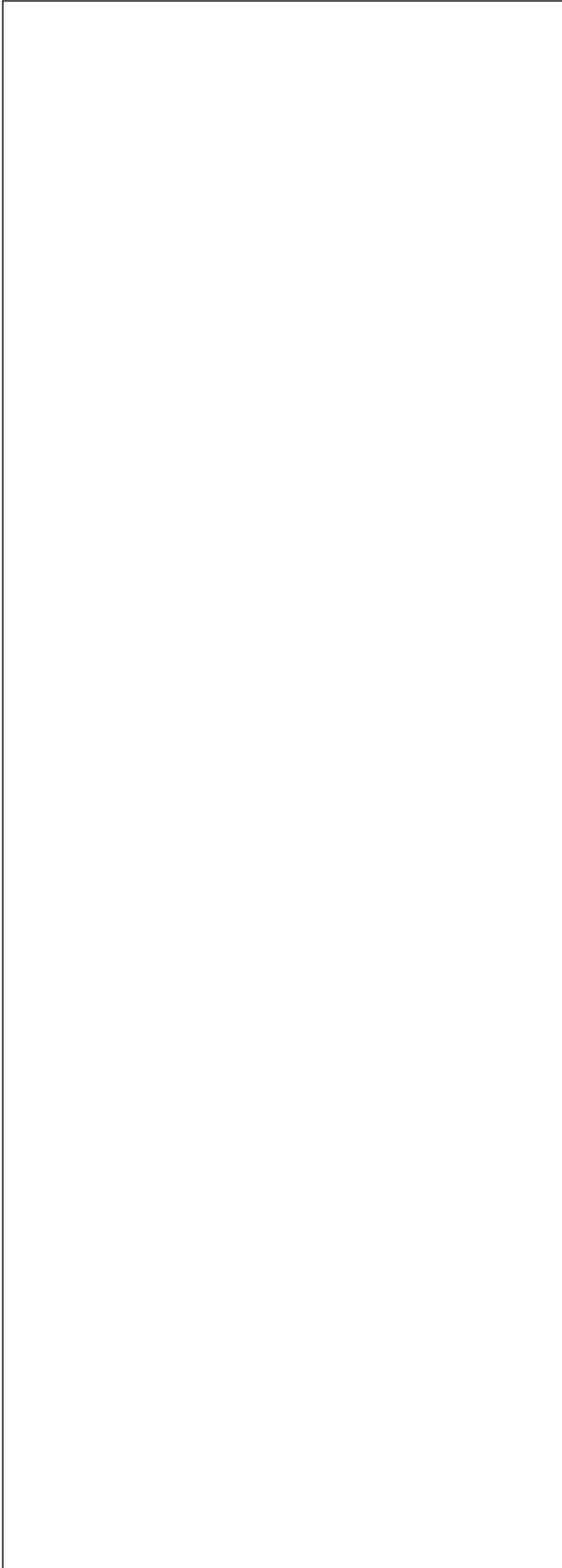
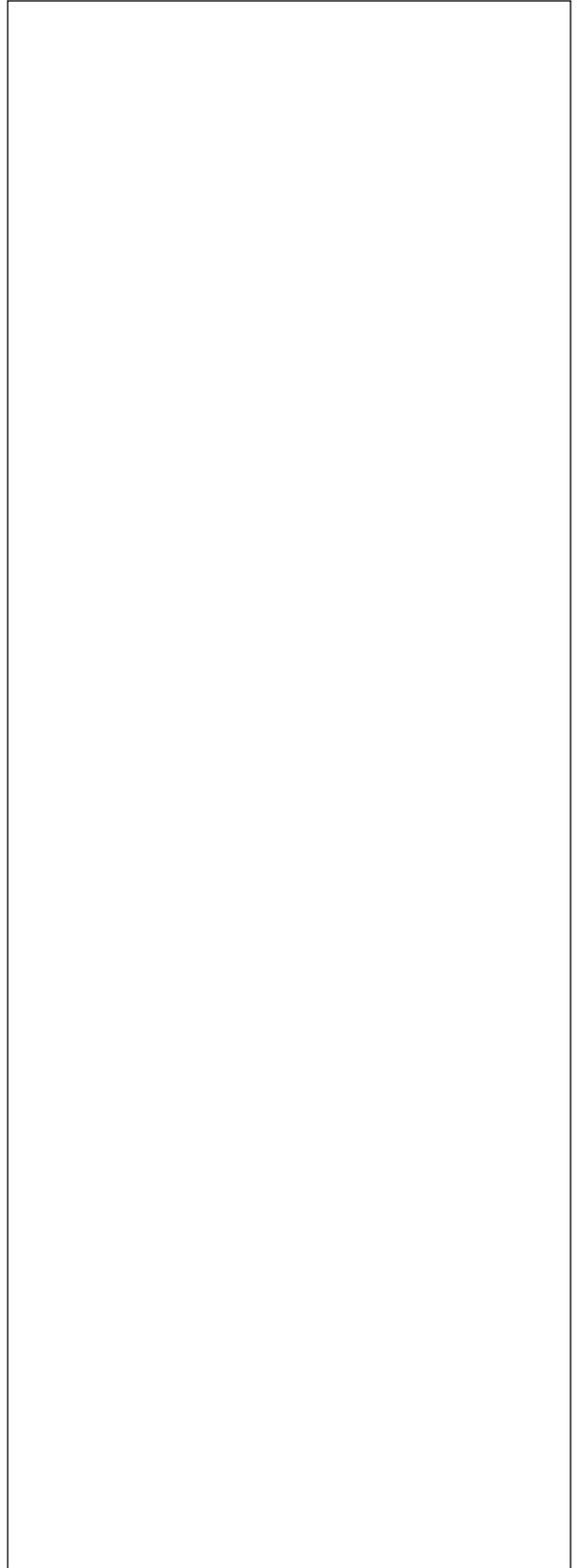




This essay is concerned with the work carried out by the JTEs (Japanese Teachers of English) and the AETs (Assistant English Teachers) in seven local junior high schools (JHS) of Kasukabe City. It reports on the findings from a questionnaire sent to and completed by 21 JTEs and 7 AETs of the project schools with the aim of collecting two types of data:

- (i) What kind of 'resources' do JTEs and AETs in Kasukabe City have?
- (ii) What kind of procedures do JTEs and AETs actually adopt in order to team-teach?

By using the information collected, I shall make some suggestions for re-thinking the problems associated with Japanese team-teaching in English teaching, and conclude by summarizing the main findings within the text.

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## **Informational Seminar on the Computer-Based TOEFL**

Robert L. Brock, *Kokugakuin University*

Starting from October 2000, the *Test of English as a Foreign Language* (TOEFL) will be available in Japan as a new computer-based test, the *TOEFL-CBT* (see the advertisement in TLT May 2000 pp. 31-32). Whereas the pencil and paper test has been held only a few times a year, the computer-based test can be taken by appointment at a designated center, at a date and time to suit the candidate. One of the major changes is that every test will include an essay which is included in the score. The essay can be typed or hand written. Up to now the *TOEFL* essay (Test of Written English—TWE) has been optional and scored separately. Another change is that the *TOEFL-CBT* is computer-adaptive, which means that the computer program selects the level of difficulty of the next test item according to how many of the previous questions the candidate has answered correctly. The program is thus continually estimating the candidate's level and refining the accuracy of its estimate. The candidate's unofficial scores, except for the essay, are displayed immediately on the computer screen at the end of the test.

To introduce and explain these changes, Temple University in Tokyo hosted an informational seminar on May 20 with presentations by the *Japan Language Testing Association* (JLTA) and *Educational Testing Service* (ETS). Participants were welcomed by the Dean of Temple University Japan, Professor Richard Joslyn, who explained that Temple will be one of three testing centers in Tokyo. About 100 people attended, the great majority of whom were Japanese.

To inform participants of the theory behind *TOEFL-CBT*, Professors Randy Thrasher and Youichi Nakamura of JLTA gave a lecture in Japanese on "Basic Concepts in Language Testing." This was supplemented by both a booklet and slides in English. They first reviewed classical test theory and then went on to explain how item response theory can be used to yield sample-free calibration, where the estimate of a candidate's level of ability does not depend on the particular items he or she was tested on. This forms the basis of *TOEFL-CBT's* computer-adaptive testing, where the program selects questions suitable to the apparent level of the candidate from a large pool of test items.

In the second part of the seminar, Gena Netten and Phil Everson of ETS reviewed the history of the

*TOEFL* and explained what *TOEFL-CBT* now entails. With the assistance of Professor Yoshida of Sophia University, they also discussed how to prepare students for the test.

In future computer-testing centers, candidates will sit at individual workstations, each with volume-adjustable headphones. They first work through a tutorial on the use of the computer. Then the test commences with the listening section. During this part of the test the computer displays pictures which provide a context for the questions. While most questions remain multiple choice, some now require more than one answer. There are also new question types where candidates have to identify items depicted in a picture on the computer screen, select the correct order for a process, or sort items into categories. The structure section follows the listening section and both of them are computer-adaptive. After a five-minute break, candidates do the non-adaptive reading section and finish the test with their essay.

The *TOEFL-CBT* was introduced in some countries in 1998. A comparison test on subjects taking both the pencil and paper test and the computer test showed no difference in group performance. The pencil and paper test will remain through the 2000-1 testing year and will continue to be administered in three remote centers in Japan. This test will include a compulsory TWE essay from July 2000. As the two versions of the *TOEFL* are concurrent and scores remain valid for two years, the two versions of the test have non-overlapping score ranges to differentiate them. However, results on one version can be matched with the other using concordance tables provided by ETS.

The room where the seminar was held will contain the computer testing center, which has not yet been installed. While Mr. Everson demonstrated how to answer questions on a screen projected from his laptop, participants could not get any hands-on experience themselves. This would have been useful - one person announced she would take the first available computer test in order to explain the procedure to her students.

Further information on *TOEFL-CBT* is available from the *TOEFL* website <http://www.toefl.org>, and sample material, the computer tutorial, and practice tests are available on CD-ROMs from ETS.

This month highlights the efforts of Himeji President Bill Balsamo to help his chapter by way of a special service: that of a highly successful newsletter which provides useful information on chapter activities and so on. The coeditors encourage 800-850 word reports (in English, Japanese, or a combination of both).



## A Chapter's Newsletter

by William M. Balsamo



When the economic slump hit Japan in the early 90s, the tremors of that quake affected JALT's membership and financial stability. Memberships began to dwindle and chapters suffered a reduction in budget. Gradually, Himeji too was faced with this problem for we realized that only a third of the enrolled members were actually attending meetings; others were simply unaware of what happened at our venues. It had become a matter of survival. Consequently, three years ago, the officers of the chapter decided to publish a newsletter in order to reach new members and keep established members informed of chapter activities.

The initial effort was modest: a four-page paper with basic information published four times a year and focusing mainly on chapter affairs as well as the contents of general presentations at meetings. However, since then, our four-page newsletter has evolved into sixteen pages and is distributed to teachers throughout Japan as well as educators working in Laos, Pakistan and so on. The paper now includes book reviews, interviews with teachers, useful websites and articles from teachers abroad. It has served our chapter well and given us an identity. Indeed, members often ask when the next issue will be forthcoming.

Interest in the newsletter has generated interest in the chapter itself and several new enthusiastic members in our chapter can be directly attributed to our newspaper. I have made it a habit, therefore, to distribute copies of our latest issue at international conferences, book fairs and chapter meetings. In addition, I leave copies at places frequented by the international English teaching community within our city, especially restaurants and pubs.

I see the newspaper, moreover, as serving several important functions. First, it advertises our chapter and its activities. Potential members with no previous knowledge of JALT become informed of chapter activities by means of the newsletter. Secondly, the newsletter is also a paper which brings English teachers into contact with one another. At the end of each article, the name, email address and profile of the contributing writer are included, leading to further contact.

Surprisingly, articles are easy to acquire and I have found that most of those who contribute do so willingly and with enthusiasm. Articles can be sent by email and are easily copied and pasted onto a Microsoft word layout. I often ask teachers to sub-

mit reviews of textbooks they may be using for the first time as well as ones recently published. I also solicit articles from English teachers in foreign countries inviting them to write about teaching situations abroad. I myself report on workshops and papers presented at international conferences. Furthermore, useful information can easily be acquired from newspapers and surfing the Net can lead to helpful educational websites of interest to English teachers.

As mentioned above, our chapter newsletter is now in its third year of publication. We have reached a point where the newsletter has integrated itself into the very identity and function of the chapter. However, as the paper develops, we also need to find a permanent home for it so that past issues can be stored and accessed. This presents another problem, for our chapter is currently searching for a home on the Internet in order to create an archive where past issues can be catalogued and recalled. For this to happen, it is expedient that someone with sufficient experience be willing to maintain a homepage and keep it up to date. If not, past issues of our newspaper will become obscured; future issues will have no permanence. Other factors involve funds needed to maintain such a site and a member with a sense of dedication and competency.

As with all endeavors, survival depends upon whether or not newcomers are willing to carry on where others leave off. If *Himeji JALT News* is to become a permanent fixture of the chapter, it is important that it become the work of a group rather than an individual. For a paper to continue publication, it requires editors, proofreaders, reporters, and those who can help with the printing, advertising, and distribution. For its survival, the newsletter needs dedicated individuals who can breathe new life and ideas into it.

Hopefully JALT Central may provide a free link for all chapters who publish a newsletter (or offer this service for a fee deducted from a chapter's budget). This would not only encourage chapters to begin newsletters of their own but also provide a permanent incentive for them to continue this valuable activity. JALT could initiate a new feature at the annual conferences—a special display for all chapters who publish a newspaper, an exhibition of these publications for all to consider seriously. This would be a further means of helping small chapters grow and all chapters to be informed of other chapters' activities.

## Describing the Dream Family

Christopher Glick, *University of Tokushima*

Student: "Mr. Glick, how many sisters do you have?"

Instructor: "Just one, a younger sister."

All of my first-year English lessons at the University of Tokushima are thematically arranged in an attempt to maintain a consistent context for each lesson. The second lesson revolves around families: It has a listening activity about my family, pronunciation practice with male and female names in a family tree, and practice describing (and guessing) the members of one's "dream family." The latter is an enjoyable pair activity in which students take turns describing and finally guessing each other's new and famous family members.

Using a handout (Fig. 1), you should have students follow as you read the directions. Then briefly sketch out an example dream family on the blackboard. Put your name in the center of the family tree and add new relatives with accompanying explanations, for example: Musashimaru (a sumo wrestler) as a brother who can protect you, Jodi Foster (an actress) as a sister who can lend you money easily, Matsuda Seiko (a singer) as a talented career woman and single mother, and Gorugo Saachiin (a secret agent in a Japanese comic) as a father with an exciting career. These examples give a range of possibilities for new family members—living, dead, real, fictional, Japanese, foreign. Since pets are often treated like family members, you might wish to draw in a pet as well, perhaps Pokémon. The students should be reminded that they can have any five additional family members they wish, be it three grandparents and two sisters, or five mothers, or whatever.

The students should then be told to make their own families, individually, and not to show their families to their partners. Usually it takes six to eight minutes for students to complete this step, although deciding who to add to the family can be remarkably taxing for some students. Pay attention to slow starters and prompt them with examples, perhaps Beethoven, Oda Nobunaga, Sanma (a TV *talento*), or Norika (an actress/model).

Once the students' families are complete, write the key questions from the center of the handout on the blackboard and explain what information each question elicits. Explain that the students will take turns asking about, then guessing each other's family members and drawing their partners' family trees in Box #2 on the handout. The activity should be modeled with one of the keener students in the class. In my case, I erase one of my family members, draw in a blank and walk a student through the questions written on the board. For example:

S: "What does she do?"

I: "She is a junior high school or high school student, but sometimes she fights monsters and people who cause trouble."

S: "What does she look like?"

I: "She has very long blonde hair and big blue eyes. She usually wears a sailor suit uniform with a skirt that is probably too short. Her legs are very long."

S: "What does she like to do?"

I: "She likes enjoying her school life and friends, but she also likes fighting, because she's quite strong."

S: "Can you tell me anything else?"

I: "Sure. My sister sometimes carries a big weapon, like a samurai sword or something, and she is a cartoon character."

S: "Is your sister Sailor Moon?"

I: "That's right!"

You should explain the task—ask about and guess your partner's family members—once more, then have the students begin. While they are working through the activity, move around the classroom to help those who are having problems and remind the students that the person being asked should only give answers, not explain everything at one time: i.e., the students must ask numerous questions to guess the family members. Once the students no longer need assistance, you might wish to ask about any unfamiliar names in their family trees to learn about what kinds of people your students are interested in.

Allow the students 10-15 minutes for questions, then stop the activity. After asking them to show their families to each other, you might wish to run a brief survey of common family members. From personal experience, Doraemon (a cartoon robot cat) is quite popular as a pet, Ichiro (a baseball player) and Einstein as male relatives.

By having students create their own families with people they know well and like, the task becomes more relevant and interesting than if they were asking about, for example, the Japanese Imperial family or their instructor's own family. The students must use some vocabulary for occupations (typically *actor*, *actress*, *singer*, or *baseball/soccer player*) and family relations. They must also think about how to describe people in limited detail (you can be very helpful here by suggesting descriptions of greater depth than "She's beautiful" while observing various groups).

**Figure 1. Guess who I'm related to!**

Have you ever had a fight with a brother or sister? Have you ever wished someone in your family were rich or famous? Well, today is your chance to change everything, because you're going to build your dream family!

In box #1, write your name on the blank in the center. Then draw a family tree with the names of *five new famous family members*: living or not, real or fictional. You decide what your new family looks like; for example, maybe you have 5 sisters or maybe two brothers, a grandmother, a father, and a husband. If you want, you can include a pet.

#1

You: \_\_\_\_\_

- Occupation: What does your brother do?  
*He's an engineer working for Toyota.*
- Appearance: What does your sister look like?  
*She's thin, blonde, and has long legs.*
- Interests: What does your wife like (to do)?  
*She likes to watch Tora-san's movies.*
- Can you tell me anything else?
- Last Question: Is your mother Matsuda Seiko?

#2

**Questions you should ask about your partner's family members:**

- How many family members/brothers/sisters/etc. do you have?

**Quick Guide**

**Key Words:** Describing People, Family Trees

**Learner English Level:** Low Intermediate and up

**Learner Maturity Level:** Junior High to Adult

**Preparation Time:** Only that for copying the handout and creating one's own "dream family"

**Activity Time:** Approximately 30 minutes

***A Communicative Way to Teach Prepositions of Place***

Rod Gottula, *Yanagida Agricultural High School, Ishikawa*

Teaching at an agricultural high school can be a tough job. Most of the students don't need English for their future careers, and motivating them to learn English is a constant challenge. However, I have found that the following lesson plan proves both enjoyable and appropriate for my students' abilities.

This lesson was designed to review prepositions of place with my first-year high school students. It is a communicative, task-based method that helps to strengthen the students' use of prepositions of place while incorporating important "everyday" vocabulary to do so.

The following materials are needed: several sets of markers, crayons, or colored pencils, two pieces of paper for each student, and handouts containing drawings that illustrate the prepositions of place you wish to teach, for example, a row of boxes with an "X" on the box, in the box, etc.

Begin the class by distributing the handout containing the visual representations of prepositions of place. Give students a minute or two to look over

the handout. Then orally review the prepositions of place with the students. I like to stand on a chair and say, "I am on the chair"; lift

the chair above my head and say, "I am under the chair"; and so on. This seems to get their attention. This part of the lesson takes about ten minutes.

Next, give students a piece of paper and tell them to draw a picture including ten of the following items, which you can write on the blackboard: a cloud, snow, rain, a rice field, a sun, a tree, a car, a bicycle, a house, a window, a door, a river, a mountain, a man, a woman, a boy, a girl, a dog, a cat, or a road. Students must use at least six of the eight major colors (red, orange, blue, yellow, brown, black, green, and purple) while drawing their pictures. Be sure to tell your students that this isn't an art class—stick figures will suffice—or they will spend the entire class drawing! Ten minutes should be enough time to draw the first picture—I find that using an egg timer keeps the students on task, as they can look up and see how much time they have left to finish.

After each student has drawn a picture, including at least ten different items in six different colors, the students are paired and told to sit back-to-back. Then,

using English only, student A must describe her picture to student B, while student B tries to draw the picture that student A is describing. When this is done, the students switch roles and student B describes his picture to Student A. About 20 to 30 minutes should be allowed for this part of the lesson, depending on your students' level of English. In order to help students avoid the use of Japanese, you can write the following sentence pattern on the blackboard: "There is \_\_\_\_\_ (preposition of place) \_\_\_\_\_." For example, "There is a cloud (above) the house." This seems to help them out quite a bit, since they have access to both grammatical structure and the names of the objects written on the blackboard.

Students of mine who have participated in this activity are often pleased that they are able to draw pictures that are relatively similar to the original drawing described to them. For example, if a car was between a tree and a house in the original picture, it was also between a tree and a house in the recon-

structed version, although sizes and shapes of the objects varied to a certain degree.

I am also pleased when I hear English being used by everyone in an effort to complete the task. Furthermore, I give my students evaluation forms at the end of the class, and in previous classes the majority of students have indicated that they found the activity enjoyable, useful, and not too difficult for their ability. Finally, I am happy that I was able to develop an enjoyable close-ended task that required both oral output and aural comprehension by all of the parties involved. I hope that this activity enables you to enjoy the same results with your class.

### Quick Guide

**Key Words:** Vocabulary, Prepositions of Place

**Learner English Level:** All

**Learner Maturity Level:** Junior High to Adult

**Preparation Time:** Very little

**Activity Time:** 40-60 minutes

## Utilizing English/Japanese Cards for Vocabulary Acquisition

Therese Suzuki, *Tokyo Denki University*

them list their own strengths and weaknesses. Then they are asked to expand on their answers by giving examples. Before long the students can talk about them-

Building a large vocabulary is essential when learning a second language. To help my students do this I have developed four card games that never fail to engage and motivate them. Students are responsible for making their own cards, although the first time you try these activities you may wish to prepare the cards yourself. They can be used to teach any kind of vocabulary, or they can be prepared in sentence form from reading passages in order to introduce words and their meanings in context. I introduce these activities when teaching adjectives that describe strengths and weaknesses of personality. After students have played the games and are familiar with the meanings of the words, I have

selves and write an essay describing themselves.

### Preparation

1. Students take a pretest to find out what they need to learn. The Japanese meaning for the English word is supplied. The students must supply the appropriate English word. At first the students may feel that this is a test. But I explain that this assignment's purpose is to determine what they already know and that no score will be taken. Students write, "I have a chance to learn \_\_\_\_\_ new words" at the bottom of the page.

2. The students then copy the correct words onto their sheets. This gives the teacher a chance to adjust

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

「すばらしい授業!、これを他の人にも試してもらいたい!」

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

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For more information, please contact the editor <tl\_t\_ms@jalt.org>

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the number of new words the students should work on with a partner. For example, if the student needs to learn ten new words, he or she begins by practicing only five new words. Each student finds a partner to practice with, and the partner increases the number of words to six, seven, eight, and so on until all words are mastered. This way the student meets with success through incremental, mastery learning.

3. Using the corrected pretest sheet, students now take a set of blank cards and write a Japanese word on one side of each card and its English equivalent on the other side. These cards are then utilized for vocabulary acquisition.

### The Activities

*Matching:* For pairs. One student places his/her cards English side up. The other student places his/her cards Japanese side up. The first student reads the Japanese on the card and the other student tries to match it with the English equivalent. The student says the English word and self-checks the back of the card to verify his/her choice. If the cards match, they are turned over. If not, the student tries again. When all the cards have been matched and turned over the students switch roles. Students continue until the words are mastered or the designated time is over.

*Antonyms:* After the students have practiced matching the English and Japanese cards, have them match the cards with their opposites. The instructor can easily monitor the students' comprehension.

*Concentration or Memory:* This activity is ideal for larger groups of five to seven or can be played by one student as solitaire. Use two sets of cards and spread them out on a table—one set with the English words face up and one with the Japanese words face up. Mix them up and cover each card with a blank card so that the word does not show. A student uncovers two cards, each time pronouncing the words. If the cards match in meaning, the stu-

dent takes them and has another turn. If the cards do not match, the next student gets a turn. When all the cards have been matched the student with the most matches wins.

*Slap A Card:* Ideal for larger groups of four to eight. Two sets of cards are required. Lay one set out on a table English side up. Give the other set of cards to a student who will read the Japanese. (This role is ideal for students who have been absent.) When the student reads the Japanese card, the students around the table must slap the corresponding English card. If the choice is correct the student takes the card. If the student is wrong he must give up a card to another player. Which player receives a forfeited card is determined by the students playing "Rock, Paper, Scissors." Students can actually end up in negative numbers so they must be careful as well as quick. When all the cards have been acquired the students tally their results to see who wins. A variation on this is to place the cards on the table Japanese side up and cover with playing cards. The student then reads the English and the students must find the Japanese.

### Why They Work

These activities work for several reasons. First, students can use a translation-equivalents approach to vocabulary learning that doesn't overwhelm them. They are also motivated by the game quality of these activities. The students create the flash cards themselves and see marked proof of their development.

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#### Quick Guide

Key Words: Vocabulary, Translation Equivalents

Learner English Level: All levels

Learner Maturity Level: Junior High to Adult

Preparation Time: 20-40 minutes (if instructor makes the cards—first time only)

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## Book Reviews

edited by katherine isbell and oda masaki

The following three texts are part of the Professional Development Collection edited by Anne Burns for the National Centre for English Language Teaching and Research at Macquarie University in Sydney, Australia. Each slim volume attempts to summarize recent research findings culled mainly from the field of Australian adult ESL and provide suggestions as to how teachers might implement or examine the issues in their own classroom. Each book is organized in the same way: on the left-hand pages are quotations from various published journal articles and books, and on the right-hand pages are practical examples, ideas, and suggestions for the classroom. Each book concludes with a list of the cited references and a short suggested reading list.

**Monitoring Learner Progress.** Kristine Brown. Sydney, Australia: Macquarie University, 1999. pp. 39. AUD \$14.95. ISBN: 1-86508-495-2.

*Monitoring Learner Progress* is a succinct volume on some of the theory and practice of assessing learner achievement in language classes. It serves as a good start for those interested in non-test-based assessment and would be an ideal basis for an in-service workshop on classroom assessment. There are five chapters: recording informal observations, keeping portfolios, determining assessment criteria, monitoring non-language outcomes, and self-assessment.

*Monitoring Learner Progress* is somewhat weak on the left-hand side of the book. Most of the quotations are just snippets of published articles and books, and they left me wanting to know more. Unfortunately, many of the quotations are from what appear to be obscure journals and other NCELTR publications, which many readers in Japan might find difficult to obtain.

The best and most practical parts of the book are the suggestions for the classroom and practical examples. Though some are basic and simplistic, there are several easy-to-adapt charts, rating scales, and observation sheets that could be used in a variety of contexts in Japan. Since the focus is on emerging areas of classroom assessment such as portfolios, peer assessment, and non-learning outcomes, many teachers who are looking for some alternatives to the traditional pencil-and-paper-type testing would find this book a good starting point.

Reviewed by Brian Asbjornson  
Chuo University

**Teaching Disparate Learner Groups.** Kristine Brown. Sydney, Australia: Macquarie University, 1999. pp. 36. AUD \$14.95. ISBN: 1-86408-493-6.

*Teaching Disparate Learner Groups* is an excellent resource for those who face the challenge of teaching widely variant levels of learners. Both experienced and inexperienced teachers will benefit from the excellent presentation of research findings. While a number of the findings may seem obvious, there are also some interesting, counterintuitive findings. For example, one class survey showed that students did not mind mixed levels since they could learn from and help each other. This is a good reminder not to assume we know how learners feel and not to project our frustrations with varied levels onto the class.

Since the research was done in Australia, the cultural differences ESL teachers face among learners there was fascinating but difficult to relate to teaching in Japan. Nevertheless, cultural factors compose only part of the first chapter, which also includes discussions on social and affective factors—highly relevant in any teaching situation. The remaining six chapters cover learners' perceptions and beliefs, course designing and planning, methodology, materials and activities, classroom management and grouping, and collaborative teaching. The book contains numerous practical suggestions for the classroom like regularly rearranging the seating, having students make portfolios of their writing, and designing a way for students to check their own homework.

What really makes *Teaching Disparate Learner Groups* highly recommendable is that the research findings and classroom suggestions are presented in an accessible, succinct style, making the book an excellent reference. In addition, this book is a superb model for publishing action research findings in a way that teachers on the front lines can benefit from immediately.

Reviewed by Scott Bronner  
Waseda University, Tokyo

**Developing Critical literacy.** Kristine Brown. Sydney, Australia: Macquarie University, 1999. pp. 40. AUD \$14.95. ISBN: 1-86408-494-4.

Critical literacy is a complex concept that is both an ideology and a pedagogy. *Developing Critical Literacy* attempts to define critical literacy and provide strategies for teaching it in the setting of the language classroom. Critical literacy is grounded in the idea that no text is neutral, and even the most benign texts can reflect values and relations of power. Reading critically requires the readers to go beyond decoding a text for surface-level comprehension, and

critical literacy activities aim to engage the readers in such a way that they begin to question a text and their reaction to that text.

Did I gain this understanding of critical literacy from reading *Developing Critical Literacy*? Not really. The goal of a short, practical book that draws “together research, theory and practice” (back cover), although worthwhile, may in fact hinder the reader’s comprehension of such an intricate subject. While the book covers many questions educators would have about critical literacy, for example, is it possible to teach critical literacy to low-level students or how can critical literacy be introduced into the classroom, it does so very, very succinctly. It is hard to determine who this book is for because a reader with little knowledge of critical literacy might be left with more questions unanswered than answered, and a reader wishing for a deeper understanding of critical literacy might be left unsatisfied.

In the forward, Brown admits that many of the examples are drawn from previous published works, and I recommend that teachers serious about incorporating critical literacy go directly to the source material, *Teachers’ Voices 3*, for a better introduction to this fascinating issue.

Reviewed by Katharine Isbell  
Miyazaki International College

#### Reference

Burn, A., & Hood, S. (Eds.). (1998). *Teachers’ voices 3: Teaching critical literacy*. Sydney: NCELTR.

**Beginning to Write.** Arthur Brookes and Peter Grundy. Cambridge: Cambridge University Press, 1998. pp. 192. ¥4180. ISBN: 0-521-58979-7.

*Beginning to Write* is an addition to Cambridge Handbooks for Language Teachers, a series now numbering twenty-eight titles. Although there are many writing coursebooks published, there are fewer of this type of teacher’s book, which combines an introduction to teaching writing with a wide range of activities to be used in classes.

This book, which will be of greatest interest to newer, less-experienced teachers, provides a concise 21-page introduction which attunes readers to the nature of writing with the emphasis on the idea of writing as a process-driven activity and on the teacher as facilitator and fellow writer. The authors state in the introduction that general coursebooks both fail to cover writing skills adequately and to guide students in writing as a process (p.11), and they dedicate the remainder of the book to a very comprehensive collection of ideas for teachers to use to supplement such coursebooks. There are no less than 103 activities in the eight units and the text concludes with an index which categorises the

activities under five headings (examples in brackets): writing type (journals), topic (hobbies), working mode (reconstructing), mechanicals (punctuation), and lesson outcomes (wall display).

While there is a linear progression from the first unit where activities are based on creative copying to the final unit on assessment, the often non-linear nature of the writing process itself is stressed. One unit takes the form of a complete writing project, where success at each stage is necessary for progression, but other units work as a resource book, offering the teacher the choice to pick activities based on appeal and relevance. A unit on computers and writing provides activities reflecting the possibilities offered by computers, an example being Guest authors—imitating a style on page 111, where students move computers and hijack a text in progress. Based on word-processing and email rather than webpage or software creation, the authors also show that some of these activities can be used where computers are not available.

Throughout *Beginning to Write*, the authors’ instructions for activities are very straightforward and methodical, again presuming a less experienced readership, with each activity helpfully graded from level 1 (beginner) to level 10 (higher intermediate). However, while adaptations from well-known ideas are acknowledged, topics suggested for some activities lack originality, and the authors are inclined to refer to the teaching environment found in an English-speaking country. In addition, some readers may wish that a greater amount of source material had been provided to use for the activities. These criticisms aside, this book will prove a useful resource for those newer to the teaching of writing, in particular on courses where writing is only one element.

Reviewed by Anthony Robins  
Nagoya Institute of Technology

## JALT News

edited by amy e. hawley

This month’s column offers a variety of newsworthy topics courtesy of Mark Zeid, Gene van Troyer, and Ishida Tadashi. I am happy to be able to present a variety of topics for this month’s column and hope that people continue to send in such interesting things. Chapters, SIGs, anyone out there in JALT, please send me any tiny bit of news you might have. It really helps the column and strengthens the sharing of ideas among JALT members. Please read on and enjoy this month’s contributions.

今月のこのコラムでは、Mark Zeid、Gene van Troyer、石田正のおかげで、様々な重要な話題を提供することができました。このような様々な話題を今月お送りすることができ、うれしく思うと共に、皆さんからもこのようなニュースが送られてくることを期待しています。支部、分野別研究会、JALT外の方も、小さなニュースでかまいませんので、ぜひ、私のところへお送りください。それらのニュースはコラムを活気づけ、JALT会員が共に考えを共有することを可能とします。では、今月のコラムをお楽しみください。

## **Hiroshima Chapter Receives Recognition for Helping Out in Kosovo**

submitted by Mark Zeid

The Hiroshima Chapter of JALT received special recognition from the U.S. Army Command in Kosovo. Members of the chapter collected clothes and school supplies, then shipped them to the army command in Kosovo via mail. The chapter collected more than 250 kilograms of clothes and raised more than ¥180,000 needed for postal costs. The clothes and school supplies went to the army's Operation Joint Guardian, a humanitarian project by U.S. Forces designed to reopen the schools in war-torn areas. Hiroshima JALT became involved when Mark Zeid, a local member, asked others to help him send clothing and school supplies after he was contacted by someone he knew serving with the U.S. Forces in Kosovo. Several of the teachers in the area used the project as a way to get their students more involved in world affairs.

"The support was overwhelming," stated Zeid. "The project gave us a chance to do something to make the world a better place. It wasn't much, but at least we know we made some kind of effort to help."

As a result of their efforts, the chapter received a special certificate of appreciation from the U.S. Army Command. The certificate read "For outstanding support of the Task Force Falcon and Operation Joint Guardian mission in Kosovo. Your compassionate, humanitarian gifts of school supplies and clothing for the school children of Kosovo are highly commended."

### 広島支部 コソボ援助による表彰

JALT 広島支部はコソボ米軍司令部より特別表彰を受けました。支部会員は衣類と学用品を集め、コソボ米軍司令部へ援助物資として送りました。支部では250キロ以上の衣類と18万円にも上る送料を集めました。衣類と学用品は作戦本部とヒューマニタリアン・プロジェクトに送られました。軍は戦争で破壊された地域の学校の再開を計画しています。Mark Zeidは、衣類と学用品を送る手伝いを他の人をお願いした時、困惑を感じていましたが、何人かの教師が学習者を国際関係に目を向けさせるプロジェクトを行い、協力を得ました。

Zeidは次のように述べています。「援助は圧倒的なものでした。このプロジェクトは世界をよりよい方向へ向けていくために何かする機会を我々に与えてくれました。十分ではないが、何かをなせるということを知りました」

(Mark Zeid)

## **Michael Gilmore Passes Away**

submitted by Mark Zeid

It is our sad duty to inform our members that Michael Gilmore, former President of the Okayama Chapter of JALT, passed away as the result of a heart attack in June at his home in Washington state. He is survived by his wife, Fukuko, and his two children, Aliya and Ryan. Many of us will remember Michael for his work with the National Executive Committee and JALT97. Our condolences to his family.

訃報 Michael Gilmore

前JALT沖繩支部長のMichael Gilmoreが、妻子を残し、ワシントン州の彼の自宅で心臓発作のためお亡くなりになりました。全国選出役員として、そしてJALT97での彼の業績を忘れることはできないでしょう。心からお悔やみ申し上げます。

## **JALT Participates in Pan Asia Journal**

submitted by Gene van Troyer

First, a little background is in order. What is *PAC Journal*? In 1997 three Asian-based language teaching organizations—JALT, ThaiTESOL and KoreaTESOL—launched the Pan Asia Conference Series, the first of which was held in Bangkok and the second in Seoul, Korea in 1999, hosted by KoreaTESOL. The conference series was started in an effort to bring together language teachers from the various regions of Asia, to give them an opportunity to discuss the similarities and differences that exist in their various teaching contexts and, as an extension, to encourage and foster collaborative research efforts. After four years of steady encouragement and mutual exchange, this collaborative effort has begun to bear fruit in the form of joint presentations and articles that have only recently begun to find their way into print in various of our PAC partner's journals. *PAC Journal* is a natural outgrowth of this inter-organizational cooperation, a forum where we hope the results of our collaborative discussions, research projects and jointly authored papers will have a natural forum that cuts across national and cultural boundaries. The editorial crew is genuinely international in composition. Our inaugural issue is edited by Thomas Farrell, who is based in Singapore. Our other four "Country" editors are: Gene van Troyer, Japan; Nick Dimmitt, Thailand; Joo-Kyung Park, Korea; and Nathan Jones, Taiwan.

What does PAC mean? So far the editors have not arrived at a concrete definition, but seem to be gravi-

tating towards "Pan Asia Consortium of Language Teaching Organizations." At this stage it is an informal or ad hoc cooperative based solely on the existing partnership agreements forged between the four organizations. There is, however, movement afoot to formalize an umbrella organization whose primary focus is on the Asian context.

The inaugural issue of *PAC Journal* will focus on Action Research. Since the journal is a joint project, each of the four organizations is being asked to provide 3 to 4 articles on this topic. This means that as the Japan editor, Gene van Troyer will be soliciting articles on this subject, and van Troyer stressed that the action research projects should be specifically focused on action research in the Japanese teaching context. "I would be especially interested in collaboratively produced articles," van Troyer noted. "By that I mean an article written by a Japan-based teacher and a teacher in another Asian country." The tentative deadline for submission of articles is December 15, 2000. A formal Call for Papers has been posted to JALT's main website at <<http://www.jalt.org/>>.

#### PAC Journal (環アジアジャーナル) への参加

まず、はじめに簡単な背景の紹介をしたいと思います。PAC Journal (環アジアジャーナル) とは何でしょうか。1997年、JALT、タイTESOL、韓国TESOLというアジアの三つの語学教師組織は、環アジアコンファレンス・シリーズを立ち上げ、第一回はバンコック、第二回は韓国TESOLのホストにより1999年に韓国のソウルで開催されました。コンファレンス・シリーズは、類似点と差異を併せ持つ教育現場で教えるアジアの様々な地域の語学教師が、議論し、協力しながら研究を進めていける機会を作ろうと目的で始められました。4年の時を経て、堅実な努力と交流の結果、PACのパートナーと共に、ジャーナルを発行する、という成果を得ました。

PAC Journalは組織間の協調の結果、自然と生まれたものです。共同的な議論、研究プロジェクト、共同執筆の結果生み出されるフォーラムは、自然と国や文化の境界を越えたものとなるでしょう。編集者も非常に国際的なメンバーです。創刊号はシンガポールを拠点として活躍するThomas Farrellが編集を担当し、Gene van Troyer (日本)、Nick Dimmitt (タイ)、Joo-Kyung Park (韓国)、Nathan Jones (台湾) の4人の国別編集者が協力します。

PACが意味するものは何でしょうか。これまで編集者の間では確固とした定義はなされていませんが、「環アジア語学教師組織の協会」へ向かっていると言えるのではいでしょうか。現時点では、4つの組織のパートナーシップに基づいた協力関係と考えたほうがいいでしょう。しかしながら、アジアに視点をのいた組織作りへ向かって進んでいることは事実です。

PAC Journalはアクション・リサーチに焦点を当てる予定です。今回はジョイント・プロジェクトであるので、それぞれの4つの組織は、3～4の記事を提供することを求められるでしょう。したがって、日本での編集者であるGene van Troyerは、これに関した記事を探しています。そして、アクションリサーチのプロジェクトが日本の教育状況に焦点を当てたものであることを希望しています。

van Troyerは「特に共同研究に意味があります。つまり、日本に基盤を置く教師とその他のアジア諸国の教師とが共同で執筆すること

を望んでいます」と述べています。

暫定的な原稿締切は、2000年12月15日です。正式なお知らせは(<<http://www.jalt.org/>>にてお知らせいたします。 (Gene van Troyer)

### **JALT Bylaw Changes** submitted by Ishida Tadashi

The following are Bylaw changes that were passed at the January 2000 Executive Board Meeting which do NOT appear in the *JALT 2000 Information & Directory Supplement* so please read through them carefully. They may not seem important now, but they could become quite important in the future.

10.1 In the event Directors and Auditors cannot be elected by ballot of the general membership in the National Election, they shall be elected by ballot of the general membership attending the annual conference and approved by the General Meeting.

10.3 In the event of 10.1 above, the ballots shall be collected by two hours before the General Meeting. The NEC shall count the ballots and report the results to the General Meeting.

#### 全国語学教育学会定款細則改訂

細則が改訂となりました。現時点ではそれほど重要ではないと感じられるかもしれませんが、将来重要なものとなります。注意深くお読みください。

10.1 理事及び監事を全国選挙で正会員の投票によって選出できない場合は、年次国際大会に出席している正会員の投票によって選出し、総会において承認するものとする。

10.3 上記10.1において、投票用紙は総会開始時の2時間前までに集められ、選挙管理委員会が投票用紙の集計を行い、その結果を総会に報告するものとする。

(石田 正)



## **JALT2000 Conference News**

edited by  
**I. dennis woolbright**

### **JALT2000 Shizuoka**

*Mt. Fuji, Street Performers,  
Irish Bands, Food, and More!*

November brings with it cool, clean, clear air to the Shizuoka area and a promise that your first glimpse of Shizuoka could include a majestic view of Mt.

Fuji and the picturesque Japan Southern Alps, a spectacular backdrop for JALT2000, with a perfect view from the international conference room of Granship, the conference site.

JALT2000 will also coincide with the Shizuoka Daidogei World Cup, a street performer's festival (The International Busker's Festival) which will feature hundreds of professional as well as amateur street performers in all shapes and sizes performing all kinds of crazy and entertaining acts. This huge show takes place on street corners and in the parks of Shizuoka city, and is absolutely free! This, along with the conference's own Irish music, promises to make this one of the most festive JALT conferences ever.

As if that weren't enough, Shizuoka City is blessed with many traditional arts and crafts that date back to the 16th century. Some examples are the Suruga bamboo works, *hina* dolls, and *hina* accessories. Also due to the temperate climate and ample water supply, tea, mandarin oranges, strawberries, and delicious seafood are abundant. But as Shizuoka resident Amy Hawley says, "Shizuoka's greatest asset is its warm and hospitable citizens, as can be seen by the wonderful cooperation JALT has received from the people at Granship, the Shizuoka Convention Bureau, the City Hall, and Prefectural Government."

JALT2000 on the Granship is a cruise worth tak-



## SIG Focus

edited by aleda Krause



ing! See you there!

**The PALE SIG**  
by Dave Aldwinckle

The SIG Focus column offers a chance for a closer look at one of JALT's Special Interest Groups. Each month we publish an introduction to a SIG and some samples from its publications.

Readers please note that the sample articles come directly from the SIG's publications and reflect the concerns of its members,

not necessarily those of The Language Teacher.

Hello JALT. You might have heard of us before as "that labor-activist SIG" or some such, but we at PALE would like to tell you more about what we do and what we seek to accomplish.

PALE stands for "Professionalism, Administration and Leadership in Education," and thus we as a group are concerned with working conditions, legal issues, ethics, and research affecting language education. We also document specific cases with long-term effects on the treatment of non-Japanese educators, particularly within the Japanese university system. Moreover, PALE is of a decidedly non-pedagogical bent—for without a secure working situation, there is little room for pedagogy and publication to flourish.

We hope to see more of you readers joining us as PALE Members. We may come off as a bunch of labor-union activists, but we do believe we can provide you with information that will help you lead a better life in Japan as an educator, particularly given the emerging currents within Japan's education system.

\*Publication: *PALE SIG Journal of Professional Issues*

\*Approximate Publication Dates: Minimum twice a year on paper, with a third web-based version should budgeting become prohibitive. Deadlines for submission are not fixed given the ebb and flow of submissions and the busyness of the editor. Inquire.

\*Aims of Publication: To record and catalog cases of academic and professional issues which are either definitive of systemic problems within the Japanese education system, or are progressive steps towards amelioration or resolution. To propose goals and strategies for fostering better lives for educators in

more rewarding professional positions. To attempt to show leadership in the academic world not merely in terms of pedagogy but also in quality of life, academic freedom, and job security.

\*Type of Articles Sought/Published: Articles on labor issues (such as previous or emerging permutations of the *ninkisei* term-limitation system as it envelops all educators in Japan), professionalism (what should we as educators or administrators aim towards for ourselves or propose to the educational system?), cautionary cases of abuses of authority, and lessons to be learned when taking actions to avoid or prevent them in future. Moreover, we at PALE are not averse to humor, poetry, or other submissions that may not be considered “proper” for more limited-view publications. We do, however, require the author to take full personal responsibility for the accuracy of data, claims, and charges made within the submission.

\*Contact & Submission Details: Editor: Dave Aldwinckle; <davald@voicenet.co.jp>; URL of mission statement and back issues from 1998: <www.voicenet.co.jp/~davald/PALEJournals.html>

### **Excerpts of Past**

#### **PALE Journal Publications**

The following may not necessarily be the best articles that have appeared in our pages (those are too long or too rooted in context to be included here), but are nevertheless indicative of the flavor of the *Journal*. The first excerpt is an introduction from the previous *PALE Journal's* lead article. The second is a conclusion to a *Journal* last year which exclusively featured the Kumamoto Kendai Case.

#### **New Developments to be Advised on: The Dokuritsu Gyousei Houjinka Reforms: Rami- fications and Opportunities**

*Bern Mulvey*

*Associate Professor, Fukui University*

(Excerpted from *PALE Journal* Spring 2000)

This past summer, the Japanese government made public the specific details (and proposed timetable) of its plans to reform the National University (*Kokuritsu Daigaku*) system. Referred to in Japanese as “*Dokuritsu Gyousei Houjinka*” (独立行政法人化—literally “Autonomous Administrative Managementizing”) and/or “*Dokuritsu Gyousei Houjin Tsuuzoku Hou*,” these reforms would result in sweeping changes to the way National Universities are organized and administered. Indeed, if fully implemented, these proposals would effectively end the privileged status of these institutions, placing them under the care of overseers with broad powers—including the ability to cut funding to wayward schools and/or remove ineffective teachers.

As is perhaps to have been expected, the government’s proposals have sparked strong negative reactions from faculty and administrators throughout Japan. Over one hundred anti-reform webpages have sprung up on the Internet, while protests of the more traditional variety have occurred (according to documents distributed at the *Zengaku Setsumeikai* held at Phoenix Plaza in Fukui on October 22) at every National University in this country. Furthermore, while the manner and virulence of this opposition varies by institution, it is becoming increasingly apparent that these protests are neither isolated incidents nor aberrations; on the contrary, and in fascinating contrast to the commonly-held conception that Japanese seek to avoid confrontation at all cost, it is clear that many National University faculty members and administrators have joined together into an increasingly organized protest movement, the goals, strategies, and actions of which are becoming more confrontational.

The issues involved in this debate will have a direct impact on all teachers, foreign and Japanese, working at National Universities in Japan. This paper provides a summary in English of the proposed reforms and examines the reasons behind the opposition of many Japanese National University employees to their implementation. It also analyzes the methods of protest being employed in an attempt to gain a better understanding of the endlessly-promulgated but never defined “Japanese method of doing things”—the alleged ignorance of which having long been a lightning rod for criticism of PALE SIG activism.

#### **What the Kumamoto Kendai Case Means as a Precedent**

*David C. Aldwinckle*  
(*PALE Journal* April 1999)

I am explicitly forbidden by the terms of the [Kumamoto Labor Board] Settlement to proclaim what happened as “a victory for the plaintiffs.” However, a comparison with some other university labor cases will make my sentiments clear. All of the following cases are summarized on the Blacklist of Japanese Universities at <www.voicenet.co.jp/~davald/blacklist.html>, and linked to more informative sites elsewhere (including back issues of the *PALE Journal*). To save you a trip to the computer, here is what happened in a nutshell, and why things did not turn out in favor of the plaintiff:

#### **Niigata University Case (National) (1992-96)**

**Plaintiff:** *Gaikokujin Kyoushi* Sharon Vaipae

**Crux of the Case:** Vaipae fired through contract non-renewal despite oral promises of perpetual job.

**Method of Protest:** Lobbied for reinstatement through university union, community, lawyers, and university colleagues.

**What Went Wrong:** No firm support base within

university (foreigners viewed as temporary and expendable by fellow educators, even within own department), exhausting perpetual negotiations, and bad timing: Vaipae victim of Monbusho-instituted National University Great Gaijin Massacre of 1992-94.

**Lesson to be Learned:** Don't rely on support from university union or fellow educators. Japanese educators will close ranks when pressured from above.

### **Asahikawa University Case (Private) (1996-)**

**Plaintiff:** *Gaikokujin Kyoushi* Gwendolyn Gallagher

**Crux of the Case:** Gallagher fired without reason, illegal under private-sector labor laws.

**Methods of Protest:** Grass-roots community and legal support, newsletter publicity campaign and high-profile press coverage, injunction from legal system.

**What Went Wrong:** Injunction granted, but intransigent dean defied court order of reinstatement, fired Gallagher again, and put the case back to square one.

**Lesson to be Learned:** Still undecided as new court decision still pending and will be for some time. Dreadful legal precedent: Courts do not have the apparatus to enforce their own rulings, calling into question the efficacy of the Rule of Law in Japan.

### **University of the Ryukyus Case (National) (1997-98)**

**Plaintiff:** *Gaikokujin Kyoushi* Timothy J. Korst

**Crux of the Case:** Korst fired through contract non-renewal for personal, not professional, reasons (boss didn't like him).

**Methods of Protest:** Appeals to the local government foreigner-protection ombudsmen, own union formation, involvement in *shuntou* marches. Sought injunction in regional court on basis of unfair dismissal.

**What Went Wrong:** Ombudsmen ineffectual. Injunction denied. Exhausted Korst decided not to appeal.

**Lesson to be Learned:** Government ombudsman notwithstanding, bureaucrats close ranks and will not criticize each other. Dreadful legal precedent: Irresponsible judge found that Korst's job status was neither public nor private, and thus laws protecting employment rights were unclear in applicability to foreigners. Moreover, court opinion was that as Korst had signed a contract, he was complicit in limiting his own job duration; in sum, do not sign a contract or you acknowledge your "firability."

### **Prefectural University of Kumamoto Case (Public) (1985-)**

**Plaintiffs:** *Tokubetsu Shokutaku Hijoukin Gaikokujin/go Kyoushi* Cynthia L. Worthington, Farrell D. Cleary, and Sandra Mitchell.

**Crux of the Case:** Egregiously discriminatory hiring

and firing practices for over a decade, deception of both employees (part-time job status in practice despite full-time status in documentation), deception of Ministry of Education (to receive ministry approval for advancement from women's college to prefectural university), illegal activities including nonpayment of unemployment insurance and refusal to negotiate with a union.

**Methods of Protest:** Union formation with several plaintiffs and a working team of professional Japanese unionists and legal scholars, constant cultivation and maintenance of grassroots community support, a high-profile publicity campaign with press conferences, speaking tours, concerts, petitions, and articles in the local and international media, a bilingual internet information site, positive press coverage, a strike on university grounds, access to their documentation on file in Tokyo through the prefecture's Freedom of Information Act, a visit to Monbusho, arbitration through Regional Labor Commission.

**What Went Right:** Plaintiffs sought and maintained their own support networks instead of waiting for them to appear. Settlement was reached in end-March, 1999, and all three of the above were rehired (albeit two are still under ambiguous job status for at least one year).

**Lesson to be Learned:** If possible, union with more than one plaintiff, constant professional advice and involvement, and exposing the public to the facts of the case are all crucial. Public appeals within a tight-knit community bring in the forces of shame. This case is a healthy precedent reinforcing a union's legal right to exist and be talked to, and a deterrent to other universities (Toyama University has recently decided to tenure two non-Japanese educators instead of dealing with PUK-esque turmoil) considering discriminating against people on the basis of nationality.

In sum, we are getting better at this, and nobody has yet done it as well as the Kumamoto people. Keep reading the *PALE Journal* as we catalog future cases and build up a database for all to reference.

## SIG News

edited by robert long

*Interested in learning more about your SIG? Please feel free to contact the coordinators listed after this column.*

**Other Language Educators:** OLE has put out its NL 17. It contains all available information on OLE-related events at JALT2000, especially information

usually not available to the public such as full abstracts (not just the summaries that go into the handbook). Readers can learn about Kasper's presentations, the Goethe Institute German workshop, the embassies symposium, the annual French and German workshops and the SIG forum. In addition, there is information on individual presentations and the Annual General Meeting, plus all presenters' contact addresses. Since the contents are valid right up until the events themselves, those interested should contact the coordinator for a copy.

**Cross Culture:** The XC SIG is now recognized by JALT as a forming SIG. We are looking for new members. If you are interested in intercultural relations, and culture, please contact David Brooks.

**CALL:** The CALL SIG is looking for CALL users to present at our forum for JALT2000, November 2-5. The forum will run on a software fair and poster session model with people showing and/or explaining their favorite software or projects. Presenters will need to bring their own laptops to show software. For more information visit <<http://jaltcall.org/conferences/jalt2000>> or email <[elin@gol.com](mailto:elin@gol.com)>. The deadline for presenters is October 5th.

### **SIG Contact Information**

edited by robert long

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**Computer-Assisted Language Learning**—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); <[elin@gol.com](mailto:elin@gol.com)>; website <[www.jaltcall.org/](http://www.jaltcall.org/)>

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

**Japanese as a Second Language**—Stacey Tarvin Isomura; <[stacey@gol.com](mailto:stacey@gol.com)>

**Junior and Senior High School**—Barry Mateer; t: 044-933-8588(h); <[barrym@gol.com](mailto:barrym@gol.com)>; website <[www.aasa.ac.jp/~dcdycus/](http://www.aasa.ac.jp/~dcdycus/)>

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<[www2.gol.com/users/bobkeim/mw/mwcontents.html](http://www2.gol.com/users/bobkeim/mw/mwcontents.html)>

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## **Chapter Reports**

edited by diane pelyk

**Hiroshima: April 2000**—*Teaching Children* by Douglas Corin and Kageyama Mieko. The presenters demonstrated the Letterland Phonics System, which they use to teach English to Japanese children. Although this system was originally designed in England to teach the alphabet, reading, and writing to native English-speaking children, Corin and Kageyama have successfully used it in Japan. The presenters are also in the process of adapting and creating additional materials for Japanese teachers and parents to use with children. The Letterland System uses human and animal characters combined with each of the letters and letter combinations of the alphabet. The letters and their corresponding characters are accompanied by imaginative stories that enhance a child's letter association and memory. The teaching guide to the Letterland System provides the teacher with a fable-

like story to explain all the facts of a letter's shape, orientation, and sound. It is a child-friendly, multi-sensory way to teach children to read, write, and spell. Corin and Kameyama also used cards and stories to involve the audience in a few games and actions. Besides demonstrating a selection of their creative materials, the presenters showed a video with lovely groups of children using the Letterland System. Using this teaching method, children as young as three years old can recognize letters and link letter sounds to their shapes. Judging from the comments by parents in the audience who have used this system, the materials are effective and enjoyable. In addition, the children in the audience seemed to enjoy the presentation and materials as much as the adults did.

*Reported by Fujishima Naomi*

**Kitakyushu: May 2000—*Consciousness Raising in Writing Classes*** by Catherine Roach. The presenter described an experiment she carried out with two classes at Fukuoka University in order to test the effectiveness of consciously applied strategies in improving student writing. She taught the control and experimental groups, eleven and thirteen in number respectively, using a process approach to genre-based writing, requiring three drafts of each composition. She spent fifteen minutes in each experimental class session drawing students' attention to various strategies they could use in making their writing more reader-targeted. In the control group that time was devoted to student-initiated questions. To ensure that both groups spent equal amounts of time writing, she required journals; a free-form journal for the control group and a very structured response about their use of strategies for the experimental group.

Unfortunately, although the students had been randomly assigned, the pre-test revealed that the students in the experimental group were already better writers and the post-test showed both groups averaging about the same scores. Both pre- and post-tests were 50-minute timed writings. Students also filled out protocols concerning their use of writing strategies. Regression analysis of the protocols and post-tests (scored by multiple raters) showed high correlation for the experimental group.

Roach believes a great deal of work still needs to be done in identifying strategies in writing and distinguishing between mental and more active strategies. Nearly all of the work in strategies has been in the area of spoken language. Nevertheless, she urges teachers of writing to use the circular movement of generating ideas, organizing ideas, writing, reading, and editing to help students become more aware of what they are doing in the writing process.

*Reported by Margaret Orleans*

**Nagasaki: May 2000—*Activities for Academic***

***Writing*** by Giles Parker. Drawing upon his experiences in teaching paragraphing and essay-writing skills to first-year classes of varying sizes, levels, and needs, the presenter urged us to see writing activities as part of a continuum of language skills rather than somehow remote and discrete. First, he discussed the place and meaning of writing in EFL. Then he examined aspects of introductions, main sections, and conclusions. Next, he surveyed the importance of critical and evaluative thinking skills and the urgent need to know one's students. Finally, he guided us through a range of useful and effective activities, appended with a photocopyable 15-page collection of examples.

In the introduction, Parker went into some detail to discuss the changing nature and requirements of writing for secondary school and college-level students. He pointed out that the self-contained "solipsistic" nature of writing was changing, as examinations became more communicative. Also, he raised the interesting question of whether or not we should be teaching Western rhetorical writing models. He reminded us that Japanese, Arabic, and Russian styles of written discourse have different conventions and various ways to persuade readers. The presenter tries to work with students and their personal or cultural inclinations to the point of using some Japanese in the classroom, eschewing texts, and insisting that materials should emerge from the classroom as a collaborative exercise. At the same time, Parker explained that he demands a lot from learners, including extensive research, reading, and peer evaluation or correction. Throughout the presentation, Parker returned to SPSE (Situation, Problem, Solution, and Evaluation of Solution), an acronym describing his favored means of problem solving and writing. He advocated this approach for home study and assignments alike.

*Reported by Tim Allen*

**Nagoya: April 2000—*Humor in the Classroom*** by Mark Bailey. In what ways is comedy like teaching? Mark Bailey drew attention to several similarities. Both teachers and comedians serve a demanding audience and have the potential to either be a hit or a flop. Both need to mentally prepare themselves to do a good job. Sometimes what works well is unplanned and in both comedy and teaching, success can lead to further success. Bailey also pointed out that many students who are talented but have little confidence in their English ability are often motivated by being asked to take part in activities where there is a stronger emphasis on humor and entertainment. He demonstrated this by getting audience members to participate in several activities. One particularly enjoyable activity was his "King of

Tonga" sketch. In this activity, one student pretends to be the non-English speaking King (or Queen) of Tonga to whom students direct questions about life in the country. Another student, posing as the royal English interpreter communicates the King's answers to these questions. In order to involve as many students as possible in the activity, students playing both the King and interpreter are changed after answering 3 or 4 questions.

Other activities demonstrated were the "Forgetful Storyteller" in which the storyteller's partner or audience helped him or her create a story and "Phonetic Punctuation," based on a sketch created by Victor Borge.

Bailey finished the session by presenting his "Hippocratic Oath of Humor," the major tenets of which were never to use sarcasm or humor to hurt someone.

*Reported by Bob Jones*

**Shizuoka: April 2000—Applying Cooperative Learning to EFL Materials** by Chris Poel and Robert Homan. The presenters, who have worked together on this topic for 10 years, began their presentation by introducing some of the basic concepts underlying the idea of cooperative learning. Working together in perfect unison, the presenters began by discussing the "why" and "how" of cooperative learning. They explained that cooperative learning is not simply students working together in groups, but moves to a point where students are less passive, enjoy more security, and have the confidence to help others achieve their goals. The teacher is not a monitor, but should teach the students how to be effective group leaders and members and how to adhere to guidelines. Groups should be balanced with weaker and stronger students to ensure maximum participation from all members.

Next Poel and Homan looked at the various elements required for a good cooperative lesson. These elements include fostering positive interdependence, individual accountability, group processing, social skills, and face-to-face interactions. They then discussed other decisions that might need to be made when selecting group tasks, unforeseen problems, and other necessary preparations.

The presenters then moved to the actual implementation of cooperative learning. Three learning structures were discussed. The first structure, named "Roundrobin/Roundtable," was useful as a warm-up when introducing new topics at the beginning of a lesson. The second structure was called "Role-play Stagecoach," and involved one student assuming the role of stagecoach and supervising the roles of other students. The third structure, "Think-Pair-4s," involved students brainstorming and sharing ideas in groups.

*Reported by Gregory O'Dowd*

**Tokyo: May 2000—Bringing the Real World into the Classroom with Authentic Materials** by Mike Sorey and Roger Bernard. Sorey and Bernard began this very informative presentation by asking the audience to consider why a language practitioner might contemplate using authentic materials in the L2 classroom. Bernard, who initially led the discussion, then went into the numerous aspects of how authentic materials can be used to generate interest and practice a whole range of language skills with the objective of bringing the real world into the classroom. He presented a wealth of material that he has developed and used in his teaching. It was argued that any level of language learner could benefit from this approach, although some adaptation of materials might be necessary for beginner levels. Sorey continued the presentation by describing how he has developed elements of a business course that uses real world information. Of particular interest were two web sites that he had used as an input source with the students:

1. <<http://deil.lang.uiuc.edu/travelsim/activities.html>>. This site has a lot of information whereby students get involved in planning a trip to the Grand Canyon.

2. <[http://hyperion.advanced.org/10326/market\\_simulation/ifk.html](http://hyperion.advanced.org/10326/market_simulation/ifk.html)>. This site allows the students to play the stock exchange.

*Reported by Roger Jones*

## Chapter Meetings

edited by tom merner

**Akita**—We will have a monthly meeting in August. The final and detailed information will be provided to members later.

8月に支部会合を予定しております。詳細は後日会員に連絡します。

**Gunma—Gunma Summer Workshop at Kusatsu**  
Theme: Meeting Students' Needs in the English Classroom

Featured speaker: Robert Juppe (Tokyo Kaseigakuin Tsukuba Women's Univ.)

Topic: How AOC Failed and What To Do About It  
Presentations: Call for 30-minute (or 1-hour) presentations related to language teaching

Date: August 20th (Sun.), 21st (Mon.), 22nd (Tue.)

Place: Kanto Koshin'etsu Kokuritsu Daigaku Seminar House, 737 Shirane, Kusatsu, Kusatsu-machi, Gunma-ken; t: 0279-88-2212

Fee: 3000 yen

Room & Board: 6500 yen (for 2 nights with 6 meals and *onsen*, or hot spring)

Registration: Contact Morijiro Shibayama (t/f:

## Chapter Meetings/Chapter Contacts

027-263-8522)

「学生のニーズに応える」をテーマに群馬支部夏期ワークショップを2泊3日の予定で草津温泉において開催します。講演者も募集しております。

**Iwate**—*Teaching Living English in Junior High Schools: the Perspective of a Veteran Japanese Junior High School English Teacher.* “It is my job to give the students ‘Living English,’” says Takahashi Kimiko of her job teaching English to students at Ueno Junior High School in Kitakami. Ms. Takahashi, an English teacher for over 20 years, will speak about teaching English, her teaching methods and her three primary points for teaching first-grade students “Living English.” The presentation will be in English and Japanese. *Sunday August 20, 10:30-12:30; Iwate International Plaza, Morioka.*

20年以上の教師経験のあるTakahashi Kimiko氏が、ご自身の「生きた英語」を教える指導方法とその3つの基本について講演します。

**Niigata**—No meeting in August. Have a great summer!

**Tokushima**—Aleda Krause, author of *SuperKids* and the all new *SuperTots*, will present useful hints and techniques that will ensure success in the classroom. This is a chance for anyone on Shikoku to be enriched by this talented author. *Sunday September 24, 11:00-14:00 including lunch break; location to be decided; free for all.*

「SuperKids」と新しい「SuperTots」両シリーズの筆者Aleda Krauseが授業に有効な教授法やアイデアについて講演します。

**West Tokyo**—The West Tokyo Chapter Website has moved to <jalt.org/chapters/wtokyo/>.

西東京支部のウェブサイトに上記URLに移転となりました。

**Yamagata**—*Utah in Terms of History, Industry, Religion, Education, Language, etc.*, by Spencer Sorensen. The state of Utah is unique in every possible term. The speaker elaborates on the above mentioned topics referring to some good teaching of Jesus Christ as well. *Sunday August 6, 15:00-17:00; Yamagata Kajo Kominkan Sogokakushu Center (t: 0236-45-6163); one-day members 700 yen.*

歴史、産業、宗教、教育、言語等様々な面においてユニークなユタ州についての講演を行います。

### Chapter Contacts

edited by tom merner

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## Conference Calendar

edited by lynne roecklein

*New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, August 15th is the deadline for a November conference in Japan or a December conference overseas, especially when the conference is early in the month. See the Bulletin Board column for more Calls for Papers.*

### Upcoming Conferences

**September 1-3, 2000—*Diagrams 2000: An International Conference on the Theory and Application of Diagrams*** at the University of Edinburgh, Scotland. The study of diagrammatic notations is emerging as its own research field with researchers coming from various primary fields such as applied linguistics, artificial intelligence, cognitive science, computer science, education, graphic de-

sign, human-computer interaction, philosophical logic, and psychology. The program will include an invited talk and tutorials by Alan M. MacEachren, Kim Marriott, David Gooding, Hermi Schijf, and Jiajie Zhang plus 31 full papers and 9 posters selected from over 120 proposals. The conference website at <www.cl.cam.ac.uk/Diag2000/further.html> is very complete and up-to-date. Otherwise, email <d2k@cogsci.ed.ac.uk> for local arrangements or Michael Anderson, a conference organizer, at <anderson@hartford.edu> for general conference information.

**September 4-7, 2000—*NEW SOUNDS 2000: The Fourth International Symposium on the Acquisition of Second-Language Speech*** at the University of Amsterdam. Paper presentations and posters on various topics concerning the acquisition of second-language speech. Contact Jonathan Leather, New Sounds 2000; Department of English, University of Amsterdam, Spuistraat 210, 1012 VT Amsterdam, The Netherlands, or email <newsounds@hum.uva.nl>.

**September 7-9, 2000—*The British Council and IATEFL Special Interest Groups*** will host a joint conference in Madrid. EL teachers interested in business English, computers, ELT management, English for specific purposes, global issues, literature and cultural studies, learner independence, media/video, pronunciation, research, teacher development, testing, evaluation & assessment, teacher training and young learners are invited to participate in this important event. As usual various activities are planned: 50-minute talks, workshops, panel discussions, debates or guided discussions as well as swopshops—open sessions where the presenters will highlight the importance of a particular theme, along with central issues and points for discussion and then facilitate a group work and open discussion of the theme. Information: IATEFL Head Office; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; f: 44 1227 274415; <iatefl@compuserve.com>.

**September 14-16, 2000—*VALS-ASLA Symposium: Communicating in Professional Multilingual Environments*** in Lugano, Switzerland. The symposium's theme connects with the following issues: How does multilingualism show itself in communication practices characterizing departments, companies or institutions, where speakers of different languages regularly or occasionally get in touch? Patterns in plurilingual settings and specific communication situations will be treated in papers presenting both empirical data and theoretical reflections on different modalities of multilingual communication observed in socio-professional places. The symposium is aimed not only at scholars but also at anybody interested in plurilingual communication issues in public and private spheres. Complete information is

available at <[www.romsem.unibas.ch/vals\\_asla/Colloque2000/call00eng.htm](http://www.romsem.unibas.ch/vals_asla/Colloque2000/call00eng.htm)>. Otherwise, email Marinette Matthey at <[marinette.matthey@lettres.unine.ch](mailto:marinette.matthey@lettres.unine.ch)> or write to Université de Neuchâtel, Faculté des Lettres et Sciences humaines, Centre de linguistique appliquée, Espace Louis-Agassiz 1, CH-2000 Neuchâtel; t: 41-32-7208315; f: 41-32-7213760.

**September 22-24, 2000—INSOLICO' 2000: Seventh International Sociolinguistic Conference** organized by the International Sociolinguistic Society in Sofia (INSOLISO) and held in Sofia, Bulgaria. This year's special topic is "Bilingualism and Diglossia: Actualized," with areas of particular interest including the Sociology of Bilingual and Multilingual Speech Communities, Bilingualism as Social and Psychological Phenomenon, and Diglossia in Various Language Situations. Direct information requests to Emanuil Kostov; St Kliment Ochriski University of Sofia, Faculty of Slavic Philologies, BG-1504 Sofia, Bulgaria; f: 359-2-9460255; <[emanuil@slav.uni-sofia.bg](mailto:emanuil@slav.uni-sofia.bg)>, OR <[emanuil@mailcity.com](mailto:emanuil@mailcity.com)>.

### ***Calls For Papers/Posters (In Order Of Deadlines)***

**August 25, 2000 (for December 12-14, 2000)—****WAVEip: Workshop on the Analysis of Varieties of English intonation and prosody**, to be held at Victoria University of Wellington, New Zealand, aims to bring together researchers from around the world who will consider the intonation and prosody of varieties of English in a workshop approach featuring a mix of discussion papers and hands-on analysis of speech materials. Proposals are sought which analyze both "standard" varieties of English such as General American, Australian, New Zealand, or Southern British English, and of emerging varieties of English such as Singapore or Hong Kong English, as well as of geographic and sociolinguistic variation in intonation and prosody. For details, go to <<http://www.vuw.ac.nz/lals/WAVEip>> or email Paul Warren at <[Paul.Warren@vuw.ac.nz](mailto:Paul.Warren@vuw.ac.nz)> or write him at the School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand; t: 64-4-463-5631; f: 64-4-463-5604.

**August 31, 2000 (for December 14-16)—International Language in Education Conference (ILEC) 2000: Innovation and Language Education** to be held at The University of Hong Kong, Hong Kong SAR, China. Proposals are welcome for papers, workshops, colloquia, and poster sessions which are original in approach and relevant to the aims and scope of ILEC, as detailed in the "aims and scope" section of the ILEC website at

<[www.hku.hk/ilec2000](http://www.hku.hk/ilec2000)>. Other contact formats: Secretariat ILEC 2000; c/o The Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859-2781; f: 852-2547-1924; email <[ilec2000@hkucc.hku.hk](mailto:ilec2000@hkucc.hku.hk)>.

**September 8, 2000 (for December 2-3, 2000)—IALIC (International Association for Languages and Intercultural Communication) Annual International Conference—Revolutions in Consciousness: Local Identities, Global Concerns in Languages and Intercultural Communication** at Leeds Metropolitan University, UK. Previous conferences exploring cross-cultural capability have centered on how the crossing of linguistic, geographic and political spaces is leading to new modes of thinking, feeling, and experiencing the world. This fifth conference will investigate questions and issues surrounding the notion of consciousness, which is intrinsic to such questions as the negotiation of difference and similarity, the processing of meaning, and the shaping of identities. Proposals are welcome for seminars and workshops addressing such issues, their philosophical and social contexts, and practical implications concerning how these developments affect our pedagogy. The conference website at <[www.cf.ac.uk/encap/sections/lac/ialic/conference.html](http://www.cf.ac.uk/encap/sections/lac/ialic/conference.html)> is very informative. Contact Joy Kelly; Centre for Language Study, Jean Monnet Building, Leeds Metropolitan University, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966; <[j.kelly@lmu.ac.uk](mailto:j.kelly@lmu.ac.uk)>.

**October 1, 2000 (for January 11-13, 2001)—The Fifth HIL Phonology Conference (HILP 5): Conflicts in Phonology** will be held at the University of Potsdam, Germany. Since the emergence of constraint-based approaches to phonology, conflicts and how to resolve them have been an important research topic. We welcome abstracts for papers in all areas of phonology but particularly those dealing with conflicts between different aspects of phonology and also between phonology and other domains of grammar, like syntax, morphology and semantics. Of the three workshops, that on language acquisition (emphasis on the areas of learnability, acquisition and typology, and acquisition of stored representations) looks especially relevant to *Language Teacher* readers. For more information, see the website at <[www.ling.uni-potsdam.de/aktuelles/hilp5\\_aktuell.html](http://www.ling.uni-potsdam.de/aktuelles/hilp5_aktuell.html)>, contact Caroline Fery at <[hilp5@kronos.ling.uni-potsdam.de](mailto:hilp5@kronos.ling.uni-potsdam.de)>, or write to HILP 5 Committee, Institute for Linguistics, University of Potsdam, Postfach 501553, 14415 Potsdam, Germany; t: 049-331-977-2950; f: 049-331-977-2761.

**October 15, 2000 (for April 5-7, 2001)—Fourth International Conference on Researching and Applying Metaphor (RAAM IV): Metaphor, Cognition, and Culture** will take place in Tunis,

Tunisia, following earlier successful conferences in York, England (1996), Copenhagen, Denmark (1997), and Tilburg, Holland (1999). Invited speakers include John Barnden (University of Birmingham, UK), Alice Deignan (University of Leeds, UK), Raymond Gibbs (Santa Cruz, California, USA), and Mark Turner (Maryland, USA). In keeping with the previous RAAM's concern with both monolingual and interlingual approaches to metaphor, proposals are welcome for RAAM IV that address topics relating to verbal and/or non-verbal metaphor, metaphor in cognition, metaphor in culture, and metaphor in cognition and culture in both literary and non-literary texts. Contact Zouhair Maalej, t/f: 216-1-362-871; <zmaalej@gnet.tn>.

### Reminders—Conferences

**August 5-6 and August 12-13, 2000—Keys to Success—Personal Development Weekend Training (NLP)** by Richard Bolstad and Margot Hamblett from New Zealand at Nanzan University, Nagoya, on August 5-6 and at SIT Tokyo Junior College on August 12-13. For Nagoya registration and information, contact Momoko Adachi at 052-833-7968 or <koms@sannet.ne.jp>. For Tokyo, contact Sean Conley at <sean.conley@sit.edu>.

**August 30-September 2, 2000—EUROCALL 2000—Innovative Language Learning in the Third Millennium: Networks for Lifelong Learning, Interdisciplinarity and Intelligent Feedback** at the University of Abertay, Dundee, Scotland. The keynote speakers are Stephen Heppell, Raymond Kurzweil, Wendy E. Mackay, and Carol Chapelle. Extensive conference website at <db.s.tay.ac.uk/eurocall2000>. Human contact: Philippe Delcloqueat <p.delcloque@tay.ac.uk>.

**September 4-6, 2000—Language in the Mind? Implications for Research and Education**, a conference organized by the Department of English Language and Literature, National University of Singapore and held at Fort Canning Lodge, Singapore. The keynote speakers include Jean Aitchison and Rod Ellis. Conference website at <www.fas.nus.edu.sg/ell/langmind/index.htm>, or write to Conference Secretary, Language in the Mind?; Department of English Language and Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570, Republic of Singapore; or email <ellconlk@nus.edu.sg>.

**September 7-9, 2000—Language Across Boundaries: 33rd Annual Meeting of the British Association for Applied Linguistics (BAAL)** on the campus of Homerton College in Cambridge, UK. Keynote speakers are Jennifer Coates, David Graddol, and Bencie Woll. Information at

<www.baal.org.uk/baalr.htm>, or write to BAAL 2000; c/o Dovetail Management Consultancy, 4 Tintagel Crescent, London SE22 8HT, UK; or email <andy.cawdell@BAAL.org.uk>.

**September 7-10, 2000—Second Language Research: Past, Present, and Future** at the University of Wisconsin-Madison. Plenary speakers will include Ellen Bialystok, Claire Kramersch and Bonny Norton. The conference website is at <http://mendota.English.wisc.edu/~slrf/>, or send inquiries to: <slrf2000@studentorg.wisc.edu>.

**September 11-13, 2000—Second International Conference in Contrastive Semantics and Pragmatics (SIC-CSP 2000)** at Newnham College, University of Cambridge, Cambridge, UK. Papers on semantic and pragmatic theory and the interface between semantics and pragmatics, plus empirically based presentations of contrastive linguistic data. Further information at <www.newn.cam.ac.uk/SIC-CSP2000/>, or contact Kasia Jaszczolt; Department of Linguistics, MML, University of Cambridge, Sidgwick Avenue, Cambridge CB3 9DA, UK; <kmj21@cam.ac.uk> or Ken Turner <k.p.turner@bton.ac.uk>.

**September 15-16, 2000—The Second Symposium on Second Language Writing** at Purdue University, West Lafayette, Indiana, USA. Keynote speakers will include George Braine, Linda Harklau, Ryuko Kubota, and John M. Swales. Registration limited to the first 120 registrants. Website at <icdweb.cc.purdue.edu/~silvat/symposium/2000>, or contact Paul Kei Matsuda; Department of English, 1356 Heavilon Hall, Purdue University, West Lafayette, IN 47907-1356 USA; t: 1-765-494-3769; <pmatsuda@purdue.edu>.

**September 30-October 1, 2000—Korea TESOL (KOTESOL) International Conference—Casting the Net: Diversity in Language and Learning** at Kyungbuk National University, Taegu, South Korea. Keynote speeches by Dick Allwright, L. Van Lier and Andy Curtis. Information and online registration at <www.kotesol.org/conference>. Human contact: Andrew Finch, Conference Chair, at <kconference@hotmail.com> or <ddl@duck.snut.ac.kr>; t: 82-(0)2-979-0942; or Jane Hoelker, KOTESOL International Affairs Liaison; Seoul National University, Hoam #104 East, 239-1 Pongchon 7 Dong, Kwanak-gu, Seoul 151-057, South Korea; f: 82-2-871-4056; <hoelkerj@hotmail.com>.

**November 2-5, 2000—JALT 2000: Towards the New Millennium—the 26th Annual International Conference on Language Teaching and Learning & Educational Materials Expo.** Our very own conference, held this year at the Granship Shizuoka Conference and Arts Centre in Shizuoka, Japan. See the conference website at <jalt.org/jalt2000> for unfolding details.

# Job Information Center

edited by *bettina begole*

It is hard to believe that summer is nearly over and it is time to think about the annual JALT conference.

This year, Adele Yamada will be putting together the JIC at the conference. You can contact her at <adele@apionet.or.jp> or by fax at 0866-92-8656.

As usual, we will be listing positions, forwarding resumes, and helping arrange interviews. If you are an employer seeking qualified teachers, please contact Adele for an advertising form. If you are a job seeker, be sure to come and visit us. If you would like to volunteer to help staff the Job Information Center for a couple of hours during the conference, please contact Adele Yamada.

The JIC will also have the annual job-hunting workshop at the conference. Especially if you are fairly new to Japan, come and listen to Boyce Watkins as he gives you some hints on finding that dream job in Japan.

The Job Information Center has a new email address, <tlt\_jic@jalt.org>, that should be much easier to remember. Please use this address to place ads, or to request the job list. You can now also find the JIC jobs listed at <www.jalt.org/tlt>.

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

**Hyogo-ken**—Kwansei Gakuin School of Science is seeking EFL instructors for two full-time, temporary positions, one to begin in April 2002, and one to begin in April 2003. **Qualifications:** MA in applied linguistics, TESOL, or related field; relevant experience in ESP/EST training or teaching; knowledge of Japanese preferred. **Duties:** Teach ten 90-minute classes per week as well as between-term courses; materials and program development. **Salary & Benefits:** Approximately ¥5,200,000 per year; research allowance; furnished housing and medical insurance are subsidized. **Application Materials:** Resume/CV (include graduate courses taken, computer skills, and Japanese fluency level); two letters of recommendation; a copy of diploma(s); a two-page statement on applicant's views on teaching and career objectives; a copy of graduate thesis, course project, or a published article; a five- to ten-minute videotaped segment of

applicant's actual teaching. **Deadline:** August 31, 2000. **Contact:** Acting Director; The Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0907; <tkanzaki@kwansei.ac.jp>.

**Other Information:** Interview to be arranged in September 2000. Mail application materials in hard copy form. Further information is available at <http://science.kwansei.ac.jp/~plan/tesol-jobs.html>.

**Hyogo-ken**—The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking for part-time English instructors for the fall semester. **Qualifications:** MA in TEFL or doctorate, or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties:** Teach a minimum of three *koma* per day for one to three days. Courses include academic writing, content, listening, and discussion/presentation. **Salary & Benefits:** Competitive salary and commuting allowance. **Application Materials:** Curriculum vitae and letter of introduction. **Contact:** James Riedel, Coordinator; English Language Program, Kwansei Gakuin University, Gakuen 2, Sanda-shi 669-1337; <james@ksc.kwansei.ac.jp>.

**Niigata-ken**—The International University of Japan (IUJ) is seeking a part-time English instructor to teach graduate students in the International Relations Department. The school is located near Urasa, about 90 minutes by Shinkansen from Tokyo. **Qualifications:** MA in TESOL or a related field, and teaching experience at the university level. **Duties:** Teach classes of approximately 10-12 students for ten weeks beginning in early October. The position may also be available for ten weeks beginning in early January. **Salary & Benefits:** Salary is based on the university part-time pay scale which is dependent on degree and experience. Transportation (Shinkansen) from residence to IUJ is also included. **Application Materials:** CV, cover letter, list of publications/presentations, and contact information for at least two references. **Deadline:** September 1, 2000, but applicants are encouraged to apply as soon as possible. **Contact:** Ms. Nakajima Mitsuko; International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata 949-7277.

**Tokyo-to**—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; one-year university English teaching experience. **Duties:** Classroom activities

include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits:** Comparable to other universities in the Tokyo area. **Application Materials:** Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline:** Ongoing. **Contact:** PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

**Tokyo-to**—The Faculty of Law of Aoyama Gakuin University is seeking a full-time tenured lecturer or associate professor to begin on April 1, 2001.

**Qualifications:** Specialty in TEFL/TESOL, applied linguistics, linguistics, cultural studies, area studies, or literature; PhD, or all doctoral work completed as of April 1, 2001; Sufficient ability in Japanese and English to carry out all job-related duties inside and outside the classroom. **Salary & Benefits:** Salary and other working conditions are determined by Aoyama Gakuin rules and regulations. **Application Materials:** Aoyama Gakuin resume form (see address below) with photo; a copy of the diploma for the highest degree received or a letter of certification from the institution; a list of publications and presentations and copies of three representative publications (photocopies acceptable); a sample syllabus for an English class; letter(s) of recommendation (optional). Apply in either English or Japanese. **Deadline:** August 21, 2000. **Contact:** For resume form please contact Mr. Nakamichi Itsuo; c/o Academic Affairs Office, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366; t: 03-3409-8111x12139; f: 03-3409-4575. All completed application materials should be sent to Professor Yamazaki Toshihiko, Dean; Faculty of Law at the same address by registered mail with "English position" written in red on the front of the envelope. **Other Information:** <www.als.aoyama.ac.jp>.

### Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlj\_jic@jalt.org>.

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

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinJapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~daval/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinJapan.shtml>

4. JALT Online homepage at <www.jalt.org/tlt>
5. Jobs and Career Enhancement links at <www.jalt.org/jalt\_e/main/careers.html>
6. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
7. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
8. Ohayo Sensei at <www.wco.com/~ohayo/>
9. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
10. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
11. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflAsia.htm>
12. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
13. Job information at <www.ESLworldwide.com>

### 差別に関する

*The Language Teacher Job Information Center* の方針  
私たちは、日本の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年齢、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともに書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

### TLT/Job Information Center Policy on Discrimination

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

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



## Bulletin Board

edited by brian cullen

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

### **Calls for Papers (in order of deadlines)**

**TESOL 2001: The 35th Annual Convention and Exposition** will take place in Saint Louis, Missouri USA on February 27-March 3. The theme is "Gateway to the Future." The deadline for In Progress, Poster, and Video Theater sessions is **August 14, 2000**. You can submit a proposal over the Web using our web-based proposal submission form or print an Adobe Acrobat PDF of the Call for Participation right from your web browser. Information: Teachers of English to Speakers of Other Languages, Inc.; 1600 Cameron St. Suite 300, Alexandria, VA 22314-2751 USA; <info@tesol.edu>; website at <www.tesol.edu/conv/index.html>.

**APPI 5th Annual Convention**—The Academic Committee of Asociacion Peruna de Profesores de Ingles is seeking papers to be presented at the 5th Annual APPI Convention from September 22-24, 2000 at Universidad Ricardo Palma, Lima. The topics for presentations are teaching very young learners, teaching at schools (primary and secondary), teaching adults (including university, institutes, private practice and ESP), using computers in ELT, teacher development and training, research in ELT. All presentations will last 80 minutes. The number of teachers attending each presentation is limited to 30. Please submit a completed lecturer application form (you may obtain this from the APPI office), a 5- to 10-line resume of your professional expertise, a 10- to 15-line abstract of the presentation stating audience and objectives, and a 250-word paper summarising the presentation by **August 15, 2000** to: APPI 5th Convention Academic Committee; t/f: 51-1-4757278; <cesark@computextos.net>.

**ILEC 2000: The International Language in Education Conference 2000**, "Innovation and Language Education," will be held from December 14-16, 2000 at The University of Hong Kong. A sub-theme will be "Information Technology in Language Education." The conference will place special emphasis on the practical needs and interests of classroom practitioners. Abstracts for papers, workshops, colloquia, and poster sessions are due by **August 31, 2000**. For more information, contact Secretariat ILEC 2000, c/o The Faculty of

Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859 2781; f: 852-2547 1924; <ilec2000@hkucc.hku.hk>; website at <www.hku.hk/ilec2000>.

**The 21st Annual Thailand TESOL International Conference**, "The Power of Practice" will be held from January 18-20, 2001 at The Imperial Queen's Park, Bangkok, Thailand. The conference will focus on reexamining the changing needs in order to find better solutions in planning the ELT program, teaching and evaluating the program. It will also discuss the integration of technology in the classroom and promote the action research. Deadline for submitting abstracts for papers, workshops, colloquia, and poster sessions is **August 15, 2000**. Information: Suchada Nimmannit, Chulalongkorn University Language Institute at <nsuchada@chula.ac.th> or Chaleosri Pibulchol, Srinakkarinwirot at <chal@psm.swu.ac.th>; <www.thaitesol.org>.

**7th EFL Skills Conference**—January 23-25, 2001 at The American University in Cairo, held by the Center for Adult & Continuing Education. The subject addressed is "Integrating EFL Skills: Teaching, Management and Technology for the Future." The theme includes but is not limited to EFL skills, using instructional technology, distance learning, ELT management, teacher training, and young learners. The conference will also feature pre-conference events, a testing colloquium, a video conferencing session, a book exhibition, and a ticketed Nile dinner cruise for conference participants. All are invited to present and participate. The deadline for receipt of proposals is **September 30, 2000**. For more information contact The EFL Skills Conference Committee; English Studies Division/CACE (Mail 209), The American University in Cairo, P.O. Box 2511. Cairo, Egypt; t: 202-357-6871; <eflskill@aucegypt.edu>.

**The Pan Asia Consortium (PAC) Journal** is seeking four to five articles focused on *Action Research* as it is conducted and applied in the Japanese EFL teaching context. Papers should include: (1) A statement of the problem including the context and the participants. Why was this a problem? The problem should not be too broad and should be located in teaching. (2) A brief review of the literature—all the recent movers and shakers in the area should be included that address the problem only! (3) A method to solve the problem—outlined in detail—what method, why this method, where did it come from, etc. (4) Result—what was the outcome—details. (5) Action—this last cycle is sometimes left out of AR projects but should be included: A comparison of #1 and #4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method

(or whatever)? Submission deadline: **November 30, 2000**. Information: <www.jalt.org>.

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

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

**Essay Collection—What is it like for native speakers to profess English in Japan?** A proposed collection of essays aims to gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be twenty to thirty pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For more information, contact: Eva Bueno; <evapbueno@yahoo.com> or Terry Caesar; <caesar@mwu.mukogawa-u.ac.jp>; English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya 663-8558.

**Other Announcements**

**AAAL Conference**—February 24-27, 2001 in St. Louis, Missouri, USA. For information contact: Richard Young, Department of English, University of Wisconsin-Madison; <rfyoung@facstaff.wisc.edu>.

**AFMLTA National Conference**—July 7-9, 2001 on the theme "Languages Our Common Wealth" at Canberra Convention Centre, Australia. For information contact: MLTA of ACT Inc, PO Box 989 Canberra City 2601 ACT; f: 02-6205-6969; <willett@dynamite.com.au>.

**TESOL Online Career Center**—Debuting in the fall of 2000 and featuring job listings from around the globe, career resources, and much more, it will be the career site devoted to TESOL professionals. We are very excited about this project and the opportunity to better serve our members. Stay posted at <www.tesol.edu>.

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

IFC = inside front cover, IBC = inside back cover  
OBC = outside back cover

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

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

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

## Feature Articles

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

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

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

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

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

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

**Readers' Views.** Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the

editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

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

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

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

## Departments

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

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

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

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

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

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

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

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

**Chapter Reports.** Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's

name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

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

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

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

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

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

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

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

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## Membership Information

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

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

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

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

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

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

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

### Central Office

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## JALT (全国語学教育学会) について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

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

**例会と大会**：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキウム、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、N-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38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜〔準支部〕）

**分野別研究部会**：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロップメント、教材開発、外国語教育政策とプロフェッショナルリズム、教師教育、児童教育、試験と評価。

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

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

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

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