The Language Teacher

Foreword

The enigmatic jazz bandleader Sun Ra once said "Ignorance is the voice of the spirit." At the time he was trying to get his bandmembers to play their instruments as if for the first time. The music they made often sounded chaotic and shocking, but what he sought mostly was purity of tone, untainted by excessive theorizing and imitating of what had come before.

In these shortened January days, we begin things. We set goals and resolutions, we start preparing for a new school year, or we simply begin looking forward to warmer days when we can start doing again all the things we enjoy. Perhaps we would do well to make 2004 a year of looking at our own beliefs and practices in a new, "ignorant" way, recapturing the beginner's spirit of what we do.

To help in this regard, this issue of The Language Teacher offers some new ways of looking at language teaching in Japan. First, Mitsuo Kubota challenges us to re-evaluate the ways that Japanese English learners construct and emulate the so-called "native speaker." Next, Kimihiro Irie describes in a Japanese article how well English textbooks in Japan are preparing students for Computer-Aided Language Learning in the 21st century.

Our Readers' Forum begins with Nathaniel Edwards, who reminds us that, despite our generalizations about Japan's education system, there is plenty of student-centered learning and fostering of creativity in Japanese elementary schools. Finally, Robert Brown attempts to refine ideas that previous researchers have made about "apathetic" language learners in college classrooms.

With this issue I say goodbye as Co-Editor of The Language Teacher. It has been a speedy two years in which I have watched over all the many volunteers who worked month after month to create this journal. I would ask you to take a look at our Staff List on the back page this month and see how many people make TLT possible. My thanks go out also to all of you who have contributed articles. I'm sure that under Nigel Henry's editorship, and with the help of Kim Bradford-Watts, our new Associate Editor, TLT will continue to improve as the voice of JALT in 2004. Thank you.

Scott Gardner
Co-Editor

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CONTENTS

January 2004

明けましておめでとう

謎のジャズ・バンドリーダー、サン・ラは、「無知は精神の声である」と言いました。彼は、メンバーにあたかも初めてのように演奏するように指示しました。演奏は、しばしばカオスに満ちショックを覚えましたが、彼が求めたものは、過去の曲が過度に理論化されていたり、模倣されていることから解放しようとすることでした。

毎年1月、私たちは動き始めます。目標と決心をセットしたり、あるいは、新年度の準備を始めたり、あるいは、暖かい日を待ち望みます。2004年を自分の信念で見つめ、新たな「無知な」方法で臨めば、初心にもどることができるでしょう。今月号では、日本での語学教育を見る新しい方法を提供します。最初に、Mitsuo久保田氏は、日本の英語学習者が構築し、いわゆる「母国語スピーカー」がエミュレートする方法を再評価することを勧めています。次に、入江公啓氏の日本語論文では、日本の英語の教科書が学生にどれくらいよくコンピューター支援の言語学習に備えさせているかを説明しています。

読者フォーラムは、Nathaniel Edwards氏が　、生徒中心の学習、および日本の小学校の創造性の促進を喚起しています。最後に、Robert Brown氏は、大学教育で「無関心」な学習者に関する先行研究を見直しています。

今月号が、私のTLTの共同編集者としての最後の仕事です。この２年はTLTのために毎月毎月働いた、すべての多くのボランティアを見続けて来ました。巻末ページのスタッフ・リストを見て、どれだけの人々によってTLTが成り立っていることでしょう。さらに記事をお寄せ下さった方々にも感謝いたします。新しい編集長Nigel Henry氏の下、Kim Bradford-Watts氏との協力で、2004年JALTは発展し続けるでしょう。ありがとうございました。

Native speaker: A unitary fantasy of a diverse reality

Mitsuo Kubota

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　英語教育の場でネーティブスピーカーという用語は日常的に使われているが、そのあまりに気軽な使用を疑問視すべきであるとする研究者も多い。本論は、現在の日本の大学生が英語のネーティブスピーカーという用語をどのような認識で使っているかを調査し、彼らの考える英語のネーティブスピーカーと、学習のモデルとの間にどのような類似点、相違点があるかを考察する。

　調査の結果、英語のネーティブスピーカーの条件とは、生まれた時から英語に触れる環境にあった人であり、使う英語の種類、人種は重要な要素ではないが、日常において継続的に英語を使用している人ということになる。ただ、学習のモデルとなると、英語で教育をうけたことと、Inner Circle の英語の使用者であることが、やや重要視される傾向がある。これらの調査結果が現在の英語教育に何を示唆するかを考察する。

The use of the term "native speaker" has been critically discussed in the field of teaching English (e.g., Davies, 1991; Kachru & Nelson, 1996; Paikeday, 1985; Phillipson, 1992; Rampton, 1990). This article attempts to examine the term as it is used in an EFL context as well as raise awareness about the multiplicity of the term. Five major factors defining a native speaker are then put forward followed by a brief discussion of a study which investigated the construct of a native speaker of English (NES) among university students in Japan, as well as their model speaker for learning English.

What is a Native English Speaker?

In theoretical linguistics, the native speaker is a person who is qualified to judge the grammaticality of sentences (Chomsky, 1965). In the SLA (Second Language Acquisition) studies, the native speaker provides the target models for learning. However, the term has not been defined clearly in either of these fields, yet it has been used widely as if it is a self-explanatory term. In response to this situation, some researchers (e.g., Kachru and Nelson, 1996; Paikeday, 1985; Rampton, 1990) have asserted that the casual use of the term "native speaker" needs to be questioned and problematized. After reviewing the literature regarding the term, I have isolated five defining issues for a NES:

1. whether the person acquired English from birth (Davies, 1991; Liu, 1999; Paikeday, 1985; Phillipson, 1992)

2. whether the person is a competent speaker (Davies, 1991; Paikeday, 1985; Rampton, 1990)

3. whether the person acquired English formally through education or informally through daily use (Davies, 1991; Liu, 1990; Phillipson, 1992)

4. what variety of English the person uses (Davies, 1991; Kachru & Nelson, 1996; McConnell, 2000)

5. the race of the person (Amin, 1997; Kachru & Nelson, 1996; Liu, 1999; Lummis, 1975; Tsuda, 1990).

Keeping the above criteria in mind, I asked Japanese university students about their definition of a NES and their model for learning English. Based on the findings, I will discuss what needs to be considered in terms of the definition and the target for learning English in the Japanese context.

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Feature Article

The study

The participants were 260 Japanese university sophomores majoring in English. Because the university has a large number of English teachers and international students, many of whom the participants consider to be NESs, it is reasonable to say that the participants in the present study have exposure to NESs.

The study started with a qualitative, open-ended question: "Please define a native speaker of English." In addition to general English courses, although the participants have studied many subjects on English such as linguistics, literature, and history as required subjects, their responses seemed to indicate that they had never stopped to think about what a NES is, believing it is an already agreed upon unitary concept. While answering the question, many participants verbally expressed a belief that the question was pointlessness saying, for example, "there's no need to define it because the term is self-explanatory" and "I can't write anything original and noteworthy about the term." In response to their comments, I did not provide any guidance, but encouraged them to describe what they thought, even if they thought it was self-evident.

The participants' descriptions provided valuable qualitative insights regarding the multiplicity of their perception of a NES. The study, including the open-ended question, the questionnaire and the interviews were conducted in Japanese. The English translation of the questions and response choices on the questionnaire (see Appendix) are presented in the tables. In order to obtain more focused quantitative data I created a questionnaire that included 16 questions (8 questions regarding their definition of a NES, and 8 parallel questions regarding their model for learning English), based on the qualitative data together with the five defining issues mentioned above. The same 260 participants filled out the questionnaire. I also conducted interviews with 45 participants to clarify, elaborate on, and obtain further insights into their definitional criteria. These participants were a convenience sample of students who came to my office hours, as well as students who I requested to visit in order to discuss their responses.

Results
The time of initial exposure and learning

The most recurrent defining criterion in the qualitative data is exposure to English from an early stage of life. The results from the quantitative data also indicate the participants' view. Of the participants, 83.7% indicated that it is necessary to be exposed to English from birth onward in order to be defined as a native speaker (see Table 1). The participants' view arises from their belief that early exposure to English is an important condition for acquiring native-like competency. For example, one of the participants stated that "unless you speak English from birth, you cannot acquire native-like competency."

Table 1. The person was first exposed to, and began to learn English

	Birth Onward	Primary School	Jr. High School	College
Definition N (%)	216 (83.7)	37 (14.3)	5 (1.9)	0 (0.0)
Model N (%)	198 (76.7)	42 (16.3)	16 (6.2)	2 (0.8)

The participants' belief also led to their assumptions for their model speaker for learning English. A large number of the participants (76.7%) indicated that exposure to and learning of English from birth onward is a required qualification for their model speaker. The results show the participants' strong assumption for the relationship between early exposure and acquisition of native speaker competency. However, the participants do not seem to have a concrete image regarding competency. Very few participants mentioned competency issues in defining a NES, some examples included the ability to read a newspaper and attaining a speaking ability equivalent to the level of their Japanese. It seems that the participants' belief has been constructed through comparison of their own development of native language fluency to their learning experience of English.

The environment for acquisition

The second most recurrent descriptions in the open-ended question are "a person who uses English at home" and "a person who was educated in English." In other words, the participants consider the environment for acquiring English to be an important issue. In response to the question in terms of natural acquisition at home, 43.1% of the participants indicated that the use of English at home is a

required condition — 71.2% indicated it was "required" or "important" (see Table 2). A similar result is found for acquisition through formal training — 74.6% indicated it was "required" or "important" (see Table 3). For the participants' model speaker for learning English, acquisition through formal training is somewhat more valued compared to acquisition through informal training (72.3% versus 61.9%, respectively).

example, Liu (1999) reports that in the US context, some people who speak a language in addition to English have trouble identifying themselves as a NES. The reason for the difference is perhaps partly because most of the participants in the present study do not have experience living in a bilingual or multilingual society. Thus, they see NES only from a functional perspective, and do not take social and psychological issues regarding how people identify their native language into consideration.

Table 2. The person was raised in a family where the language used in the home was English

	Required	Important	Desirable	Not Relevant
Definition N (%)	112 (43.1)	73 (28.1)	60 (23.1)	15 (5.8)
Model N (%)	84 (32.3)	77 (29.6)	69 (26.5)	30 (11.5)

Table 3. The person was educated in schools where the language of instruction was English

	Required	Important	Desirable	Not Relevant
Definition N (%)	91 (35.0)	103 (39.6)	36 (13.8)	30 (11.5)
Model N (%)	108 (41.5)	80 (30.8)	47 (18.1)	25 (9.6)

The variety of English

As has been discussed in the literature, the variety of English that a person speaks also has a great impact on people's judgments in defining a NES.

Although the participants as a whole see the environment for acquisition as an important issue, the data also show that there are many participants (approximately 1/4 to 1/3) who view it as "irrelevant" or of low importance. The descriptions in the open-ended question and the interview data reveal that these participants believe that native speaker competency can be acquired through continuous use of English or the study of English that takes place at least in one domain of their life.

The quantitative data also reveal that many of the participants believe that it is possible to become a native speaker of more than two languages (see Table 4). Only about 10% of the participants believe that only a monolingual English speaker can be defined as a NES, and

Thus, in the questionnaire I asked the participants' opinions regarding both the place where the person grew up and the variety of English the person speaks. In asking the questions, I used two of Kachru and Nelson's (1996) three circles of the types of users of English. In Tables 5 and 6, the Inner Circle refers to countries where English is the dominant language such as the USA, England, Canada, New Zealand, and Australia. The Outer Circle refers to countries where English plays wide and important roles in education and governance such as India, Pakistan, Singapore and South Africa. I provided the participants with these countries' names in the questionnaire.

The results show a significant correlation between the data in Table 5 and Table 6 (r=.60, p<.001 for the definition, and r=.59, p<.001 for the model). The correlation suggests the participants believe that the place the speaker grew up indicates the variety of English they speak. The noteworthy finding as seen in Table 6, which is quite different from the discussions in the literature, is that many participants (37.1%)

Table 4. The ability to speak a language other than English

	English Only	English Dominant	Balanced Bilingual	Not Relevant
Definition N (%)	27 (10.4)	68 (26.2)	15 (5.8)	150 (57.5)
Model N (%)	11 (4.2)	71 (27.3)	53 (20.4)	125 (48.1)

more than half of the participants do not see bilingualism as a relevant issue. This is very different from the reports of previous research. For

include the Outer Circle's English users as NESs. This is almost the same as the number of participants (35.9%) who consider only Inner Circle English users to be NESs. Similar to the results regarding the environment for acquisition, this finding also suggests that these Japanese college students believe that as long as a person continuously uses English in one domain of their life, they are defined as a NES. However, if we look at the response distribution for the model speaker for learning English, it tells a different story — 70% of the participants consider only English in the Inner Circle to be an appropriate model. According to the interview data, it appears that these students believe that Japanese English education uses Inner Circle English, particularly American English, as the model, and believe their performance is evaluated based on this model.

The person's race

Finally, the person's race can be an issue when determining whether the person is a NES or not. Tsuda (1990) and Lummis (1975) pointed out that a NES in the Japanese context really means an English speaker who is Caucasian. However, very few participants mentioned the race of a person as an issue for defining a NES in the open-ended question. As shown in Table 8, most of the participants (93.1%) indicated that race is not relevant. As far as the data shows, the participants do not see race as a factor.

Discussion

These Japanese university students define a NES as a person who acquired English from birth onward. The participants report neither the variety of English that the person speaks nor the race of the person as important defining criteria. The important issue is whether the person uses English continuously in at least one domain of their daily life. Their model for learning English is similar to their definition of a NES, however, criteria such as being a speaker of the Inner Circle and lack of a foreign accent seem to be important.

The participants' definition of a NES as a person who acquired English from an early stage of their life is strongly related to their assumption that they need to start learning English as early as possible. Most of the participants in the present study started to study English as part of their curriculum when they entered Jr. High School, which means their learning started when they were twelve or thirteen years old. Many participants expressed regret and discouragement during the interview because they did not start studying English early enough to acquire native speaker competency. During the interviews with the participants I came to believe that their discouragement is largely due to a lack of experience

Table 5. The place where the person was raised

	England or the USA	Inner Circle	Inner + Outer Circle	Not Relevant
Definition N (%)	7 (2.7)	63 (24.2)	107 (41.2)	83 (31.9)
Model N (%)	39 (15.0)	90 (34.6)	37 (14.2)	94 (36.2)

Table 6. The variety of English that the person speaks

	England or the USA	Inner Circle	Inner + Outer Circle	Not Relevant
Definition N (%)	19 (7.3)	74 (28.6)	96 (37.1)	70 (27.0)
Model N (%)	78 (30.0)	104 (40.0)	31 (11.9)	47 (18.1)

The results above reveal that participants believe the place the speaker grew up will indicate the variety of English they speak. Although somewhat weaker, a similar pattern is found in the response to the question that asked whether the speaker's foreign accent is an important issue when defining a NES. As shown in Table 7, the participants do not attach much importance to the existence of a foreign accent when defining a NES. However, the absence of a foreign accent is preferred for their model for learning English.

Table 7. The person does not have a foreign accent

	Required	Important	Desirable	Not Relevant
Definition N (%)	49 (18.9)	82 (31.7)	56 (21.6)	72 (27.8)
Model N (%)	85 (32.7)	78 (30.0)	68 (26.2)	29 (11.2)

of the multiplicity of the concept of NES, and provide information and opportunities that help the students define their own target for learning English.

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Appendix

　前回の英語のネイティブスピーカーについて自由に定義して下さいという調査から、それぞれの人が英語のネイティブスピーカーについて様々な考えを持っていることがわかりました。そこで今回はその結果をもとに少し絞った調査をしたいと思います。どの質問も正答、誤答はありませんので、自分の考えることを答えて下さい。選択肢 a) - d) のひとつだけをまるで囲んで下さい。

　また、裏面はあなたの英語の学習のモデルになるスピーカーについて同じ質問をします。それぞれあなたが英語を勉強するにあたって、こんな人のように話せるようになりたいという人物像について答えてください。

　下のそれぞれの質問に答えるにあたって、質問に登場する人は２２歳の大学を卒業し英語圏で不自由なくコミュニケーションがとれる人を想像して下さい。

(1) 英語で教育を受けた人である。
英語のネイティブスピーカーとみなされるためには

a)　絶対必要な条件である
b)　重要であるが絶対必要な条件ではない
c)　望ましい条件である
d)　関係ない

(2) 家庭で使われる言語が英語である環境で育った人。
英語のネイティブスピーカーとみなされるためには

a)　絶対必要な条件である
b)　重要であるが絶対必要な条件ではない
c)　望ましい条件である
d)　関係ない

(3) 英語で話した時に外国語のなまりがない人。
英語のネイティブスピーカーとみなされるためには

a)　絶対必要な条件である
b)　重要であるが絶対必要な条件ではない
c)　望ましい条件である
d)　関係ない

(4) その人が育った場所。
英語のネイティブスピーカーとみなされるためには

a)　アメリカかイギリスでなければならない
b)　アメリカ、イギリス、カナダ、オーストラリア、ニュージ
ーランドのいずれかでなければならない
c)　アメリカ、イギリス、カナダ、オーストラリア、ニュージ
ーランド、インド、パキスタン、シンガポール、南アフ
リカなど英語が教育、政治などで重要なはたらきを
している国でなければならない
d)　関係ない

(5) その人が話す英語の種類。
英語のネイティブスピーカーとみなされるためには

a)　アメリカかイギリスで使われている英語の種類でな
ければいけない
b)　アメリカ、イギリス、カナダ、オーストラリア、ニュージ
ーランドのいずれかで使われている英語の種類でな
ければいけない
c)　アメリカ、イギリス、カナダ、オーストラリア、ニュージ
ーランド、インド、パキスタン、シンガポール、南アフ
リカなど英語が教育、政治などで重要なはたらきを
している国で使われている英語の種類でなければ
いけない
d)　関係ない

(6) その人の人種。
英語のネイティブスピーカーとみなされるためには

a)　白人でなければならない。
b)　白人か黒人でなければならない。
c)　白人、黒人、または日本人以外でなければならない。
d)　関係ない。

(7) その人が初めて英語が使われる環境に触れ学び始め
る時期。
英語のネイティブスピーカーとみなされるためには

a)　生まれた時から
b)　小学校入学時
c)　中学校入学時
d)　大学入学時

（8）その人の英語以外の能力。
英語のネイティブスピーカーとみなされるためには

a)　英語だけのスピーカーでなければならない。
b)　英語だけのスピーカー、または英語の方が得意なバ
イリンガルでなければならない。
c)　英語だけのスピーカー、またはバイリンガルで英語と
もう一方の言語の能力が同じでなければいけない。
d)　関係ない

高等学校の英語の教科書について：教育の情報化への対応

入江公啓

常葉学園大学

English textbooks for senior high school: Modification for educational informatisation
Kimihiro Irie, Tokoha Gakuen University

According to the Government's Millennium Project, all classrooms will be equipped with computers, allowing all teachers to utilise them in all classes by the end of the academic year 2005–2006. As the new Course of Study is implemented at senior high school from April, 2003, new textbooks are being introduced. The present paper has examined all the new English textbooks and analysed their measures for educational informatisation. The results show that 61% had entries concerning computers but that only a small number of them involved the use of computers. The author argues for more computer-related activities in textbooks as they set out the framework of the annual programme and play a central role in implementing the new curriculum.

Feature Article

はじめに

　政府は、教育の情報化を進め、2005年度末までには全ての公立小中高校の授業においてコンピュータやインターネットを活用できるような状況を実現する予定である（文部省学習情報課　2000）。教育の情報化は、情報化社会に必要な情報活用能力を養うという側面と、情報機器を利用して教科の目標を達成するという二つの側面がある。前者は、情報活用能力は「情報」の教科だけでは達成できず、各教科においても情報教育を取り扱うことが必要という考えから行うもので、「生きる力」の重要な要素としての情報活用能力を高める活動が該当する。後者は、各教科の習熟度を深化、加速させるために情報機器を使うということであり、各教科の学習の手段として情報機器が効果的と認められる活動が該当する。教員はこの二つの活動を実施することが求められている（文部科学省　2002，文部省 2000）。

　今回、高等学校の学習指導要領が改訂され、新しい教科書が利用されることになった。本稿では、この教科書にスポットを当て、政府が進めようとしている教育の情報化に教科書がどのように対応しているのか考察するものである。

調査方法

　高等学校においては、新学習指導要領は2003年度に入学した生徒から適用され、2年生や3年生は旧指導要領に基づいて学習する。本稿ではこの1年生用の教科書であるオーラル・コミュニケーションⅠ（OCⅠ）と英語Ⅰの教科書について調査を行った。冊数にすると、OCⅠが19冊、英語Ⅰが35冊、合計54冊である。これらの教科書からコンピュータ関連の記述を拾い上げ、分類した。

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調査結果

　教科書54冊中コンピュータ関連の記述があるのはOCIが9冊（47%）、英語Ⅰが24冊（69%）で、21冊（39%）の教科書にはそうした記述は全くなかった。詳細は表1のとおり。

表1. コンピュータ関連事項が記述されている教科書の割合

	コンピュータ関連記述事項	OCI	英語Ⅰ
電子メール	電子メールが提示されている	32%	29%
	電子メールが本文の話題として取り上げられている	21%	6%
	電子メールを書くタスクがある	21%	17%
	電子メールの役割等について考えるタスクがある	0%	6%
	顔文字、略語、電子メールアドレスが取り上げられている	11%	9%
	その他	5%	6%
	電子メール総合*	42%	43%
インターネット	ホームページが提示されている	0%	34%
	インターネットが本文の話題として取り上げられている	26%	17%
	インターネット検索のタスクがある	0%	20%
	ホームページ作成のタスクがある	0%	17%
	インターネットについて考えるタスクがある	5%	6%
	その他	5%	6%
	インターネット総合	26%	51%
その他	コンピュータ用語が紹介されている	11%	6%
	コンピュータが本文の話題として取り上げられている	16%	0%
	コンピュータ用語を使うタスクがある	16%	6%
	コンピュータについて考えるタスクがある	16%	3%
	その他	5%	3%
	その他総合	26%	14%
コンピュータ総合		47%	69%

*　電子メールに関する記述が一つ以上あるもの。いくつかの項目が記述されている教科書もあるので、単純に項目の値を合計した値と「総合」の値とは異なる。以下同じ。

電子メール

　コンピュータ関連の記述で最も多いのは電子メールに関係するものである。電子メールの英文が提示されているものには、From、To、Subject、ccなども取り入れてコンピュータ画面そのもののように提示されているものもあれば（オⅠ019（文部科学省による教科書の記号・番号、以下同じ）など）、メッセージの部分だけが取り上げられて、一見電子メールの英文であることはわからないものもある（英Ⅰ005など）。電子メールのほとんどは、その発信者、受信者が日本人の生徒となっているが、インターネット上で知り合った海外の友達に対して一緒にホームページをつくるこ

とに同意するもの（オⅠ019）やクラスメートとテスト勉強の約束をするもの（英Ⅰ023）など、内容は様々である。

　電子メールが本文で話題として取り上げられているものには、会話の話題として取り上げられるものと、筆者が電子メールに対する考えを述べるものがある。前者の例としては、オーストラリアでは莫大な数の電子メールがやり取りされていることについて2人が話し合っているもの（オⅠ002）、後者の例としては、電子メールの便利さと必要性を認めながらも、電話で実際に声を聞いたり、直接会って話したりすることの大切さを筆者が唱えているもの（英Ⅰ026）などがある。

　電子メールを書くタスクでは、自分自身や学校、住んでいるまち、日本の文化や習慣などについて外国人に説明するもの（オⅠ011など）が多い。また、英Ⅰ027では各レッスンにそのレッスンに関係する電子メールを書くタスクが用意されており、本文で取り扱われているインターネットサイトへ自分のメッセージを送るとか、本文に書かれていることについて自分の意見を電子メールにして友だちに送るなどの想定で、毎回電子メールを書くようになっている。

　電子メールの役割等に関して考えるタスクとしては、電子メールとエアメールの長所、短所を話し合うタスク（英Ⅰ002）、電子メール、電話、手紙、ファックス、直接会うことの長所、短所を考えるタスク（英Ⅰ026）が設定されている。

　電子メールに関連して、英文の顔文字「:-)　:-(　　:-0)」と和文の「(^_^)　(;_;)　(*_*)」を比較しているもの（オⅠ010）、<g>　<jk><1>が顔文字と同じような役割をしていることを紹介しているもの（英Ⅰ002）、CUL、TNX、F2F、BRBが何の略であるのか選択肢から選んで解答するタスクが設定されているもの（英Ⅰ002）などがある。また、電子メールアドレスについて取り上げて、ドメインの構成と国別コードを紹介しているもの（英Ⅰ009）もある。

インターネット

　ホームページが提示されているものは英語Ⅰの教科書だけで、内容は学校の紹介（英Ⅰ016など）や世界の若者のメッセージを集めたもの（英Ⅰ014など）が多い。これらのほとんどはインターネット上に実在するものではなく、実際にアクセスできるのは少ない（英Ⅰ009など3件）。

インターネットが本文で話題として取り上げられているものには、会話の話題となっているものと、筆者がインターネットのプロジェクト等について報告するものがある。このうち、英Ⅰ004では、Lincoln High Schoolのサイトを見つけるために、キーワードを「Lincoln」→「Lincoln High School」→「Lincoln Portland」と変更していく様子が描かれており、実際に検索するときに留意しておかなければならないキーワードの選び方について学ぶこともできる。

インターネット検索のタスクは英語Ⅰの教科書だけに設定されており、国際オリンピック委員会など指定されたホームページにアクセスするもの（英Ⅰ009）、Alphonse Muchaなど指定されたテーマについて検索するもの（英Ⅰ004など）、好きなホームページを探すもの（英Ⅰ032）がある。

ホームページ作成のタスクも英語Ⅰの教科書だけに設定されており、自分の学校（英Ⅰ016）、自分のクラブ（英Ⅰ015）、自分の夢（英Ⅰ014）などについてホームページに掲載するタスクが設定されている。

インターネットについて考えるタスクには、指定されたホームページ（オⅠ015）や自分の見つけたホームページ（英Ⅰ004）ついて話し合うタスクや、オンラインショッピングについて話し合うタスク（英Ⅰ031）がある。

その他

コンピュータ用語を紹介しているものには、homepage、siteなど単語を中心のもの（英Ⅰ004）、surf the Web、log on toなど句を中心のもの（オⅠ003、英Ⅰ023）、Follow this link, and you'll find the information.など文を紹介しているもの（オⅠ019）がある。

コンピュータが本文の話題として取り上げられているのはOCⅠの教科書だけであり、日本人と外国人がパームトップコンピュータ、ゲーム、語学学習ソフト、電子書籍などについて話し合っている（オⅠ018など）。

コンピュータ用語を使いながら設問に答えるタスクには、聞き取り問題、穴埋め問題、ペアワークでコンピュータ用語を使うタスク（オⅠ002など）、コンピュータの挿絵とキーボード、マウス、モニターなどの名称を結びつける問題（英Ⅰ009など）がある。

コンピュータについて考えるタスクには、コンピュータ全般について2人で話し合うタスク（英Ⅰ031）、コンピュータの長所、短所についてグループで話し合うタスク（オⅠ002）、コンピュータの活用法等について2人で話し合うタスク（オⅠ003など）などがある。

考察

英語Ⅰは、教科書35冊中24冊（69%）にコンピュータ関連の記述があり、電子メールを書くタスク、インターネットを検索するタスク、ホームページを作成するタスクなど、コンピュータを実際に使用するものが比較的多い。一方、

OCⅠは、教科書19冊中9冊（47%）にコンピュータ関連の記述があるが、話題としてコンピュータを取り上げたり、コンピュータ用語を取り扱ったり、コンピュータを実際に使用する必要のないものがほとんどである。電子メールを書くタスクがOCⅠの教科書に取り入れられているが、聞くこと、話すこと（LS）の技能には直結しないので、レッスンの発展問題として出されたり、レッスンとは別のコラムで取り扱われたりしている。

LSの活動は、読むこと、書くこと（RW）の活動に比べると、コンピュータを利用することは少なくなりがちである。LSは、直接人と人とが対話することを基本とするコミュニケーションであり、メディアを介して行うものは全体の一部でしかないからである。

筆者の知る限りでは、外国語専用コンピュータ教室は別として、コンピュータ教室にヘッドセットが設置されているところは少ないし、教師用コンピュータのスピーカーも生徒が聞き取りにくいものもあり、一般的にコンピュータ教室で音声を利用することは少ないようである。政府は、2005年度末までに各普通教室にコンピュータ2台とプロジェクター1台を整備することにしているが[1]、どの程度音声機器に配慮するかは各校が判断することになっており、LSの活動のための整備が確実に担保されているとはいえない。いずれにせよ、音声部門の整備が遅れているのは、情報活用という観点では、電子メールやインターネットなどの汎用性の高いものに重点が置かれており、授業で取り扱うものとしては、LSの情報機器は優先順位が低いということを示しているのであろう。

教科教育の観点からは、音声やビデオなどマルチメディアの特長を生かすことによってLSの技能を向上させることは可能だが、上記のようなハード面での整備が行われていることが必要である。理想的には、ヘッドセット、マイク、スピーカーなどが完備され、個々の生徒がコンピュータを利用できるような外国語専用教室があることが望ましいが、コンピュータが整備された外国語教室をもつ高等学校は、2002年度末現在、全国で1割程度に過ぎない（文部科学省 2003）。また、教科書の音声データは勿論のこと、自作の教材を作るためにはデジタルビデオカメラやソフトウェアなどを別途入手することも必要である[2]。

結局、現時点ではコンピュータを使ってLSの活動を行える環境は整っておらず、そうした状況ではコンピュータの利用を前提としたLSの活動を教科書に記述することは現実的とはいえない。実際、今回の調査ではそのような記述は見つからなかったのである。

一方、RWの活動は、伝統的に紙というメディアを使って行われてきたものであり、メディアの介在を前提としている。以前ではこの技能のために教育機器を使うことは少なかったが、社会全体が紙というメディアからコンピュータというメディアへ一部移行している中で、コンピュータを使った指導の重要性が高まっている。電子メールやインターネットは今後

益々普及し、そのために英語を使う機会も増加するであろうが、その際、紙のメディアでは必要ではなかった知識や技術が必要になる。例えば、電子メールでは、手紙と電子メールとの様式や文体の違い、よく使われる略語の意味なども知っていなければならない。また、インターネットの検索には、主要なサーチエンジンのしくみや、検索を絞り込むためのキーワードの選び方も心得ておかなければならない。更に、ホームページを作成するには、レイアウト、色使い、画像などについて検討する必要がある。これらの活動は、LSとは異なり、電子メール、ブラウザーなど一般的なコンピュータの仕様で実施可能なものである。これまでの英語の授業では取り扱われなかったものや、「情報」の授業で取り扱われるものと重複する部分もあるが、英語に精通していない「情報」の教員では十分に指導することは困難なものも多く、新しい情報活用活動として英語の時間に取り入れることが望まれる。

また、こうした活動は、教科教育としても有効な手段となりうる。電子メールの交換により学習の動機付けを行ったり、インターネットで外国の文化や最新事情について学んだり、ホームページ作成により英語で情報や考えを伝えようとする態度を育むことなどができるのである。つまり、情報活用教育と教科教育の二つの観点から、RWの活動にコンピュータを利用する意義があり、今回の調査でもそうした活動が教科書に記述されていることがわかったのである。

現時点では、LSよりもRWの活動を行うコンピュータの環境が整備されており、RWの活動を中心にコンピュータを活用することが現実的である。必修科目（選択）としてRWの技能を養成する科目は、英語Ⅰだけであり、英語Ⅰの授業に上記のような活動を加えていくことは重要である。しかしながら、英語Ⅰの教科書が時代の変化に十分に対応しているとはいいがたい。コンピュータに関連する記述が全くないものもあるし、コンピュータに関連していても実際にコンピュータを利用するものは少ないのである。一方、OCⅠの教科書に、英語Ⅰの教科書には全く取り上げられていない英語のRWの技能に関係するものも盛り込まれている。例えば、オⅠ010では電子メールと手紙の違いを提示し、オⅠ015では硬い表現の電子メールとくだけた表現の電子メールを比較している。また、本稿では調査の対象とはしなかった「情報」の教科書にも英語のRWの技能に関係するものがある。例えば、文章作成支援ツール、英和辞典ツールの利用例を紹介したり、人間と翻訳ソフトの翻訳の早さ、正確さを比較させ、翻訳ソフトの誤訳の理由を考えさせるタスクが設定されたりしている。こうした他科目、他教科の教科書に記述されているものには、英語Ⅰの時間でも取り扱うべきものが含まれているようである。どのような事項をどの教科、科目で取り扱うべきかを整理し、教科書のコンピュータに関する記述を充実させ、授業でコンピュータを利用する活動を積極的に取り入れられるように努める必要があるのではなかろうか。

結び

教科書は教科の全体像を示すものであり、教員が授業の中で指導の拠り所とし、生徒が予習復習の中心とする大切な教材である。教育環境が大きく変化している現在、変革の道筋を具体的にわかりやすく説明してくれる意味でも、教科書の役割は大きい（Hutchinson & Torres 1994）。語学学習の環境は、それぞれのクラスによって異なるので、教科

書を教科書どおりに教えるという画一的な形態が最良とはいえないが（Allwright 1981）、教科書をベースとしながら、多様な学習環境に対応し、柔軟な姿勢で指導を行うことが望ましい（Hutchinson & Torres 1994, O'Neill 1982）。CD-ROM、インターネット上のサイトなど、今後新しい形態の教材も出現するであろうが、教科書のコア教材としての役割は変わらず（渡邉 1997）、教科書とコンピュータの連携を図っていくことは極めて重要である。

今回の調査は、教科書のみを対象としており、補助教材や指導用マニュアルなどについての考察は行っていない。出版社は、教科書以外に様々な資料を印刷物、CD-ROMといった形や、ホームページ、電子メールといった手段で発信しており、今後こうしたものについて研究を行うことも必要であると考えている。

注
1. 2002年度末現在、普通教室のコンピュータ整備率は21.7%（文部科学省 2003）。
2. デジタルビデオカメラは、2002年度末現在、1校あたり1.7台しか整備されていないので、自分1人の都合に合わせて使えるというわけではなく、他の先生と共用しなければならない（文部科学省 2003）。

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Learning consequences of fear of negative evaluation and modesty for Japanese EFL students

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Researchers have recently attempted to explain student "apathy" in terms of excessive self-monitoring along with loss of confidence in the value of learning (McVeigh, 2001), and "learned helplessness" (Burden, 2002). There may be some truth in these explanations. These cannot, however, constitute the entire reason as to why students often decline to participate in certain classroom activities. In my own two- year study of peer cohorts involving 210 first- year university students (Brown, 2003), virtually every student endorsed the statements that English: (a) is worth knowing; (b) is useful; (c) is worth the effort it takes to learn; (d) can be mastered, given sufficient effort; and (e) that if they failed to learn English, it would be because they didn't try hard enough, not because they lacked the ability to do it. Nevertheless, not all students are actually willing or able to do what is needed to acquire the fluency that they claim to desire. Some students may simply not have enough waking hours to devote to study. Others, those Burden (2002) and McVeigh (2001) describe as apathetic, simply choose not to participate in certain classroom activities, specifically, those involving oral production.

Fear of Negative Evaluation and Modesty Norms in Japan

I would like to suggest that a combination of fear of negative evaluation (FNE) and modesty norms may account for this bafflingly counterproductive learning behavior. FNE is simply the fear of being negatively evaluated by other people, and, of course, this is a matter of degree, since few people are utterly oblivious to the impressions they are making on other people. High levels of FNE however, as measured using an instrument such as Leary's 12 item Brief FNE scale (Leary & Kowalski, 1995), can impede learning in a number of ways. The most obvious is that students who fear negative evaluation will tend to avoid doing things that will cause them to be negatively evaluated. Unfortunately, as Matsuda & Gobel (2001) point out, these may be precisely the things that they need to do in order to learn English.

Students may be afraid of making mistakes in public, as McVeigh (2001) suggests, but the more specific fear is surely negative evaluation in the form of the real or imaged ridicule of their peers. They do not seem to mind quite as

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much being negatively evaluated for other types of classroom performance, for example, poor attendance. In fact, some students will gladly accept the certainty of negative evaluation in the form of low grades for poor attendance, or class participation, rather than risk the possibility of being negatively evaluated by their peers for making a public mistake.

Students are not only apprehensive about making mistakes in public. They may also be concerned about standing out and appearing to show off their abilities. While obviously related, these are distinct motivations. As McVeigh notes (2001), wanting to avoid standing out cannot be the sole reason students refuse to speak in class when asked to, because by remaining silent, they stand out just as much as if they had spoken. It should also be observed, however, that a student's silence will be evaluated differently by his or her peers than their mistakes, and, additionally, silence requires no effort, while speaking does. The oft-cited proverb deru kugi wa utareru (the protruding nail gets hammered down) exemplifies this motivation, cautioning against conspicuousness. However, there is a distinct motivation of modesty, exemplified by a separate proverb cautioning against displaying one's capabilities: no aru taka wa tsume o kakusu (a wise hawk hides it's talons). Japanese children internalize modesty norms between the second and fifth years of primary school (Yoshida, Kojo, & Kaku, 1982, cited in Kurman, 2001). Immodest people are generally viewed as less likeable, and students who want to be liked by their peers tend to understate or even deny their capabilities (Kudo & Numazaki, 2003). Students are caught in a double bind: if they make a mistake, they risk ridicule; if they answer correctly, they risk social rejection. No wonder many prefer to remain silent.

According to recent studies (Matsuura, Chiba, & Hilderbrandt, 2001), most native speaker (NS) English teachers prefer communicative instructional methods in which, among other things, oral productive communication is the central concern. Learners are expected to participate actively in class, including exhibiting such behavior as demonstrating ignorance by asking questions—or so students seem to believe. Students may genuinely believe that other students already know the answer to the question that they want to ask. However, unlike the NS teachers, students seem to prefer, or at least feel more comfortable with, the more traditional teacher centered approaches (Matsuura, Chiba, & Hilderbrandt, 2001). It is not difficult to see

why they would. The traditional methods allow students to remain inconspicuous and to avoid making public mistakes, because they are not asked to perform in public.

Solutions

The solution may be to reduce the performance pressure many students experience simply by refraining from asking them to "perform" English in front of the typically large class. This pressure to perform in itself is apt to make most students uncomfortable, as it singles them out from the others. Making public speaking voluntary would simply increase the extent to which a student is judged to be "showing off".

Speaking in small groups may be less intimidating for many students. However, for those students who are both high in FNE and lack confidence in their English speaking capabilities, even one potentially critical peer may be enough to cow them into silence. For such students, any attempts to induce them to publicly perform prematurely may prove to be counterproductive, and, rather than motivating them to speak, may motivate them simply to avoid the class, thereby missing opportunities to develop receptive skills. Obviously, this generalization does not apply to the minority with low FNE—those with confidence in their speaking capabilities, and little concern for how their peers will judge them—and for students with high FNE—no confidence, and great concern for peer evaluation, but who simply push ahead anyway. These students will learn no matter what happens in or outside the classroom. Most students do not fit this description, however, and may benefit from an emphasis on receptive skills in large introductory classes.

The traditional practice of listening dictation remains useful and is simple to do. Dictation exercises can be improvised on the spot, in cloze or free format, and immediate feedback provided. Students believe that dictation practice is useful, so they willingly participate. Moreover, because listening dictation is done collectively, it is also non-threatening. Optionally, the instructor can ask individual students for their answers. Even students who are high in FNE are more likely to speak up when their classmates clearly do not know the correct answers either. Conversely, modesty issues become less prominent when other students are providing correct answers. The key here is that the performance is essentially limited to identifying one or a few lexical items in a context.

Students often underestimate the time and effort that will be needed to learn English

(Burden, 2002). Teachers can emphasize that English fluency is a matter of degree, that gains are generally proportional to investments of time and effort, and that a little English is better than no English—which students tend to believe anyway. While communication is the ultimate objective for many students, communication is not limited to oral production. Listening, reading, and writing are also forms of communication and no less important than speaking. Listening skills, in fact, are as essential as, if not more so than, speaking skills—in that one can choose which words one will use, but not which words one's interlocutor will use. Emphasizing listening in large introductory classes may be one way to reduce fear of negative evaluation, and the debilitating anxiety that prevents many students from participating and learning, while addressing their modesty concerns at the same time.

Conclusion

It goes without saying that students can vary widely in their abilities, motivational intensity, willingness to expend effort, adherence to prevailing modesty norms, and of course in their degree of FNE. What I am suggesting in the present article is merely that for some Japanese students, FNE can have a deleterious effect on particular learning outcomes if it interferes with their participation in essential learning activities. I am not asserting that all students are high in FNE, or that high levels of FNE invariably lead to all forms classroom activity avoidant behavior. Similarly, modesty concerns will constrain certain student's public behavior. Both can be reduced, although probably not eliminated, by emphasizing receptive skills in large introductory classes, in which the average level of student competence is relatively low.

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Rediscovering the creative heart of Japanese education: Fostering intrinsic motivation through a love of language

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創造性と新しいアイディアの受け入れは日本の教育でこれまで大切にされてきたものである。日本の小学校のカリキュラムでは本来備わっているやる気や創造性、楽しい生徒主動の授業を強調してきた。こうした小学校の教育方法は国際的に数学や科学のテストで高得点をとる結果になっている。英語も同様の教育方法で小学校で1年生から楽しく、ゲーム、歌、芝居等を使って学べば、同じ様に良い結果が出よう。英語教育が1年生から始めることができ、中学校、高校、大学と、この生徒主動の授業方法を継続できれば、TOEICで800点とることも可能になる。外国語を使う楽しみを作り、本来持っているやる気を生徒から引き出してやることが重要だと考える。

Creative Approaches to New Challenges

At the beginning of the Meiji Period, a time of rapid societal transformation and modernization, the Minister of Education Mori Arinori, exhibiting a remarkable openness to new ideas, considered making English the new national language of Japan. He even went so far as to ask American scholars for advice in designing an exclusively English language national curriculum for Japan (Amano, 1990, p. 82). English did become the language of instruction in teacher training in a wide area of important fields.

Within a few decades, the number one world power at the time, Great Britain, would become Japan's closest ally, providing Japan with generous assistance in a wide range of business, technical and cultural fields. This included British technology, state of the art ships, training, and Royal Navy know-how used by Japan to defeat the Russian navy and astonish the world in the Russo-Japanese war of 1905 (Deacon, 1985, p. 97). Clearly, openness to new ideas and the skillful use of English in international communication was instrumental to survival in a dangerous new global age of competing Great Powers.

Global Literacy: A Strategic Human Resource

More recently, Hart has cited the Prime Minister's Commission on Japan's Goals in the 21st Century: ". . . mastery of global literacy by the people of a country will determine whether that country's power in the international politics of the twenty-first century will wax or wane. . . " (Prime Minister's Commission, 2000, p. 2; cited in Hart, 2001, p. 97). The paramount importance of international communication skills and English in fields as diverse as diplomacy, scientific research and international trade is undisputed.

The need is greater than ever before and the reasons for it clear, yet what is the most effective, scientifically proven way to learn English and other foreign languages, to achieve true fluency? The pendulum of language learning has swung in recent years towards learner autonomy and student-centered teaching as the most effective means to address the language learning needs of the next generation, equipping them at the same time with the critical thinking skills necessary to meet the challenges of an increasingly complex world.

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Readers' Forum

As Finch (2001) states, "It is no longer what is learnt that matters, but how . . . . The autonomous learner is no longer a matter of conjecture, but of necessity." This concept is the key not only to superior language learning, accessible to all, but also to the mastery and expansion of all other subject areas of human knowledge.

Rediscovering the Creative Heart

The fondest childhood memories that many of our esteemed Japanese colleagues and friends possess are related to school. This seems very curious indeed for newcomers to Japan, given the familiar stereotypes of Japanese high schools in the Western media: teacher centered lessons, endless testing and drills, heavy emphasis on simple rote memory, antiquated grammar-translation methods used originally to teach Latin and Greek in medieval Europe, nineteenth century Prussian-style school uniforms in the twenty-first century, and so on. This is no vision of an ideal language learning paradise. We must go deeper to find the heart.

Many foreign language lecturers in Japanese universities begin their distinguished teaching career as ALTs (Assistant Language Teachers) in the JET (Japan Exchange Teaching) program or in private language schools. They either hear of in great detail, or experience first-hand on a daily basis, the stressful student realities of competitive, exam-oriented Japanese high schools. Yet how many foreign university educators in Japan are even aware that the structure of the national curriculum and teaching methodologies employed in Japanese elementary schools is diametrically opposed to that found in the high school system?

Ask any of your Japanese colleagues to share some of their fondest childhood memories with you; these will without a doubt be dominated by memories of enjoyable, exciting and empowering elementary school activities and experiences. For those who may scoff at the idea that creative projects form the foundation of Japanese education, here is a treasured school memory from my own Japanese wife: Every year in her elementary school pupils were asked to create something by themselves, an original work of art or model of a new invention, to present and explain to the class at the beginning of the following school year, six years in a row.

Just imagine the long-term impact if creative summer homework assignments were to be continued year after year with increasing sophistication on into junior and senior

high school with these project reports and presentations also given in English. Students would have twelve years of English presentation experience by the time they reached university and they would be able to concentrate far more on the meaning than the basic grammatical form of their English university presentations and reports.

With that possibility in mind, let us now rediscover and explore the true creative heart, the fundamental basis of Japanese education. It is a fountain of youth surrounded by active learning communities, student-centered lessons and learner autonomy.

Defining Education

This creative heart, the solid foundation at the core of Japanese education, appears to be an extremely well kept "secret". Most foreign educators are simply unaware of it, having never set foot here in an elementary school. Our esteemed Japanese colleagues do not seem to feel that it is even worth mentioning, tending to equate "real", serious learning and education exclusively with high school and university. Our Japanese colleagues are being far too modest.

According to one Japanese university professor, "In traditional school settings, teachers often convey information and students passively receive it. Students do not . . . express their feelings and opinions. They do not set their own goals . . ." (Kohyama, 2001). The "traditional setting" referred to, as is commonly the case, includes high schools, and universities, completely ignoring for whatever reasons the student-centered learning environments of most elementary schools, the true heart of Japanese education. The educational system was also, with rare exceptions, equated exclusively with high school and university curricula and teacher-centered teaching methodology, ignoring the elementary school system in a recent nationwide survey on computer assisted language learning (Edwards, 2002).

In the 258 pages of expert research on learner autonomy in Developing Autonomy: Proceedings of the JALT College and Universities (CUE) Conference 2001 at Tokai University, not a single reference is made to Japan's unique elementary school curriculum which is based on student-centered lessons and activities. Obviously the CUE conference proceedings dealt with autonomy in tertiary language education, and not, of course, other subject areas in elementary school. Yet it still seems odd that such a powerful, successful model for student-centered teaching, used in the

formative first six years of education in Japan, was not commented on at all, and that the incredibly high potential of this fertile ground for foreign language learning escaped the detection of both foreign and Japanese conference presenters alike.

In his paper, Autonomy, Motivation and Achievement, Da Silva (2001) cites a list compiled by Deci and Ryan (2000; cited in Da Silva, 2001) of the positive impacts of autonomous learning. Every single point mentioned, each ideal for language learning environments, is a perfect description of the learning that takes place in the vast majority of Japanese elementary schools, especially in math and science classes but also other classes where students are encouraged as much as possible to generate and abide by their own rules and to manage themselves without teacher intervention (Lewis, 1995, p. 5). This list includes greater interest and enjoyment, more creativity and spontaneity, more cognitive flexibility, better conceptual learning, more trust, and higher self esteem. This teaching style in elementary schools has led to consistently high overall average scores on international math and science tests (Lewis, 1995, p. 13). Just imagine the impact and results of this learner-centered teaching methodology applied to language learning for the entire twelve years before students enter university in Japan.

Indeed, the importance of time should not be underestimated as another argument for introducing English as early as possible into the national curriculum, ideally in the first grade. It takes years of practice to achieve a high degree of spoken and written fluency in any language. The world-renowned expert on language testing J. D. Brown from the University of Hawaii, a key advisor to the makers of the TOEIC exam, made the following comment at a special presentation at the Kanazawa Institute of Technology in October, 2001: "Everyone is looking for a shortcut to a higher score on the TOEIC test. There isn't one. You need to learn a lot of English and that takes time." Why not give our students twelve years of practice before they reach university and begin preparation for the TOEIC and other English proficiency exams? Such English proficiency test scores are becoming more important every year in many Japanese companies.

World Class Learner Autonomy Made in Japan

Many of the most successful foreign language instructors at universities already employ teaching methods identical to those used for the six years of Japanese elementary school in other subjects. An excellent example of this is Prof. Anderson at the Fukuoka University of Education, who has cleverly structured group activities in which members are each assigned specific roles such as discussion leader, secretary, etc., in a small, cooperative study group (hangakushu) and at the level of class meeting/discussion (gakkyukai). These are working units that all Japanese students are familiar with from elementary school and to which they readily adapt in English lessons when given proper guidance (Anderson, 1993).

Traditional Japanese cooperative study groups were also employed with great success to create self-generating discussions on a wide variety of topics in a university course entitled "Watching Science News on the Internet". The development of critical thinking skills and independent learning were stated in the syllabus as key course objectives (Edwards & Depoe, 2000). Students cooperated closely, each carrying out an important individual role while the teacher stayed in the background as a guide and facilitator.

Understanding Japanese Learning Communities

Japanese elementary school teachers work hard to promote a community of learners that support one another's thoughts and feelings. Although the school year is much longer, Japanese elementary school students actually spend less time sitting in academic lessons than American students. Most of the extra time Japanese students spend in elementary school is devoted to free play (up to four times more free play in the first grade) and enjoyable group activities ranging from sports day and class plays, to camping and school trips (Lewis, 1995, p.193). Indeed, social goals appear to be even more important than academic goals, especially in the early years of schooling in Japan.

The ideals of cooperation and equality among students are given top priority, and the bonds that students form with classmates and with their school are, it may be argued, far more stronger than those formed in the comparatively more competitive environment of American elementary schools. A strong sense of community is cultivated through learning activities (Stephens, 1991, p.153). This sense of belonging and community leads naturally into student-centered lessons and an impressive degree of learner autonomy, a willingness to make mistakes in a supportive environment, self-generating intrinsic motivation, and creativity especially in the subjects of math and science (Lewis, 1995, p.13). If these same

methods were applied to intensive language learning in the very first years of schooling in Japan, creating a lifelong love of English and other languages, the results would most likely be equally impressive. Motivation is the key.

Student-Centered Lessons: Learning from Japan

At the elementary school level (in Japan), a "child centered, whole child approach to education is dominant" (Benjamin & James, 1998, p. 28). Yet how many foreign teachers in Japan are even aware of this basic fact? Authoritarian teaching methods are not used to keep students attentive and on task. This is achieved by the "delegation of management powers and responsibilities by teachers to mixed ability groups (han) of four to six students" (Simmons 1990, p. 62). Lewis notes the low profile of the teacher as manager in elementary school lessons in all subjects (Lewis, 1995, p. 67). She also observes that Japanese students take on a surprising amount of authority to help shape class rules and activities, emphasizing collaboration and contribution by all members versus early ability grouping and competition, including external rewards and punishments typical in the United States (Lewis, 1995, p. 7).

Intrinsic Motivation and a Love of Learning

Primary school teachers in all subjects in Japan are trained to make an effort to comprehend the true feelings of children and to encourage them to experience "a sense of joy and pride in learning" (Okano & Tsuchiya, 1999, p. 158). The government's Guidelines for Preschool Education also state as a primary objective the desire "to develop an interest in and appreciation of the words used in everyday life and to cultivate an attitude of pleasure in speaking and listening and a sense of the meaning of words" (Peak, 1991, p. 65). These guidelines refer to the Japanese language but could easily be applied successfully to English language education as well starting in the very first years of schooling, with dramatic results throughout the entire school system up to the tertiary level and beyond.

The distinguished educator Gunzo Kojima, in advocating kyoikuai ("love of education") stated as early as 1959: "It is love in educational activities which generates the driving force . . . and which gives vitality to guidance . . ." (Lewis, 1995, p. 146). What could be a more eloquent affirmation of the importance of fostering intrinsic, self-generating, autonomous learning? Certainly some may argue that this is an overly idealistic portrayal of Japanese elementary schooling. Yet there is no denying the huge potential long-term benefits of intensive, enjoyable, play-oriented language learning beginning in the very first year of elementary school.

Conclusion

Impressive amounts of creativity, free play, spontaneity, learner autonomy, a willingness to make mistakes and learn from them, and intrinsic motivation are already at the heart of the current Japanese educational system, forming the very foundation of the national curriculum in the first, most formative years of schooling. Recent moves towards introducing English lessons at earlier stages of schooling are certain to yield promising future results. The impressive, consistently high average results of the current elementary school student-centered teaching philosophy and methodology in subject areas such as math and science in Japan are undisputed and admired by countless foreign educators.

English and other foreign languages could easily be taught in the same student-centered way emphasizing creativity and enjoyment beginning with songs, stories, rhymes, games, plays, sister-school exchanges and home-stay programs. This would help to create a strong, lifelong self-motivating love of English from the first grade onwards. Within thirteen years, scores of 800 and higher on the TOEIC examination would without doubt be commonplace in Japan, helping the citizens of tomorrow to meet the challenges of a new, highly competitive global information age in which English has become the undisputed lingua franca of international trade, research, and diplomacy.

Ask your Japanese colleagues tomorrow to share with you their fondest childhood memories and let's open our hearts and minds to what they have to say. Let us, as dedicated language teachers, find ways to adapt the most positive elements of the student-centered Japanese elementary school curriculum to our own lessons in high schools and universities. Let us rediscover the vibrantly beating creative heart at the very core of Japanese education.

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This month's My Share features three ideas for using drama to focus on form and fluency. I-Jung Chen provides an idea guaranteed to breathe life into large reading classes. Suzanne Medina introduces an ongoing cycle of teaching English patterns for fluency using a Presentation, Practice, and Performance (PPP) technique. Finally, Evelyn Doman describes how to teach present continuous tense through involving students in fortune-telling role-plays.

Role-play to stimulate large reading classes

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Quick Guide

Key Words: Reading classes, role-play
Learner English Level: Pre-intermediate and higher
Learner Maturity Level: Junior high school to college
Preparation Time: Very little
Activity Time: Two classes

Role-play has been widely adopted in conversation classrooms, because it creates a situation for the learners to actively interact in the language, thereby making language learning more meaningful (Krish, 2001). Ladousse (1987) states that role-play also uses different communicative techniques to develop fluency in the language, promoting interaction and increasing motivation.

In the following activity, role-play acts to stimulate large reading classes, engaging students in the four language skills simultaneously (listening, speaking, reading, and writing). The steps presented below integrate the training of the different skills, resulting in an overall improvement of students' language competencies.

As reading classes are often large, there may be some students who seem uninvolved, acting indifferently. Peer evaluation helps students to interact with others, and they have the benefit of observing others' performances. It is also a good way to focus students on the task of the class.

The evaluation criteria for role-plays are: fluency, pronunciation, clearness and loudness, relevance to the article, and extra creativity. Points for clearness and loudness are awarded in order to encourage performers, because language learners often feel uncomfortable speaking, especially in front of the whole class. Points for relevance encourage groups to use words and sentences from the article while preparing scripts, functioning to reinforce language learned (like pattern drilling), but presented and practiced in a meaningful way. Creativity points may be awarded to students who put extra effort into their performance, including designing good dialogues, using props, or contributing anything that increases the fun of the activity.

Procedure

Class 1:
Students are introduced to an article from a reading textbook.

Step 1: The instructor explains new vocabulary, sentence patterns, and relevant cultural background information.

Step 2: Students form groups of three to five members.

Step 3: In preparation for the role-play, the teacher provides the following guidance: Each group will follow the scenario in the text and create a 5-minute conversation with at least five lines of speaking for each group member.

Step 4: Students prepare the scripts as homework prior to the next class meeting.

Class 2:
Following a preliminary review of the text, this class features the role-play activity.

Step 1: Students act out their plays. While groups perform, the other groups evaluate performances, recording points from one through five (one point is the lowest) for each category on the Evaluation Sheet, reproduced below.

Step 2: Students comment in English on other groups' performances. Each group chooses a presenter to talk about the most impressive

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Table 1: Evaluation Sheet

Circle the number of points you would like to give in each category (1 is the lowest).

	Fluency	Pronunciation	Clearness & Loudness	Relevance to the Article	Extra Creativity	Total
Group 1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group 2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
…….	…….	…….	…….	…….	…….	…….

events—good, bad, or funny—during the performance. For lower level students, the instructor may offer a few sentence patterns, such as I like group #, because they are very _____. or Group # is _____, because they have/don't have_____.

Step 3: Reflection. Students are required to write a short report in English about this activity as homework. Anything they wish to share with the teacher regarding this activity is welcomed. This assignment has two purposes: (a) to solicit students' reactions, and (b) to give the chance to practice writing skills.

Outcomes

Upon announcing this role-play assignment, it was obvious that I had caught the students' attention. I noticed, particularly, that students' attitudes changed significantly from passive to active engagement in practicing pronunciation and exploring the content of the article. The number of questions posed by class members also increased dramatically.

During the performance, students were not only engaged, but also enthusiastic. Laughter was a sure sign that class members enjoyed themselves. Since the scripts were all based on the same text, most of the role-plays employed similar sentence patterns and vocabulary. This made the performances easy for students to pay attention to, and understand, facilitating helpful evaluations at the end.

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English patterns: The missing link to fluency
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Quick Guide
Key Words: Fluency, conversation, patterns
Learner English Level: Intermediate and advanced
Learner Maturity Level: High school and college
Preparation Time: Moderate
Activity Time: Ongoing. Each teaching cycle is held over the course of a week.
Materials: Props, dialogues (optional), copies of handouts (master list of pattern, situational descriptions)

Many Japanese learners lack a knowledge of English "patterns" such as Why don't you __?, or Has anyone ever told you that ___? Yet, native speakers of English rely heavily on such linguistic patterns when conversing. By teaching these patterns to Japanese students, ESL instructors can help their students achieve English conversational fluency.

In the following procedure, the teacher takes students through three steps. The instructor first identifies the target pattern, then teaches form and meaning, and finally encourages students to use the patterns in context. Moreover, the following procedure relies heavily upon the use of drama techniques. Although there are many ways to use drama in the second language classroom, the following activities rely most heavily upon the use of two drama strategies in particular: role-play and student written dialogues. When role-

playing, students must speak spontaneously as they assume a different identity. Role-playing is beneficial because it requires students to engage in an essential aspect of acquiring a language—risk taking. Similarly, writing original dialogues forces students to be original and imaginative. Both are critical when communicating in a second language.

An important aspect of using drama in the classroom is the use of props. These can be made out of classroom objects (e.g., a projector becomes a cash register), or provided by the teacher or students. Glasses, wigs, old jewelry, or scarves all help to create new contexts in which students can practice the second language.

Procedure

Step 1: Each week, create a list of 10 English patterns. Alongside each, note its purpose or function (e.g., suggesting, interrupting). Japanese translations of functions aid comprehension and accelerate acquisition. Next, write two-line mini-dialogues for each pattern.

Step 2: Distribute copies of the week's list to students. Review the pronunciation of all patterns and the meaning of unfamiliar vocabulary. Student pairs quiz each other on the functions (English or Japanese) and their corresponding English patterns.

Step 3: Simulated Dialogues. Write brief descriptions of social situations necessitating the

use of the English patterns. Have students read the descriptions, then ask individuals or pairs to write the appropriate English patterns.

Sample Descriptions of Social Situations

1. In the newspaper you read about some Hawaiian shorts that are on sale at the Robinson's-May department store. You arrive at the store, but you are lost. You decide to stop a red-haired woman who is dressed in tight-fitting pants and high heels. You ask her for information regarding the location of the sportswear department.
You: _____

2. Following her directions, you finally find the sportswear department. You look, but cannot find the shorts in size 7, so you decide to get help from the saleswoman. The saleswoman is talking to another customer. You have been waiting patiently for 20 minutes, when you suddenly notice that the saleswoman's face is turning bright green. You decide to interrupt their conversation in order to inform her of this.
You: _____

3. After searching, the saleswoman cannot find the shorts in your size. The saleswoman apologizes and reports this disappointing information.
You (Saleswoman): _____

Step 4: Provide answer sheets.

Table 1. Sample English Pattern List 1

Function	Target Pattern	Pattern Mini-dialogue
1. Ask strangers for information	Excuse me. Could you tell me where _____ is?	John: Excuse me. Could you tell me where a record store is? Mary: Sure. There's one straight ahead and to the right.
2. Interrupt to make a comment	Excuse me for interrupting, but _____.	John: Excuse me for interrupting, but there's a fly in your soup! Mary: Oh no!!
3. Apologize for telling the listener disappointing information	I'm afraid that _____.	John: I'm afraid I ate your dinner. Mary: I understand / No problem.

Sample Answers to Social Situation Descriptions

1. You: Excuse me. Could you please tell me where the sportswear department is?

2. You: Excuse me for interrupting, but your face is bright green.

3. You (Saleswoman): I'm afraid that there are no shorts in size 7.

Step 5: Role-Plays. Have pairs write six role-play commands. Next, place two pairs of students together. One pair will read aloud a command while the others role-play, using the appropriate English pattern. Pairs take turns commanding and role-playing.

Figure 1. Sample Role-Play Commands

Politely ask two strangers on a street corner for the location of the nearest zoo.

Tell your friend that her pet goldfish just died.

Politely interrupt a conversation between two police officers so that you can comment on the weather.

Step 6: Student Written Dialogues. Have groups of three write dialogues using all of the week's patterns. Target patterns should be underlined. After grading dialogues, have students perform them for the class.

Student Dialogue Excerpt

An American girl, named Jennifer just arrived at Narita Airport. She is going to stay in Japan for a month to teach English at high school. She is looking for a telephone, and there are two businessmen beside her.

Jennifer: Excuse me for interrupting, but could you please tell me where I can make a call?

Businessman: I'm sorry but I don't know. Perhaps you could go to the information counter over there.

Jennifer: That's a good idea. Thank you very much. (Then she finds a telephone booth.)

Conclusion

Drama is a powerful vehicle in the second language classroom. By using such strategies as the procedure outlined above, students build confidence in the process of practicing English. Acquiring a second language is active, rather than passive, and enjoyable rather than boring. It is not surprising that student motivation is high. By teaching English in the way described, ESL instructors can foster the Japanese learner's English fluency.

Look into the crystal ball: Telling the future in present continuous tense

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Quick Guide

Key Words: Customer, fortuneteller, future
Learner English Level: Low to intermediate
Learner Maturity: High school
Preparation Time: 15 minutes
Activity Time: Two class periods, for the entire lesson
Materials: Blackboard, copies of worksheets

Most young people are interested in what the future holds for them. High school students, in particular, are curious about what kind of lives they will lead after they graduate from school. They often wonder, Am I going to be able to get a good job? or Am I going to be successful? They ponder whether they will be able to meet the loves of their lives or not, or if they will be happy. In response to students' desires to talk about their futures, I have found that using a fortune telling activity enables students to have fun with their friends by guessing what kind of future is in store for them, while at the same time building on their fluency to use the present continuous tense to talk about future plans.

Procedure:

Before beginning the focus activity, it is important that the teacher reacquaint the students with the target language so that they understand the purpose of the lesson and gear themselves towards using the correct grammatical patterns. The teacher may then want the students to do an additional short activity as a lead up to the main activity of fortune telling.

It will then be time for students to role-play a situation between a customer and a fortuneteller. Here, using the present continuous tense, the customer can ask about his/her future. For example, Where am I going to work after I finish school? or Am I going to be happy? It is important

Figure 1: Interview activity

Present Continuous Tense

Walk around the classroom and interview ten different classmates. Write their names and answers in the spaces provided.

Question	Friend's name	Friend's answer
1. What are you doing after class today?	_____	_____
2. When are you going to do your homework?	_____	_____
3. Which movie are you planning to see this weekend ?	_____	_____
4. Who are you meeting tomorrow?	_____	_____
5. What is your mother going to buy you for your birthday?	_____	_____
6. Why aren't you studying English this weekend?	_____	_____
7. Where are you hoping to go this summer?	_____	_____
8. Are you cleaning your room tonight?	_____	_____
9. How are you going to Tokyo this weekend?	_____	_____
10. What are you going to eat for dinner tonight?	_____	_____

to stress to the students that both the customer and the fortuneteller will need to use the target language and to use complete sentences while doing so.

Step 1: The teacher should write the following on the board and explain how the present continuous is used to talk about the immediate future.

Pattern 1:

am
is } + <u>Verb</u>-ing
are

Pattern 2:

am
is } + <u>Verb</u>-ing + to Verb
are

Step 2: After giving a few examples, the teacher should ask a few questions to random students to generate simple answers using one of the above grammatical patterns.

Step 3 (Optional): Interview activity. Distribute worksheet with 10 questions using the present continuous tense (see Figure 1). Have the students move around the classroom asking and answering questions. Encourage the students to speak only English and to make sure that they interview 10 different people in the classroom. Once the activity is finished, have the students report the answers that they received back to the class. Write one answer for each question on the board. Then have the students repeat the answers for pronunciation and intonation practice.

Step 4: Put students into pairs.

Step 5: Distribute copies of the "Look into the Crystal Ball" worksheet.

Figure 2: Look Into the Crystal Ball

Fortune Teller	Customer
Welcome. I am going to look into my crystal ball to see your future. Ask me any question you like.	Okay. Where am I going to work after I finish school?
You are going to work at (name of any company) in (name of any city).	(name of that city) ???? Really? Am I going to move to (name of that city)?
Yes, you are going to move to (name of that city) after you meet the love of your life.	What? Am I going to meet a (adjective) and (adjective) person?
You are going to fall in love with a (adjective) and (adjective) (man or woman).	Wow! That's great! When am I going to meet them?
You are going to meet them (number) years from now.	And am I going to have lots of children?
Yes, you are going to have (number) children.	I see. Am I going to make enough money to support my children?
Yes, you are going to make lots of money, about (large number) dollars a month.	Oh, I am so excited. But, am I going to be happy?
Yes, you are going to be happy, (adjective), and (adjective).	Oh, thank you very much. Goodbye.
Hey, what about my money?	Oh, here's _____ yen.

Step 6: Have students decide between themselves who will be the first customer and who is going to be the fortuneteller.

Step 7: Explain to the students that the fortuneteller will have to be creative and to use imagination in filling in the missing blanks on the worksheet. Encourage them to have fun.

Step 8: Provide students with an example of filling in the gaps by you, the teacher, role-playing the first couple of lines by yourself.

Step 9: Encourage students who finish early to change roles and do the exercise again. Encourage stronger students to create their own questions and answers for fortune telling.

Step 10: Once all students have completely finished the activity, have volunteers role-play their situations in front of the entire class.

Step 12: The teacher should correct errors as each team does their role-play.

Follow-up:

If more practice is needed for the present continuous tense, the teacher can ask students, as a class, about their favorite leisure time activities. Then, with the students in groups of three or four, have them complete the task in Figure 3 (overleaf). They must agree as to which verb is more appropriate for each activity: do, go, or play.

Check the answers as a class. Then have students make original dialogues. The teacher can present an example like the one here:

A: What are you doing tonight, Sakura?
B: I'm playing basketball.
A: Oh, really? Who with?
B: I am playing with my friend Hiroki.
A: Hiroki? I am planning to meet Hiroki later today too.
B: Yeah? So, why don't you join us?
A: Sure, that's a great idea. Thanks.

Figure 3: Do, go, or play?

Sports and Hobbies

Look at the list of activities below. Decide which verb to use: play, do, or go.
Write it next to the word.

1.	ceramics	16.	aikido
2.	basketball	17.	badminton
3.	calligraphy	18.	tennis
4.	baseball	19.	hockey
5.	soccer	20.	football
6.	bowling	21.	bungee jumping
7.	skiing	22.	aerobics
8.	skating	23.	sit-ups
9.	horse-back riding	24.	ballet
10.	yachting	25.	synchronized swimming
11.	snowboarding	26.	judo
12.	kick-boxing	27.	snorkeling
13.	diving	28.	gymnastics
14.	swimming	29.	puppetry
15.	volleyball	30.	musical instruments

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

FOCUS

Welcome to the January JALT Focus column. Though the JALT2003 conference may seem as if it occurred eons ago, JALT's president, Jim Swan, starts off the column by reminding us how we can use the success of the conference to further focus our efforts in the upcoming year. Following that, Mary Christianson, our Director of Records, reports to us on the results of the 2003 National Officer Election. Rounding out the column this month is a dual contribution in the Perspectives section detailing a summer teacher training course on offer in the U.K.

Contributors to JALT Focus are requested by the column editor to submit announcements of up to 150 words written in paragraph format and not in abbreviated or outline form. Submissions for the hard copy of The Language Teacher should be made by the 15th of the month, one and a half months prior to publication. To repeat an announcement, please contact the editor.

Joseph Sheehan <jalt-focus@jaltpublications.org>

Building on success

Greetings, fellow JALT members,

As you read this column, JALT2003 will be nearly two months behind us and life will have returned to its normal state of simple overwork. The JALT Board of Directors will have already held a December meeting to deconstruct the Shizuoka conference and learn from it, so that we can do better for JALT2004. And coming up in a few weeks will be the January Executive Board Meeting, where your representatives will be considering new business for the organization.

As I write this column, however, the conference is still fresh in mind, and I'm only just beginning to come back down to earth from way up there on cloud nine. My fellow Directors and I were ecstatic at the success of the conference and gratified beyond measure at the number of compliments and sincere well wishes from the conference attendees. Our deep thanks go out to everyone who took the time to say so, and our DEEPEST thanks to the dozens of volunteers who made the whole thing possible.

As pleased as we were, however, there was still room for some improvement.

At JALT2003 we featured three big new initiatives—JALT Public, the International Forum, and the two-part Domestic Forum. Surprisingly, although the invited panelists and topics were excellent, these first-time ventures were not as well attended as had expected. I encourage you and your colleagues to support them next year at JALT2004.

The turnout for JALT Public and the morning session of the Domestic Forum remain particularly puzzling. Both were open to non-conference attendees at no charge. In fact, they were explicitly designed to attract a large number of non-participants. After blanketing the nearest six prefectures with publicity, we had anticipated having to turn away many clamoring people. The surprisingly low attendance at these events will no doubt be well discussed by the Board of Directors in the weeks and months to come, while we try to understand why not nearly as many people attended as we had hoped.

Probably the single most important recent development on the Japanese FLT scene is the Ministry of Education's new policy encouraging early foreign language education. There was some grumbling afterwards that the Domestic

Forum panelists said nothing unexpected and that the entire affair was too tightly stage-managed. However, these grumblers fail to grasp the main point—namely, the fact that sharing JALT's stage on that historic Sunday were the uppermost-level officers of JACET, JASTEC, JASELE, J-SHINE, the Benesse Corporation, and of course the Ministry of Education itself. Whatever may or may not have been said during the forum is absolutely inconsequential in comparison to the fact that these powerful domestic organizations were officially represented at our conference. And I venture to say that the 2003 Shizuoka conference will hereafter be regarded as the defining moment of JALT's entry into the Japanese academic mainstream.

With the prospect of participation by the Minister of Education himself, creating this new forum for the JALT conference was more stressful than you can ever imagine, and the lion's share of the credit for making the forum possible belongs to JALT's Domestic Affairs Committee Chair, Akiko Kochiyama, whose appointment was ratified by the EBM only 1 year ago this month. At that time, she was charged with the task of developing JALT's relationships with other domestic teacher organizations, and in the 10 months between her appointment last January and the conference last November she certainly accomplished that mission in grand style.

This exhausting process has taken its toll, however. The Domestic Affairs Committee serves under the National Director of Public Relations, but essentially Akiko has been a committee Chair without a committee. As her mission now shifts from the initial task of creating domestic ties to the ongoing task of strengthening and maintaining them, she will need lots of good people to work

with her. If you are a JALT member who is also a member of any of the organizations noted above, I call upon you to contact Akiko and offer your services as an official JALT liaison to your other group(s). If you are a member of any other domestic associations not listed above, I call upon you even more urgently to help Akiko form further new links.

You can contribute to JALT's improved domestic networking in other ways, too, without necessarily serving on Akiko's committee. At the chapter level, invite your local Board of Education officials to attend your regular meetings, or even invite them as speakers. Recruit as many new members as you can from teachers in the local schools around your area. Offer workshops for the local elementary school teachers who find themselves thrown into a seemingly hopeless new teaching situation. Publicize your local activities as much as possible in the local media, where you may receive placement very cheaply or perhaps even at no charge. At the regional or mini-conference level, don't be content with merely receiving a koen-meigi for your event, but also ask your local Board's help in publicizing it to the surrounding area's schools.

I hope that the domestic connections Akiko made for us last year will not be allowed to atrophy. By the time we hold our next conference I hope that JALT will have made contacts in thousands of schools and school boards across the nation. The more pervasively we can network with the Japanese academic community, the more secure JALT's long-term future will be.

Out for now.
Jim Swan
JALT President

JALT News

...with Mary Christianson <jalt-news@jalt-publications.org>

The 2003 NPO JALT National Officer Election was held during September and October 2003. Balloting officially closed October 24. A total of 128 ballots were received. A total of four ballots were

disallowed: two ballots arrived after the deadline, one ballot was returned unmarked, and one ballot was spoiled. The remaining 124 valid ballots were tallied after being checked against current membership lists.

Results for the 2003 NPO JALT National Officer Election

President:	James Swan	122
Write-ins:	Joe Tomei	1
	Peter Wanner	1
Vice President:	Ishida Tadashi	123
Write-ins:	David Neill	1
Director of Membership:	Hugh Nicoll	123
Unmarked choice:		1
Director of Records:	Mary Christianson	121
Write-ins:	Ken Hartmann	1
Unmarked choice:		2

All newly elected NPO JALT National Officers' terms are for one year, having begun immediately after the Ordinary General Meeting at the JALT 2003 Conference in Shizuoka. The duties of the elected officers are as follows:

President

The President shall have general responsibility for coordinating activities of the Executive Board and for directing and publicizing the affairs of the organization. The President shall preside at Executive Board and Board of Director's meetings. With the approval of the Executive Board, the President shall appoint the heads of committees, subcommittees, and boards not specified in the constitution and bylaws. The President is a member of all committees.

Vice President

The Vice President shall preside at meetings in the absence of the President and share the duties and responsibilities of the presidency. The Vice President is chairperson of the Administrative Committee.

Director of Membership

The Director of Membership is responsible for overseeing all JALT Membership records; coordinating the formation of new affiliates, chapters, and SIGs; formulating and implementing policy regarding their relation to JALT National; and assisting in membership drives. The Director of Membership chairs the Membership Committee.

Director of Records

The Director of Records is responsible for recording and keeping the minutes of Executive Board Meetings, the Ordinary General Meetings, and for keeping the chapters and SIGs informed of the activities of the organization.

Submitted November 17, 2003
Wm R Holden III
NPO JALT National Election Chair 2003

JALT Notices

Calling All CALLs

The JALT CALL SIG requests papers for their proposed sequel to Recipes for Wired Teachers. The title for this publication will be Recipes for Wired Teachers II. However, to differentiate this edition from the first edition, the proposed theme is websites that promote multicultural aspects. The purpose of the book is to provide lessons and ideas for classroom use to teachers who work with CALL. Articles for consideration should be submitted by February 1, 2004, with the publication date set for August 1, 2004. Submissions should include an author biography of 50 words or less, a list of links to relevant sites, a lesson framework/outline, and information related to hard/software or other necessary materials. For further information please visit <jaltcall.org/recipes/>. Anyone interested in participating in this publication as a reviewer or proofreader should contact the editor, Gromik Nicolas, at <wired2@jaltcall.org>.

Hokkaido Online Journal

The JALT Hokkaido Journal invites submissions to its yearly, refereed, online journal that features theoretically grounded reports of research and discussion on central issues in foreign language teaching and learning. The focus of the journal is on Japanese contexts. We especially encourage investigations that apply theory to practice and include original data collected and analyzed by the author. The submission deadline is June 30, 2004. Please visit <http://journal.jalthokkaido.org> for submission guidelines and more information.

Invitation to Okayama

Are you looking to present? Okayama JALT is on the lookout for presenters at our monthly chapter meetings. We are a very small but friendly chapter and would really like to hear your presentation. We have 90-minute slots available, can help with some transportation costs, and provide an honorarium. What we lack in funds we make up with in hospitality! Please contact Peter Burden at <burden-p@po.osu.ac.jp> for more information.

Universal Chapter and SIG Web Access

As a result of recent developments within the JALT website, chapters and SIGs now have a basic information page available which is linked to the main JALT website. Upcoming meeting information and officer contact details for all chapters and SIGs are viewable at <jalt.org/groups/your-chapter-name> where your-chapter-name is the name of the chapter or SIG you wish to access. For example, information for the West Tokyo chapter is <jalt.org/groups/westtokyo>, the CUE SIG is <jalt.org/groups/CUE>, and the Teaching Children SIG is <jalt.org/groups/teachingchildren>. Please note that in some cases chapters or SIGs may not have provided up-to-date information for our databases; this will be reflected on the webpage. We hope JALT members will find this service useful. Queries can be directed to the JALT (English) web editor, Paul Collett at <editor-e@jalt.org>.

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 MS Word files. The position will require several hours of concentrated work every month, mailing list subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of The Language Teacher trains proofreaders in TLT style, format, and operations. Apprentices begin by shadowing experienced proofreaders, 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 bestqualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, TLT recruits publicly for proofreaders and translators, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair at <pubchair@jalt.org>.

Staff Recruitment—Associate Editor

The Language Teacher is seeking a qualified candidate for the position of Associate Editor, with future advancement to the position of Editor. Applicants must be JALT members and must have the knowledge, skills, and leadership qualities to oversee the production of a monthly academic publication. Previous experience in publications, especially at an editorial level, is an asset. Knowledge of JALT publications and TLT is desirable. In addition, applicants must have email access, a computer that can process MS Word files, and access to a fax machine.

This post requires several hours of concentrated work every month editing feature articles, scheduling and overseeing production, and liaising with the Publications Board. Applicants should be prepared to make a 2- to 3-year commitment, with extension possible. The assumption of duties is tentatively scheduled for early in 2004, with advancement to the post of Co-editor tentatively scheduled for autumn of 2004.

Applicants should prepare 1) a curriculum vitae (including details of publication background and published works), 2) a cover letter, and 3) a statement of purpose indicating why they would like to become Associate Editor (and later advance to Co-editor) of TLT.

One copy should be sent by mail to:
> JALT Publications Board Chair
> JALT Central Office
> Urban Edge Bldg. 5F, 1-37-9, Taito,
> Taito-ku, Tokyo

And one copy should be submitted via email (preferably as an attached MS Word file) to:
> <pubchair@jalt.org>

Deadline for receipt of applications is January 9, 2004.

Perspectives

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

Have you ever considered taking a teacher training course? Are you looking for new ideas in your classes? There are many excellent schools to choose from, and Pilgrims is one that Paul Doyon and Joyce Cunningham both enjoyed last summer. First, Paul relates some of his experiences at Pilgrims. Then Joyce writes to us about some aspects of the class she took. The co-editors invite you to submit 700-word reports of interest to JALT members in English, Japanese, or both.

Pilgrims in England: An experience *extraordinaire*

I volunteered for C.A.N. H.E.L.P. Thailand a few years back and had such a rewarding experience assisting Thai English teachers in their professional development that since then I have been thinking seriously about getting into teacher training. Besides, after 15 years of professional language teaching, it seems like the next logical step. When I found a course on the Internet offered at Pilgrims in Canterbury this summer called Skills for Teacher Trainers, I jumped at the opportunity. I sent in my registration form, bought a plane ticket for England, and before I knew it I was on my way.

The twinkling, peerless, and ludic Paul Davis taught our course. Interspersed among his bouts of ludicrousness, we picked up many gems of wisdom. The course itself covered language awareness, methodology, activities/techniques, and inter/intra personal relationships and awareness. Thus, we examined language and ways in which it is taught; teachers' varying styles of teaching; how students best learn; and the relationships between teachers, students, and material. For me, the gem of the course was the idea that a lecturer is an expert in a field, that a teacher is an expert who also understands methodology, and that a humanistic teacher, besides having both of the above attributes, also has a very involved and meaningful relationship with his or her students. This is really the key to good teaching.

In the class were three Germans, five Spaniards, one Russian, one Pole, one Briton, and me, an American. It was a really nice crew, and we all got along quite well. All and all, it was an excellent course. We gained not only a lot of new knowledge but also many new friends. Another bonus was the unexpected opportunity to meet and get to know better someone I knew from JALT and Japan, Joyce Cunningham.

Paul Doyon

As for me, I took a course 2 summers ago on multiple intelligences, taught by Mario Rinvolucri, a JALT99 plenary speaker. Besides this being an area I was fascinated with, I had heard really good things about Mario and really wanted to study under him. In 2 short weeks, I learned many practical techniques for my classroom such as whisper and distance dictations, metaphorical writing, teaching through the arts, and integrating music and movement. That was such a great experience that I couldn't resist returning this past summer for the NLP for Teachers course. And yes, I was lucky enough to have Mario again. Once more, his classes were chockfull of useful activities. We used metaphors and storytelling, explored our maps of reality, practised being better listeners and creating rapport, used an eye-accessing chart, and learned about our own and others' sub-modalities. As we were a mixed class, Mario wisely challenged three of us with NLP training to teach a few topics he wanted covered using NLP techniques.

Joyce Cunningham

The U.K. is absolutely brilliant in the summer. It is so inviting to get out of the heat and humidity of Japan and breathe the fresh, clean, crisp air in Kent, England. Kent University, which sits high up on a hill above the picturesque city of Canterbury, with its rolling knolls and abundance of beautiful trees, is a wonderfully relaxing place

to take a teacher-training course. So if you want to do something different next summer, why not consider going to England and attending a course at Pilgrims? It's like taking a vacation with the added bonus of learning something new at the same time. Apart from the excitement of travelling, sightseeing, and experiencing the culture of another country, becoming a student once again is an opportunity not to be forsaken. Pilgrims is located about 2 hours south of London in the quaint, old, walled town of Canterbury, famous for its magnificent cathedral. Some of the 2-week courses offered at Pilgrims include Creative Drama for the Language Classroom, Methodology and Language for Primary

Teachers, Secondary Teaching, Certificate in Teaching English to Business People, The Lexical Approach, and Spoken Grammar.

Taking a Pilgrims' course means getting to know and learning from leading professionals in the field such as Mario Rinvolucri, Paul Davis, Bonny Tsai, Sheelagh Deller, and Tessa Woodward (editor of The Teacher Trainer), just to name a few.

We might be there again next year for their 30th anniversary, and maybe we will see you there. For more information, check their website at <www.pilgrims.co.uk>.

Reported by Paul Doyon, Asahi University, and
Joyce Cunningham, Ibaraki University

Book Reviews

...with Amanda O'Brien <reviews@jalt-publications.org>

Too cold to go out? Stay in, rug up, and enjoy the three exciting reviews that the Book Review Column offers this month. Ronan Brown highlights the importance of learning phrasal verbs; Sandra Healy gives us the edge with her review of a British English coursebook; and David Stormer takes us for a spin around *As the World Turns*.

If you are interested in writing a review for this column, please read the guidelines on the submissions page.

Really Learn 100 Phrasal Verbs

[Oxford: Oxford University Press, 2002. pp. iii + 110. ¥1,200. ISBN: 0-19-431583-5]

Reviewed by Ronan Brown, Seinan Gakuin University

Students struggle with phrasal verbs chiefly for three reasons. First, sheer numbers: Currently there are over 4,000 phrasal verbs, many of which are ubiquitous in the written and spoken forms, and the formal and informal registers of British, American, and Australian English. Knowledge of the most frequent of these is essential if one wants to understand and speak English well. A second challenge is that their meanings are often completely different to the meanings of the individual words of which they are composed, i.e., many are non-compositional and thus non-literal (idiomatic). Moreover, they may have multiple meanings, e.g., a phrasal verb such as put out. A final learning challenge is the apparently unpredictable grammar of phrasal verbs, particularly the conditions governing the separation of the verb and particle. The rules relating to word order, transitivity, passive constructions, and whether a verb is followed

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

by the gerund or infinitive also need to be considered.

With these challenges in mind, the authors of Really Learn 100 Phrasal Verbs (RL100) have produced a very useful self-study, intermediate-level workbook that compares favorably with similar texts in the market place. From a common core of 200 phrasal verbs, derived from current dictionaries of phrasal verbs and cross-checked with the British National Corpus, the authors finally arrived at the eponymous 100. The introduction states that RL100 "covers 100 of the most frequent and useful phrasal verbs in English, with their main meanings . . . our aim is to give you what you need to master the phrasal verbs that you need in everyday English" (p.ii). In these terms, the text is ultimately successful, particularly the way it establishes a solid platform on which learners can continue to build their lexicon of phrasal verbs.

The 100 combinations of verb and particle in the text are drawn from a pool of 14 particles and 45 verbs. The phrasal verbs are organized alphabetically by particle into 14 sections. The five most common particles respectively are: up, out, off, on, and down, accounting for 84% of the phrasal verbs in RL100. The five "hottest" verbs respectively are: put, get, go, take, and give, accounting for 32% of the phrasal verbs in this text. Each verb has its own page, the format of which is clear and constant throughout. Students can thus begin to assimilate the verb's form, meaning, and use, as well as detect patterns of meaning inherent in the particle. The Review section focuses specifically on these particle patterns.

Pages ii-iii set out clearly the pedagogical basis of the treatment given to the verbs. Pages 1-100 are devoted to the main practice exercises of the 100 verbs. The important Review section occupies 12 pages. The key to the main exercises, which doubles as a mini-dictionary of phrasal verbs, occupies 10 pages. The strength of this text is the way the verbs are presented on the page. The consistency of the format, Title-Study-Check-Practise-Build, promotes inductive learning.

The Title gives learners the general form of the verb and thereby some grammatical information, e.g. how the verb is used both with and without an object. Example sentences in the Study part show which contexts the verb is generally used in, the most common ways it is used, its collocations, and its main grammar patterns. The Check part instructs learners to look again at the contexts to deduce the correct meanings. Learners then do a second exercise in which they must decide which sentences are grammatically correct. In the Practise part, the exercises range from controlled to free, e.g., gap fills, matching sentence halves, error correcting, cued responses, open/closed sentence completions, and personalized responses, all of which help inculcate the semantic and grammatical properties of the phrasal verb. Finally, the Build Your Vocabulary part at the end of most verb pages gives extra information on related words such as adjective and noun derivatives, phrasal verb (and single verb) synonyms and opposites, further useful common meanings, and equivalents in American English.

The Review section underpins the patterns of meaning of the eight most common particles in RL100. For example, up, has as its main meanings: "increasing" e.g., grow up, "improving" e.g., cheer up, "stopping" e.g., give up, "delaying" e.g., hold up, and "completing" e.g., fill up. A grasp of these patterns can significantly benefit learning and retention, as well as bolster the ability to guess the meanings of unknown phrasal verbs. Further exercises continue the vocabulary building started on the verb pages in the main text, i.e., more work is done on adjective/noun derivatives, synonyms, and opposites. The two "hottest" verbs, put and get, are given special treatment, each being allocated a separate Review page. At intervals in the Review section are seven challenging Test Yourself exercises that help students objectively determine whether learning has occurred. As with all the other exercises in this

text, answers can be checked in a key.

All in all, RL100 is a very sound package. That said, however, there are a few shortcomings. Although primarily organized by particle, it would benefit students to be shown how phrasal verbs can also be organized semantically by theme or topic (e.g., health, relationships, work, leisure, etc.), as certain verbs are typically used in particular situations. Some family-centred verbs, for instance, might be bring up, count on, fall out, get on with, get together, look after, look up to, run away, and tell off. Moreover, being rather sentence-level bound, the workbook could also benefit students more by incorporating some exercises that are text-based, e.g., dialogues, postcards, letters, itineraries, advertisements, news articles, and so on. In addition, the Review section

could usefully provide a space for students to record information about new verbs with key particles such as up, out, off, in, and down, which they may come across in their studies. Some advice for further self-study, information on how new phrasal verbs come into being, and tips on how to be creative with phrasal verbs and their derivatives would also be welcome.

In conclusion, having used RL100 successfully with private students, as well as to supplement the vocabulary thread of general English courses for English majors in their first year at university, I can confidently recommend this text. One would hope that the authors might later extend their winning formula and bring out a Really Learn 200 followed by Really Learn 300 for more advanced students.

Cutting Edge Intermediate

[Essex: Longman, 1998. pp.167. ¥2,800. ISBN 0582 302072.]

Reviewed by Sandra Healy, Kwansei Gakuin

Cutting Edge Intermediate is a four-skills textbook based on British English. It uses a task-based approach and strongly emphasises the importance of lexis. The components of the course include: student book (with mini-dictionary), workbook, teacher's resource book, tests, and both class and students' cassettes.

The textbook consists of 12 modules, which cover topics such as families, childhood memories, language learning, and the media. All can be easily personalised. Each module is divided into two parts and follows a similar pattern. In Part A, the students engage in a variety of activities including quizzes, discussions, listenings, and readings. The students analyse the language in context and discover the rules for themselves.

In Part B, the Task section is introduced. The textbook uses a task-based approach, which encourages students to focus on the task rather than on the language. Each task has a preparation phase which helps students plan and rehearse what they are going to say. This is followed by the task itself. The tasks often involve a group presentation for the class, giving the students a chance to use their English in a variety of situations: privately—alone, or in pairs or

groups—and then publicly in front of the class. The preparation and rehearsal time that the students get allow them to speak at length and build their confidence. The students I tried this book with enjoyed working in groups. A task they particularly enjoyed was creating a radio programme together. The students prepared the scripts, recorded their shows, and listened to them in class.

The personality, learning style, and overall academic achievement each student brings to the group allow all the members to gain new knowledge of the language and develop communicative competence. The tasks are usually followed up by an optional writing task to consolidate what has been learned. This can be done either in class or for homework.

Recently, there has been an increased focus on lexis and the importance of collocations and "pre-fabricated chunks" of language in language teaching. The textbook introduces many common word combinations in the Wordspot sections in each module, covering high-frequency words such as get, work, and something. There is also a section entitled "Real Life" at the end of each module that focuses on phrases used in everyday situations such as agreeing or disagreeing, dealing

with money, and making social arrangements. The textbook also includes a mini-dictionary based on the British National Corpus. It is removable so it is easy to use while studying. Furthermore, it gets the students using monolingual dictionaries rather than bilingual ones. To help this process, the Resource Bank in the back of the Teacher's Book has some useful activity sheets for practising dictionary work. In addition, the Resource Bank contains five photocopiable learner training worksheets including one on being an active learner, and several on working with words. Another worksheet helps the students to get to know the textbook and so increases their knowledge and access to the book, making them more independent learners. The workbook allows students to work at their own pace outside the classroom, consolidating what they have learned, and providing the teacher with another means of assessment if necessary.

There are some drawbacks to the textbook, however. The biggest one is the difficulty of the listenings. They vary considerably in length and genre, including interviews, two-part conversations, and solo storytelling. Many of the listenings sound authentic and include features of natural conversation such as interruptions and back channelling. The students in my class were not accustomed to working with authentic-sounding tapes and found them to be very fast. However, the pre-listening tasks prepared the students well for what was to come on the tape and the tasks themselves were manageable. Typical activities were marking places on a plan, filling in gaps in pie charts, or putting a story in the correct order.

Another drawback is the length of each module, which takes several weeks to cover based on a weekly, 90-minute class time. It was impossible to finish the book, or even get half finished over the year. It would be great for anyone teaching the same class twice a week.

Overall, I found the textbook to be very successful. The task-based approach and the focus on lexis were both areas that the students commented upon favourably when evaluating the course at the end of the year.

As the World Turns

[Graeme Todd, et al. Tokyo: Sanshusha Publishing, 2003. pp. 87. ¥1,800. ISBN 4-384-33342-0.]

Reviewed by David Stormer, Osaka City University

As the World Turns is a new university textbook which revolves around maps. Each of the 20 units begins with a map of some sort that serves as an initial focus. However, from its cartographical starting point (which includes an introductory note on different projections of the world map) the book then flies to all points of the compass.

The selection of topics will appeal to any teacher who likes variety. Fourteen authors lead us through a broad array of topics ranging from the geographical: The World, Canada, Animals and Us, and Coral Reefs in Danger, to the historical: The Battle of Gettysburg, The History of the World Cup, and Andrew Jackson: A President's Life, to the sociological: Little Okinawa and Traditional Education for Native American Children.

Besides maps, the other common element is the organization of each unit. All units begin with a listening section, then a vocabulary section and a 30-line reading passage, followed by comprehension questions. A comparison of how each unit deals with just these four sections further illustrates the textbook's diversity, not just of content, but of style. For example, styles of questions in the vocabulary sections may include finding words with similar meanings in the text, multiple choice questions, guessing meanings from context, or just eliciting student knowledge.

Each unit then includes all or most of the

following sections, albeit in different orders and styles: Think about it, with questions and formats to encourage reasoned discussion; Oral activity (one or more), ranging from task-based discussions, to reading (a clumsy!) limerick aloud, to the Find someone who…-style of game; General knowledge, based on history, geography, or sport; and a generally stimulating Homework section.

The presence of the maps, as well as a perusal of the themes, identifies the book as a history/geography/ sociology-based text, and therefore one that is likely to appeal to humanities students. However,

AS THE WORLD TURNS

by Graeme Todd et al.
illustrated by Chris Hellman

SANSHUSHA

the treatment of the themes is unique enough, light enough—occasionally even quirky enough—to entertain and inform science majors as well. The format is the routine, budget-constricted fare of Japanese colleges and holds no surprises; neither do the adequate but flat illustrations.

A year with this book would be far from a dull one, both in terms of the topics studied and the classroom interaction that the units facilitate. As the World Turns can be guaranteed to leave both teacher and students with a little more knowledge about a little more of the world.

Recently Received

...with Tamara Milbourn <pub-review@jalt-publications.org>

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

Books for Students

Contact: Tamara Milbourn <pub-review@jalt-publications.org>

*Grammar Matters (Five-book series: Talking About Things, Talking About Actions, Talking About Time and Place, Talking With Others, & Talking at Length). Ward, C. S. (Ed.). Singapore: SEAMO Regional Language Centre, 2000.

!Jazz Up Your Japanese With Onomatopoeia: For all levels. Fukuda, H. Tokyo: Kodansha International Ltd., 2003.

Presenting Different Opinions. McMahon, R. Tokyo: Nan'un-do Publishing, 2003.

Time to Communicate. Bray, E. Tokyo: Nan'un-do Publishing, 2002.

Books for Teachers

Contact: Kate Allen <kateob@kanda.kuis.ac.jp>

*Action Research in Action (RELC Portfolio Series 8). Handley, G. (Ed.). Singapore: SEAMO Regional Language Centre, 2003.

*Giving Feedback in Language Classes (RELC Portfolio Series 1). Lewis, M. Singapore: SEAMO Regional Language Centre, 2002.

*Grammar in the Language Classroom: Changing approaches and practices. James, J.E. (Ed.). Singapore: SEAMO Regional Language Centre, 2003.

*Intervening to Help in the Writing Process (RELC Portfolio Series 7). Chandrasegaran, A. Singapore: SEAMO Regional Language Centre, 2002.

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

*Managing Vocabulary Learning (RELC Portfolio Series 2). Nation, P. Singapore: SEAMO Regional Language Centre, 2002.

*Methodology and Materials Design in Language Teaching: Current perceptions and practices and their implications. Renandya, W. A. (Ed.). Singapore: SEAMO Regional Language Centre, 2003.

*Planning Aims and Objectives in Language Programs (RELC Portfolio Series 5). Richards, J. C. Singapore: SEAMO Regional Language Centre, 2002.

*Planning Lessons for a Reading Class (RELC Portfolio Series 6). Farrell, T. S. C. Singapore: SEAMO Regional Language Centre, 2002.

Qualitative Inquiry in TESOL. Richards, K. Basingstoke, England: Palgrave Macmillan, 2003.

*The Reflective Teacher: A guide to classroom research (RELC Portfolio Series 3). McKay, S. L. Singapore: SEAMO Regional Language Centre, 2002.

*Teaching Listening in the Language Classroom (RELC Portfolio Series 4). Goh, C. C. M. Singapore: SEAMO Regional Language Centre, 2002.

*Teaching Pronunciation: Why, what, when and how. (RELC Portfolio Series 9). Poedjosoedarmo, G. Singapore: SEAMO Regional Language Centre, 2003.

Activity Books

Contact: Amanda O'Brien <pub-review@jalt-publications.org>

Art and Crafts with Children. Wright, A. Oxford: Oxford University Press, 2001.

Beginners' Communication Games. Hadfield, J. Essex: Pearson Education Limited, 1999.

Elementary Grammar Games. Hadfield, J. Essex: Pearson Education Limited, 2001.

Grammar 1: Games and activities. Watcyn-Jones, P. and Howard-Williams, D. Essex: Pearson Education Limited, 2001.

Imagination Works. Porteus, R. London: Scholastic, 2002.

Imaginative Projects: A resource book of project work for young students. Wicks, M. Cambridge: Cambridge University Press, 2000.

Intercultural Activities. Gill, S. and Čaňková, M. Oxford: Oxford University Press, 2002.

Laughing Matters: Humour in the language classroom. Medgyes, P. Cambridge: Cambridge University Press, 2003.

Meanings and Metaphors: Activities to practice figurative language. Lazar, G. Cambridge: Cambridge University Press, 2002.

Pair Work 1: Elementary--Pre-Intermediate. Watcyn-Jones, P. and Howard-Williams, D. Essex: Pearson Education Limited, 2002.

Primary Vocabulary Box: Word games and activities for younger learners. Nixon, C. and Tomlinson, M. Cambridge: Cambridge University Press, 2003.

Search the Internet. Leiviska, K. London: Scholastic, 2002.

Talk-A-Tivities: Problem solving and puzzles for pairs. Yorkey, R. Burlingame, CA: Alta, 2002.

Tell it Again!: The new storytelling handbook for primary teachers. Ellis, G. and Brewster, J. Essex: Pearson Education Limited, 2002.

The Grammar Activity Book: A resource book of grammar games for young students. Obee, B. Cambridge: Cambridge University Press, 1999.

The Standby Book: Activities for the language classroom. Lindstromberg, S. (Ed.). Cambridge: Cambridge University Press, 1997.

Top Class Activities 2: 50 fun games and activities by top ELT writers. Watcyn-Jones, P. (Ed.). Essex: Pearson Education Limited, 2000.

Zero Prep For Beginners: Ready-to-go activities for the language classroom. Pollard, L., Hess, N., and Herron, J. Burlingame, CA: Alta, 2001.

Special Interest Group News

SIG News & Contacts

Computer Assisted Language Learning

(CALL)— JALTCALL 2004 — Human Computer Interaction (HCI) — The 9th Annual Conference of the JALT CALL SIG; June 4–6 at Tokiwa University, Mito-shi, Ibaraki-ken.

The Conference provides a forum for teachers, technicians, providers, researchers, and administrators who use, investigate, produce, and implement computers to support language education. JALTCALL 2004 seeks to promote the exchange of research findings and innovations, and to offer opportunities to discuss the challenges and potential solutions leading to effective human computer interaction. The focus for this year's conference will be human issues (cognitive, social, and physical) for learners and their learning environment.

The Call for Presentations is now open, with a deadline of March 3, 2004 (scheduling preference will be given to early submissions). More information on submitting—and the conference in general—can be found on the conference website <jaltcall.org/call2004/>.

Learner Development—

Autonomy You Ask! (AYA!) is an anthology of new writing that explores learner and teacher autonomy within Japanese contexts. Included are 16 topics in separate chapters with two critical reader responses at the end of each chapter plus three overview chapters, one each by Naoko Aoki, Phil Benson, and Tim Murphey. It also has access to a website of related teaching and research materials. Contributing critical readers are: Ana Maria Ferreira Barcelos (Brazil), Chitose Asaoka (Japan), Dick Allwright (UK), Sultan Erdogan (Turkey/UK), Flavia Vieira (Portugal), Hayo Reinders (New Zealand), Helga Deeg (Germany), Julian Edge (UK), Kazuyoshi Sato (Japan), Keiko Sakui (New Zealand), Kevin Bodwell (United Arab Emirates), Mary Lee Field (USA), Nobuyuki Takaki (Japan), Richard Pemberton (Hong Kong), Richard Smith (UK), Sara Cotterall (New Zealand), and Sonthida Keyuravong (Thailand).

To see more information on AYA!, the table of contents, and the index of topics, look at <www.miyazaki-mu.ac.jp/~hnicoll.learnerdev/aya>. To place an online order, go to <www.miyazaki-mu.ac.jp/~hnicoll/leanerdev/aya/order.html>.

Other Language Educators (OLE)—

OLE issued its 27th newsletter on November 6. It contains the coordinator's report and information on OLE-related presentations at JALT2003. Professional news also includes 1) the Multilingual Linguistic Informatics Conference, which will be published in the JALT2003 proceedings, and 2) the Common European Framework of Reference (for example German) criteria. Copies are available from the coordinator, Rudolf Reinelt (see SIG contact list).

Pragmatics—

At the 29th JALT International conference the Pragmatics SIG was very well represented, with two forums spanning both November 22 and 23, 2003. Forum 1 on Saturday focused on different aspects of speech acts, while Forum 2 on Sunday covered research in pragmatics by different methodologies. The topics varied in content, from raising pragmatic awareness in L2 classrooms to conversation analysis and researching discourse. Dr. Gabriele Kasper from the University of Hawaii, who was instrumental in the formation of the SIG, also participated in the forum.

The Pragmatics SIG will continue to be very, very active. In 2004, the SIG will cosponsor two major events. First, the Temple University Applied Linguistics Colloquium will be held on February 15, 2004 at Temple University Japan in Tokyo (see <www.tuj.ac.jp/newsite/main/news/specialevents/20040215_linguistics.html>). Second, the JALT Pan-SIG Conference will be held on May 22-23, 2004 at Tokyo Keizai University. The theme is The Interface Between Interlanguage Pragmatics and Assessment and will be jointly sponsored by the CUE and TEVAL SIGs. The deadline for proposals is February 21, 2004. Contact <jaltpansig@yahoo.com>. For further information on these two events, contact Megumi Kawate-Mierzejewska <mierze@tuj.ac.jp>.

Teaching Children (TC)—

The TC SIG is looking forward to the third JALT Junior conference, to be held in conjunction with JALT2004 at Tezukayama University in Nara,

November 19-22, 2004. We hope to have lots of wonderful presentations for teachers of children. If you have ideas about teaching children you'd like to share, please submit your proposal before January 31. Presentations for JALT Junior should be submitted just like all other JALT2004 presentations. Just make sure to mark "Teaching Children" as your content area. See you there!

SIG Resources

If you'd like to find out more about what is happening in JALT's Special Interest Groups, visit these websites:

TLT SIG News

This site is the online version of this column. It contains news as received, and active links to SIG webpages and contacts.

<www.jalt-publications.org/tlt/signews/>

JALT Website

More information on SIGs—including how to join—along with links to SIG websites.

<www.jalt.org/main/chapters-sigs/>

SIG Contacts

Bilingualism—Tim Greer; t: 011-706-5376; f: 011-706-7801(w); <tim@ilcs.hokudai.ac.jp>

College and University Educators— Andrew Obermeier; t: 075-712-2763(h); 075-644-8240(w)

Computer-Assisted Language Learning—Timothy Gutierrez (Coordinator); t: 082-568-2444; <timothy@gutierrez94580.com>; Marie Cosgrove (Newsletter Editor); t: 048-687-2865; <oz@sta.att.ne.jp>; Annette Karseras (Program Chair); t: 0258 393-255; <annette@juno.ocn.ne.jp>; <jaltcall.org>

Gender Awareness in Language Education—Kris Mizutani; <konstructjp@yahoo.co.jp>; <members.tripod.co.jp/gender_lang_ed>

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

Japanese as a Second Language—Shin Nitoguri; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School— William Matheny; t: 052-262-0585; <pxq00730@nifty.ne.jp>

Learner Development—Steve Brown t: 0727-23-5854(w), f: 0727-21-1323(w); <brown@Assumption.ac.jp>; <www.miyazaki-mu.ac.jp/~hnicholl>

Materials Writers—John Daly; t/f: 0283-22-1346; <john-d@sano-c.ac.jp>; <uk.geocities.com/materialwritersig/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

PALE—Edward Haig; f: 052-789-4789(w); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; <www.voicenet.co.jp/~davald/PALEJournals.html>

Pragmatics—Sayoko Yamashita; t/f: 03-5283-5861; <yama@tmd.ac.jp>; Seiji Fukazawa; <sfukaza@hiroshima-u.ac.jp>; Kenneth Fordyce; <fordyce@hiroshima-u.ac.jp>; <groups.yahoo.com/group/jaltpragsig>

Teacher Education—Anthony Robins; <robins@rio.odn.ne.jp>

Teaching Children—Alison Miyake; t/f: 0834-27-0078; <mbi@joy.ocn.ne.jp>

Testing and Evaluation—Jeff Hubbell; <01jhubbell@jcom.home.ne.jp>; <www.jalt.org/test>

Forming SIGs

Eikaiwa—Duane Flowers; t/f: 0736-36-2993; <duane@purple-dolphin.com>

Pronunciation—Veronika Makarova; t: 0298-567862(h); f: (except university vacations/holidays) 047-350-5504(w); <makarova.veronika@aist.go.jp>; Kenneth J. Cranker; <kenc@u-aizu.ac.jp>

Teaching Older Learners—Tadashi Ishida; t/f: 03-3844-3104; <BYY05562@nifty.ne.jp>

The Chapter Reports column features reports of presentations held at local chapter meetings throughout Japan each month. Submissions should be informative, well written, and interesting to readers from other chapters. For guidelines on contributions, see the Submissions page at the back of each issue.

Akita: October—Integrating Culture into the Language Course/Curriculum by Christine Winskowski. This presentation asked the question To integrate culture into the language classroom, where does one start? Culture, after all, is a huge topic. One could conceivably do holidays and food, and then go on to customs, religion, shopping, and so on. But where does it all end? And how does one know when enough cultural topics have been taught in a course? Winskowski began with a survey of 10 culture textbooks. Three were not ESL texts, but orientation texts for visitors to the USA. There were 43 topics covered by the 10 textbooks, although 18 of the topics were only touched upon once in one of the orientation texts. She proposed using a template or matrix approach for the teaching of culture in language courses. This involves identifying a limited number (say 6-12) of target country characteristics and values that underlie the customary behaviors and language being taught, which are then systematically linked to the language being taught. The purpose is to leave students with a coherent outline (the template) of cultural principles that explain the language and social patterns they are learning, rather than a sequence of disconnected facts and customs. Winskowski illustrated this approach by showing some scenes from a video. A special emphasis was also placed on discussing practical ideas to help Japan International Cooperation Agency workers understand the native cultures they would encounter in the field.

Reported by Stephen Shucart

Gifu: October—ELT Materials Use and Design: Problems and Resolutions by Kenneth Biegel. Biegel first provided a general overview of the teaching environments usually faced by English teachers in Japan. He focused on four environments: conversation and/or business English, secondary education, foreign university branch campuses, and Japanese universities. Next, he asked us about our own teaching environments and about problems we had encountered in finding suitable materials.

He then led a discussion concerning the needs and objectives of the students, their institutions, and what to look for when selecting materials to use.

In the second part of the presentation, Biegel explained what he considered were the major problems with selecting materials for the multi-level environment of the average Japanese university conversation class. He then demonstrated some of the material he developed for his textbook series, which is designed to maximize participation of spoken English in large classes in nonintensive teaching environments. Among the many useful activities he introduced was the use of a conversation template, which allowed conversation partners to smoothly carry on rather high-level conversations fluently. The contents and structure of the talk were interesting and helpful for getting students of different levels to be able to converse in English.

Reported by Donna Erickson

Kitakyushu: October—The Learner-Centered Revolution by Christopher Chase. Focusing on the question of how we can make our students comfortable with real English language materials and motivate them to independently spend time to improve their skills, Chase shared various techniques he uses in his classes. He began the presentation by reviewing how language is naturally acquired and provided some examples of his children's strategies. Observing that language acquisition relies on the four skills of listening, speaking, reading, and writing, he stressed that the most important thing is practice. Then he described and demonstrated several ways that he uses to encourage learners to practice. He also asked us to discuss how to make classes more learner centred and how to give the initiative back to the students. His own classes include organising student presentations, enacting role-plays, rewriting scenes from movies, writing dialogues, singing, and discussing songs. We

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

left the meeting with plenty of handouts and ideas.

Reported by Dave Pite

Nagasaki: July—1) Extensive Reading Programme for University or High School Classes by Steven Donald. Donald explained what Extensive Reading is, and how it can be used in the Japanese EFL context. He described a program that is currently being used in a Japanese university with the focus on creating and using reading portfolios and how they can be adapted to Japanese high schools. Furthermore, ways to monitor and assess students' progress were addressed. Donald discussed extensive reading in terms of course goals, purposes, points of focus, amounts, and criteria for material selection. His methods for selection depend on the students' goals, needs, and motivation; he also closely monitors the students' pace and levels. He distributed samples of graded readers and teacher's guides from Pearson Education and Oxford University Press.

2) Focus on Form in a Communicative Context by Chris Clancy. Clancy looked at how communicative language teaching can incorporate different approaches, showing how to focus on form by drawing on students' attention to language elements as they engage in classes which focus on meaning or communication. Some examples included corrective feedback, alerting learners to errors, eliciting class opinions, and constructing examples. He also displayed both explicit and implicit methods for form-based instruction, as well as some task-based ideas for language learning, including an information gap and listening comprehension activity based on a Portuguese song.

Reported by Tim Allan

Nara: October—Gateway 21 by Yuka Otani. At one time or another we have all been asked by students about study and travel overseas. It can be a precarious question for teachers since they are often regarded as something of an expert and their opinion is likely to figure highly in decision-making processes. There are many important points to be considered, including concerns for safety, as well as the process of negotiation between parent and child. Gateway 21 is a travel agency which deals exclusively with study abroad trips and is sensitive to the concerns of overseas travel. They assist with preparation before departure and provide support both in Japan and abroad, with 24 offices overseas. Their strict assessments of overseas schools and host families are regarded as the key to their growing success, while many other travel companies have faltered. The overseas offices, referred to as Stations, are staffed by qualified counselors who are long-term residents (mainly from Japan or fluent in Japanese) and provide 24/7 support as well as common sense advice on apartments, working, bank accounts, and daily matters when requested. Stations function as information networks and are responsible for follow-up visits to schools and host families, sometimes undercover, to ensure the quality of their programs, which include language schools, community volunteer experiences, the Cordon Bleu Academy, wine appreciation courses, and farm stays. In a competitive marketplace and changing world, providing a variety of travel options and experiences to your students is essential. With their emphasis on cultural exchange and quality programs, Gateway 21 is one resource that can be recommended to students as they make their plans. Their user-friendly webpage is at <www.gateway21.co.jp>.

Reported by Larry Walker

Omiya: October—1) To Reform or Not to Reform: The JET Program's In-Service Training by Roberto Rabbini. Rabbini presented a study on Assistant Language Teachers' (ALT) values and perceptions of the JET In-Service Training (IST). The study aimed to identify ways to better prepare ALTs, reduce friction between ALTs and their Japanese colleagues, and reduce ALTs' stress. The results of a survey of 85 ALTs in Saitama Prefecture showed dissatisfaction with the content and level of IST provided. Current IST makes no attempt to integrate teaching theory, awarenessraising, or experiential learning. The ALTs surveyed wanted a more thorough preparation for classroom realities before starting their assignments, with training to be provided by teaching professionals rather than other ALTs. Friction with Japanese teachers was reported by 42% of respondents, and surveys based on Zung's Self-rating Depression Scale (SDS) showed a clear correlation between such friction and ALT stress

levels, though at present the causal relationship between the two is not clear. While further investigation is needed, the study concludes that changes do need to be made to reduce both friction and stress and to encourage ALTs to stay in the program longer.

2) Free Software for Quality Online Communities by Ted O'Neill. O'Neill's poster presentation showed how teachers can access free software and use it to provide a user-moderated forum for student writing. Many schools now have well-equipped computer rooms, which are often underutilized. By taking the time to set up such a program, teachers can facilitate classroom management, save time by grading assignments online, and provide students with an audience for their writing. O'Neill began by outlining how free software works and detailing its strengths and weaknesses from both the teacher's and student's perspective. Using a projection of his own student writing website, he then showed how students can post their writing to the site, read, rate, and post feedback comments on other students' work, and manage the contents of the site. Information for teachers wishing to set up such a site was provided from his Frequently Asked Questions page.

Reported by Amanda Everaert

Sendai: October—Testing: An Important Component in Language Teaching by Brenda Hayashi. Hayashi discussed testing in relation to university entrance examinations and demonstrated some important concepts and purposes of test design. A variety of tests for the audience to critique were also provided, which highlighted the necessity to be alert when designing tests. Two important issues were raised during the meeting. First, when two test questions are linked, then the second question does not exist for students who cannot answer the first question. Using questions in tests that first require students to answer a preceding question should hence be considered a bad example of test design, which often results in failure. Second, students' emotional levels, confidence, and other perceptions are important when considering their ability to perform tasks during assessment. Hayashi's discussion was easy to follow, useful, and enjoyable.

Reported by Nicolas Gromik

Shinshu: October—Qualified? Experienced? Talented? What Makes a Good English Language Teacher? by John Adamson. The subject of this presentation was teacher cognition—beliefs about being a teacher. Drawing on his research, Adamson guided us through a discussion of teacher beliefs, something that we do not always have the chance (or the right) to talk about. Is being a native speaker of English (NS) a sufficient qualification to teach English in Japan? Many teachers begin their EFL careers as backpackers—people without formal qualifications who arrive in Asia and find that many employers consider being NS as sufficient status for English teaching positions. Other teachers teach business English with a business degree but no formal ELT qualification. Still others know English only as a second or foreign language. Can such people be good English teachers? The focus of this workshop was on exploring the issues and allowing individuals to decide for themselves, but my impression is that the answer to these questions is a qualified yes, but what are the necessary conditions?

We talked about our own teaching qualifications and experience in groups. I was surprised at how greatly these varied and the many different routes that people had followed to becoming English teachers. Central questions were: What knowledge do good English teachers need? What is the role and importance of knowledge of the subject? Is knowledge of teaching theory and methodology necessary? Should teachers be educated in Japanese language and culture? We brainstormed about what a good English teacher should be and do. We also thought about what a teacher training course should include and exclude, including how to teach grammar and vocabulary, syllabus and materials design, and classroom management. We wrote comments on statements collected by Adamson related to these issues (e.g., English teaching is not a real profession and Qualifications are not necessary to become a language teacher). The discussions were interesting from both educational and cathartic perspectives.

Reported by Fred Carruth

Gunma—Raising Children Bilingually and Biculturally in Japan by Frances Causer. This presentation will suggest ways of maximizing your opportunities to bring up your children bilingually. The presenter will focus mainly on how you could do this by joining bunko—groups run by parents and volunteers for bilingual children, how to take advantage of local educational facilities for your own bilingual purposes, and how to make the most of your own resources as you face the challenge of bringing up your children to be bilingual and bicultural. Wednesday January 28, 14:00-16:30; Maebashi Kyoai Gakuen College; one-day members ¥1000.

Hiroshima—Looking Back at 2003, Looking Ahead to 2004: Teacher Sharing. What were your professional successes of 2003? What are your professional goals for 2004? Let's share ideas! Everyone who attends this meeting will have an opportunity to speak about their own experiences and learn from others' experiences. Sunday January 18, 15:00-17:00; Hiroshima Peace Memorial Park, International Conference Center, 3F, Seminar Room 2; one-day members ¥500.

Hokkaido—Strategy-Based Instruction by Jerrold Frank. A combination of discussion and activities in a workshop format designed to illustrate how strategies work and how teachers might be able to incorporate these methods into their classes. Sunday January 25, 13:00-16:00; Hokkaido International School (near Sumikawa Subway Station); one-day members ¥1000.

Matsuyama—Ways of Using Narrative in the Language Classroom by Jennifer Danker, Matsuyama University. Narrative can be approached in a variety of ways to promote language learning. Stories can be a stimulus to personalized response and discussion, act as a cultural vehicle, mark a starting point for writing, or be interpreted and dramatized. Lesson ideas will be demonstrated and participants will have the opportunity to try out some narrative activities adaptable to a wide range of learners. Sunday January 11, 14:15-16:15; Shinonome High School Kinenkan 4F; one-day members ¥1000.

Nagasaki—Wonder Kids: Drama Activities for Young Children by Kristie Collins, DramaWorks Group. Wonder Kids is an innovative new kids' program that makes both learning and teaching easy and fun. Wonder Kids is designed for use in grades 4 through 6, and it introduces authentic language and characters in a fun-filled story, told in 20 scenes. This workshop-style presentation will show participants how to block the scenes and introduce language activities and warm-up games that reinforce language functions, vocabulary, and natural intonation. No props or stage or acting experience necessary! Saturday January 17, 1330-1600; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre Free Space; one-day members ¥1000.

Shinshu—Joint Longman/JALT Presentations by Junko Yamanaka and Alison Taylor. This joint event has two speakers. Yamanaka will present on the textbook Impact Values, which looks at critical thinking and real debate for secondary school students to adults. Her talk will focus on how to enable those who are less than advanced to engage in classroom discussions on topics of real-world relevance. Taylor will present on the textbook Hip Hip Hooray!. She will demonstrate how the use of interactive songs and roleplays can bring the classroom to life. Saturday January 31, 13:30-16:00; Luna International Office (MK Building 2F, 1-19-16 Moto-machi, Matsumoto); free for all.

Yamagata—Denver, Colorado in Terms of its History, Culture, Education, Language, etc. by Heath Polzer. The presenter, who is an ALT in Yamagata prefecture, is to talk about the above-mentioned topic focusing on English as a means of global communication in the 21st century. Saturday January 10, 13:30-15:30; Yamagata Seibu Kominkan; free for all.

Yokohama—Effective Groupwork Guidelines by Christopher Jon Poel & Robert M. Homan. Many of today's textbooks include directions telling students to "work in groups."

weblink: www.jalt.org/calendar/

But students are more often than not ill prepared for doing any kind of meaningful groupwork. In this presentation, we will describe a set of cooperative-learning materials that have been used to train university students of various levels

to work effectively in groups. Sunday, January 18, 14:00-16:30; Gino Bunka Kaikan (near JR Kannai or Isezakichojamachi subway station); one-day members ¥1000.

Chapter Contacts

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JALT's 30th International Conference—JALT2004: "Language Learning for Life" – will take place November 19–22, 2004 at Tezukayama University in Nara, Japan.

The Call for Presentations closes January 31, 2004.

For more information, visit the conference website <www.jalt.org/jalt2004/>

Job Information Center

...with Jennifer Danker <job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please email <job-info@jalt-publications.org> or fax (089-924-5745) Jennifer Danker, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, 2 months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Kanagawa—The Language Institute of Japan (LIOJ) is seeking a full-time instructor for March 2004. With a change in directorship and direction, LIOJ is seeking creative and dedicated teachers who enjoy working with a variety of students in an array of programs, are highly organized with short/long-term time management skills, like being part of a team, are keen to be active in professional development, and are flexible. Requirements: University Degree (MA in a relevant field preferred) and at least 2 years teaching both adults and children required. Demonstrated interest in teaching children important as half of regular teaching hours are dedicated to children's classes. Excellent writing skills also necessary. Duties: Write curriculum, develop materials for, and teach EFL to community course students of all levels from young children to adults, possibly teach business English, teach concurrent residential immersion programs for high school students (large groups), prepare and conduct classes during workshops for teachers of English, and plan and participate in extracurricular activities. Salary & Benefits: Sponsorship is available. Paid orientation (at half salary), renewable contract. Application materials: In your cover letter please indicate where you saw this ad. Apply by mail with 1) resume, 2) diploma(s), 3) an essay (one page maximum titled Why I want to work at LIOJ), and 4) three letters of reference (referees should have firsthand knowledge of applicant's teaching). Electronic (fax or email) and incomplete application packages will not be considered. Applications will be accepted and reviewed until a suitable candidate is found. Only candidates selected for interviews will be contacted. Contact: Search Committee, LIOJ (Language Institute of Japan), Asia Center Odawara, Shiroyama 4-14-1, Odawara, Kanagawa 250-0045, Japan; <http://www.geocities.com/lioj.geo>.

Tokyo—Nevada-California Consortium of Colleges and Universities (NIC) is seeking a full-time MA TESOL EAP instructor. One-year renewable contract from April 19, 2004-April 15, 2005. Requirements: MA and/or many years of teaching experience in high schools and/or universities. Responsibilities: Teach and prepare students for academic studies in North America, UK, and Australia. 21 contact teaching hours along with 5 office hours per week. Salary & Benefits: ¥350,000 to ¥370,000 per month depending on experience. Global Health Insurance is included, nine weeks paid vacation. Deadline: January 31, 2004. Contact: Nevada-California Consortium of Colleges and Universities (NIC), 5-9-16 Shinjuku, Shinjuku-ku, Tokyo 160-0022; t: 03-5379-5551 (prefer contact by email or fax); f: 03-5379-5550; <berghoff@nicuc.ac.jp>.

Tokyo—Japan Women's University is accepting applications for possible part-time teaching positions at its Meijiro campus for 2004. Requirements: Master's degree in English or related field, 2 years Japanese university teaching experience, minimum two academic publications. Position is paid per class for 12 months (pay is comparable to other Japanese universities). Application materials: Send a cover letter, including the days and times you are available to teach, and a CV using the following format: name and address in both English/Romaji and Japanese, signature, tel/fax, email, male or female, date of birth, nationality, recent photo; education (list the year and month you entered the university and graduated; the faculty/department to which you belonged; the name of your degree/s; titles of any graduate theses); work experience (the year and month you started and finished teaching at each university, full or part-time status, the faculty/department to which you belong/ed); publications (the year and month published, the title and name

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of publication, kind of publication, e.g., book, article, etc., name of the author/s); academic presentations (year and month given, name of conference, location, name of presentation, name/s of presenter/s); areas of specialization; awards/prizes; professional organizations (public or private); public activities (volunteer work, etc.). *Please don't staple CV (fasten with paper clip). Contact: Send cover letter and curriculum vitae to: Douglas Forster, Department of English, Japan Women's University, Mejirodai 2-8-1, Bunkyo-ku, Tokyo 112-8681. Note: If you have applied in the past, please reapply.

Niigata-ken—The International University of Japan is looking for temporary English Language Instructors to teach in its summer Intensive English Program for graduate level students from Japan and several other countries. The exact dates have yet to be confirmed, but the teacher's contract will probably run from July 8 or 9 to September 8. The contract length will be 9 weeks: one-week orientation & debriefing and 8 weeks teaching. Qualifications: MA or equivalent in TESL/TEFL or related field, experience with intermediate students and intensive programs is highly desirable, experience with programs in international relations, international management, or cross-cultural communication would be helpful, familiarity with Windows computers is required. Duties: Teach intermediate-level students up to 16 hrs per week, assist in testing and materials preparation, attend meetings, write short student reports, and participate in extra-curricular activities. Salary & Benefits: ¥850,000 gross. Free accommodation provided on or near the campus, transportation costs refunded soon after arrival, no health insurance provided. Location: Yamato-machi, Niigata prefecture, a mountainous region about 90 minutes by train from Tokyo. Application materials: Submit a current curriculum vitae and, if possible, a short cover letter. Contact: Ms. Mitsuko Nakajima, IEP Administrative Coordinator, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken, 949-7277; f: 0257-79-1187; <iep@iuj.ac.jp>.

Hyogo—The Language Center at Kwansei Gakuin University is accepting applications for instructors of English as a Foreign Language (six openings) starting September 2004. Requirements: MA in TESOL, Applied Linguistics, or related fields, 2-years relevant teaching experience at university level. Responsibilities: Teach ten 90-minute periods per week, plus other duties. Pay & Benefits: ¥5,200,000 per year or $43,300 approx. (¥120/$). Furnished housing and medical insurance are partially subsidized. Study allowances and travel for in-service meetings are in line with university policy. Medical insurance is provided while the teacher is in Japan. Application materials: Send by snail mail to The Language Center of Kwansei Gakuin University (electronic submissions unacceptable): 1) resume, 2) two letters of recommendation, 3) written statement of your views on teaching and career objectives (1-2 pages), 4) copy of your diploma(s), 5) 5-10 minute videotaped segment of your actual teaching. Deadline: January 10, 2004. Contact: The Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya, Hyogo 662-8501, Japan; <z91013@kwansei.ac.jp>; <www.kwansei.ac.jp/LanguageCenter/IEP>.

Tokyo-to—The Waseda University School of Letters, Arts and Sciences is accepting applications for part-time teaching positions for 2004-2005. Duties: Teach in the areas of English for General Communication, English for Academic Purposes, and English for Professional Purposes. Qualifications: Master's degree in TESOL, Applied Linguistics, Literature, or related field and at least 2 years experience teaching at a Japanese university. Salary and Benefits: According to Waseda University regulations. Application materials: Cover letter and resume in either English or Japanese with a list of related publications, if any. Deadline: Ongoing. Contact: Send application materials to Part-Time Teaching, Waseda University School of Letters, Arts and Sciences, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644.

Aichi-ken—Nagoya Women's University is seeking applications for part-time teachers to teach English language and culture courses beginning April 2004. Teachers capable of teaching British culture courses on Wednesday and Thursday mornings urgently sought. Other positions include general English classes and English language major classes throughout the week.

Qualifications: Master's degree and university teaching experience preferred. Salary and Benefits: Based on Nagoya Women's University scale. Women strongly encouraged to apply. Application materials: Please send curriculum vitae and indicate days available. Deadline: Ongoing. Contact: Nagoya Women's University, Department of British and American Studies, 1302 Takamiya-cho, Tenpaku-ku, Nagoya 468-8507. For further information, please visit <www.nagoya-wu.ac.jp> or email: <quinn@nagoya-wu.ac.jp>.

Gifu-ken—Gifu Shotoku Gakuen University in Yanaizu, (near the Gifu-Hashima IC and shinkansen station) anticipates openings for part-time English Communication instructors beginning April 2004. Duties: Teach from one to eight oral communication, TOEIC or TOEFL preparation, and/or composition classes to foreign language major students. Qualifications: Must have native-like English proficiency, Master's degree in an appropriate field. Experience teaching at university level, especially in Japan, preferred. Salary and benefits: Depending on qualifications and experience, ¥200,000 to ¥270,000 per class per year plus commuting expenses from the Gifu-Nagoya region. Application materials: Send curriculum vitae in English and Japanese (if possible) to: <volker@nalik.org> or mail to: English Communication Working Group, Attn: C. Volker, Gifu Shotoku Gakuen University, 2078 Takakuwa, Yanaizu-cho, Hashima-gun, Gifu-ken 501-6194.

Kochi-ken—Kochi University of Technology is seeking a full-time, long-term professor/assistant professor of English for its Core Studies Department, starting April 2004. After a successful 1-year probation, the term will be extended to a 5-year appointment, which will be renewable repeatedly depending on performance and faculty evaluation. Qualifications: Master's or Doctorate degree in TESL/TEFL or related field, 3 years or more of experience in university teaching, experience in materials authoring, basic Japanese speaking and reading ability, published research (at least three papers), good level of computer skills,

some knowledge of science and technology topics. Finalists in the competition will be asked to take a test in writing and materials authoring. Duties: Teach classes in some of the following: 1st-year reading/listening; 2nd-year critical thinking; 3rd-year writing and global studies; Master's and PhD technical writing and thesis English. Duties also include entrance examination committee, some administrative duties, teaching materials creation/adaptation. Salary and Benefits: Yearly salary and benefits schedule according to KUT regulations. Application materials: Applicants are requested to submit the following documentation to the address below: full resume in English, photocopy of degree, three letters of reference, list of significant research publications, copies of teaching materials authored by the applicant. Deadline: January 15, 2004. Application procedure: Please address applications to: T. Nishimoto, Core Studies, Kochi University of Technology, Miyanokuchi 185, Tosayamada-cho, Kochi-ken 782-8502, Japan. Contact: L. Hunter: <lawrie_hunter@kochi-tech.ac.jp>.

Tokyo-to—Gakushuin University is accepting applications for part-time English teaching positions for 2004-2005. Classes are for undergraduate students in all faculties in the general English program, which consists of communication classes (primarily addressing listening and speaking) and reading classes (focusing on reading comprehension and writing). Qualifications: MA in TESOL or related field, experience teaching at a Japanese university, at least two academic publications, and resident of Japan. Application materials: Send curriculum vitae with recent photo, complete contact information, list of publications, and contact information for two references in Japan. Include stamped, self-addressed envelope to confirm receipt of application. Deadline: Ongoing. Contact: Part-Time English Teaching Position, Foreign Language Teaching and Research Centre, Gakushuin University, Mejiro 1-5-1, Toshima-ku, Tokyo 171-8588. No telephone calls please.

Job Info Web Corner

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

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

Conference Calendar

...with Tamara Milbourn <conferences@jalt-publications.org>

New listings are welcome. Please submit information to Tamara Milbourn by the 15th of the month at <conferences@jalt-publications.org>, at least 3 months ahead (4 months for overseas conferences). Thus January 15 is the deadline for an April conference in Japan or a May conference overseas, especially for a conference early in the month.

Upcoming Conferences

January 29-31, 2004—Thailand TESOL, ELT 2004: Prioritizing Teacher Development, at the Sofitel Hotel, Khon Kaen, Thailand. Contact: Chaleosri Pibulchol, President, <chal@swu.ac.th>; or Maneepen Apibalsri, Program Chair, <mapibal l@ccs.sut.ac.th>. Website: <www.thaitesol.org/>.

February 15, 2004—Temple University Applied Linguistics Colloquium 2004, at Temple University Japan, Tokyo, cosponsored by the JALT Pragmatics SIG. Contact: Megumi Kawate-Mierzejewska, <mierze@tuj.ac.jp>. Website: <www.tuj.ac.jp/newsite/main/news/ specialevents/20040215_linguistics.html>.

February 27-29, 2004— The 10th International Conference for NELTA: Learner Centredness in Large Classes, Kathmandu, Nepal. Contact: Ganga Ram Gautam, GPO Box: 8975 EPC: 2374 Kathmandu, Nepal; tel: 9-771-4330243; <ggautam@wlink.com.np>.

March 4-6, 2004—The 9th International BUSEL ELT Conference: Challenge in Learning – Helping Learners Realise Their Full Potential, at the Bilkent Hotel, Ankara, Turkey, hosted by Bilkent University School of English Language. Contact: Sue Eser, <chall@bilkent.edu.tr>. Website: <www.bilkent.edu.tr/busel/2004c.htm>.

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March 10-12, 2004—The 10th Annual TESOL Arabia Conference 2004: Standards in English Language Teaching and Assessment, at the Al Bustan Rotana Hotel, Dubai, United Arab Emirates. Contact: Beth Wiens, Conference Chair, University of Sharjah, P.O. Box 27272, Sharah, United Arab Emirates; t: 971-6-5050667; f: 971-6-5050669; <TesolArabia@ibc-gulf.com>. Website: <tesolarabia.org/conference/index.php>.

March 31-April 3, 2004—2004 Annual TESOL Convention: Soaring Far, Catching Dreams, Long Beach, California, USA. Contact: <conventions@tesol.org>. Website: <www.tesol.org/conv/index-conv.html>.

April 13-17, 2004—The 38th International Annual IATEFL Conference, at the Adelphi Hotel, Liverpool, UK. IATEFL's international annual conference brings together ELT professionals from around the world to discuss, reflect, and develop their ideas. The conference programme offers multiple opportunities for professional contact and development. International presenters will give workshops, talks, and panel discussions for over 1400 delegates to enjoy. Website: <www.iatefl.org/newhome.asp>.

April 24-25, 2004—International Conference on English Language Teaching Instruction and Assessment, at National Chung Cheng University, Min-Hsiung, Chiaya, Taiwan. For information about the conference and submission guidelines, contact: <admada@ccu.edu.tw>. Website: <www.ccunix.ccu.edu.tw/~fllcccu/english/conferences.htm>.

May 14-18, 2004—International Conference on Tertiary/College English Teaching: From Theory to Classroom Practice, Nanjing and Hong Kong, China, organized by the English Language Teaching Unit of the Chinese University of Hong Kong and the College English Teaching and Research Association of China. Contact: <eltu-conference@cuhk.edu.hk>. Website: <www.cuhk.edu.hk/eltu/conference/2004/>.

May 21-24, 2004—The 4th International Symposium on ELT in China: New Directions in ELT in China and Around the World, Beijing, China, organized by the China English Language Education Association, Beijing Foreign Studies University, and Foreign Language Teaching and Research Press. Contact: <celea@fltrp.com>. Website: <www.elt-china.org/indexe.htm>.

June 14-18, 2004—Autonomy and Language Learning: Maintaining Control, in Hong Kong and Hangzhou, China. One of the main aims of this conference is to highlight what has (and has not) been achieved in the field of learner autonomy in language learning in the last 10 years. Contact: <lcconf04@ust.hk>. Website: <lc.ust.hk/~centre/conf2004/confinfo_E.html#call>.

Calls for Papers/Posters

Deadline: January 7, 2004 (for February 20-23, 2004)—2004 WELL Retreat: Our Origins and Influences, at the National Women's Center, Saitama, Japan. Papers can be in Japanese or English. Contacts: Jan Ossorio (English submissions and information), <jan@seiwa-u.ac.jp>; and Eriko Okanouchi (Japanese submissions and information), <eriko-yume@k7.dion.ne.jp>.

Deadline: April 30, 2004 (for September 25-26, 2004)—The 1st International Online Conference on Second and Foreign Language Teaching and Research. The basic aim of this conference is to provide a venue for educators, established scholars, and graduate students to present work on a wide variety of pedagogical, theoretical, and empirical issues as related to the multi-disciplinary field of second and foreign language teaching and research. For more information visit <www.readingmatrix.com/onlineconference/index.html>. Abstracts may be submitted online at <www.readingmatrix.com/onlineconference/abstract.html>.

THE LANGUAGE TEACHER
WIRED

...with Malcolm Swanson & Paul Daniels
<tlt-wired@jaltpublications.org>

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

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you'd like discussed in this column, please write to us at <tlt-wired@jalt-publications.org> or visit our website at <www.jalt-publications.org/tlt/wired/>.

Video bytes 2

In my last column (September, 2003), I focused on the technical side of video editing and offered advice on hardware and software needs for capturing and editing digital video on a computer. In this month's column, I move away from the technical issues and focus on the practical side of using digital video in the classroom. Below are several ideas to get teachers started with using digital video in the classroom. Finally, I summarize common problems and make suggestions for first-time video editors. Please see my previous column for more detailed information on hardware and software related to digital video editing.

Teacher Lessons
Videotaping your own classroom teaching is a good way to reflect on your teaching style. You can also create an online video lecture series, edit the video for teacher-training sessions, or use the video as a sample if applying for a new teaching position.

Guest Lectures
Inviting guest speakers is also an excellent opportunity to produce a video. Rather than having students perform textbook listening activities or having students listen to your voice, assign them to watch a guest lecture online.

Speaking Assessment
Use your video camera to assess your students' speaking abilities by videotaping students conversing in pairs. Student-student conversation tends to be more natural than teacher-student interviews. In addition, the evaluator can view the conversation pair test several times as well as take a coffee break between pairs. Try uploading the video tests to a web server and have students complete a check sheet while reviewing their own conversation test.

Video Models
Use video to model speaking strategies. Create and present to students short video clips of good and bad communication. Through model videos, students examine strategies such as asking follow-up questions, providing positive feedback, filling long silences, thinking in English, and asking for clarification. In a discussion course, learners can analyze what functions and strategies generate a good discussion. Discussion strategies may include turn taking, interrupting, changing the topic, or discussing a topic in depth.

Student Presentations
Videotape student presentations. Not only can students view models of good presentations, they can reflect on their own presentation and evaluate classmates' presentations. Students can even record their presentations outside of class in time-limited courses. This is great content for starting an online video library.

Campus Introductions
Students capture live scenes around campus, add commentary, titles, and music and publish their video project online. This can be a great extension for an email exchange project. As the teacher and students become more adept with filming and editing, projects can extend outside of campus.

Culture Capsules
One rather interesting project is the Culture Capsule where students venture out and capture small capsules of authentic and local culture through their video lens. Summer festivals, religious ceremonies, traditional food preparation, or cultural heritage sites are all valuable clues

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

to understanding cultures. After each student or student group finishes a capsule, all are combined and can be used to define a particular culture.

Mini-Ethnographic Projects

Have students go out into their culture and document behaviors in everyday life. Students prepare a videotaped interview with a person who has lived abroad in order to find out information that will shed light on cultural differences. Follow-up can include an in-class presentation featuring the edited interview.

Student-Produced Commercials/Public Service Announcements

Commercials are a great way to get students to introduce their favorite restaurant, hometown, or interests while giving them a chance to use their theatrical skills.

Practical Advice for Teachers Using DV

- Allow students a week or more working in groups to record their video.

- Use an external microphone when recording for better sound quality.

- Add background music by extracting and inputting mp3 files from CDs with RecordNow or FreeRIP software.

- If available, begin editing with simple software such as iMovie or Movie Maker before tackling a program like Adobe Premiere.

- Use Real Encoder or Windows Media Encoder to capture and upload segments of video that do not need editing.

- Try all video assignments yourself on the same computers the students will be using beforehand.

- Bring students to the computer lab at least once to introduce them to the hardware/software. Afterward, encourage them to become independent learners.

- Before saving or encoding video, determine what format is most accessible to students.

- Encode video for online distribution using Real Media or Windows Media.

- Export video as MPEG-2 if you want to make a VCD or DVD.

iMovie Resources

If you are using Apple's iMovie software, these resources will help you make the most of this excellent video editing software.

- Apple's iMovie website at <www.apple.com/imovie/> is the first place to go to download the latest version (3.03 at the time of printing), learn how to use it, or link to relevant sites.

- If you want to add more effects, titles, or transitions to your base package, search VersionTracker <www.versiontracker.com>. There are many plug-in packs available, along with user reviews to help you choose which to trial or buy.

- Having problems, or just want to learn more about how to use the software? The "Unofficial" iMovie FAQ page at <www.danslagle.com/mac/iMovie/> has an extensive list of solutions to most problems.

- If you're interested in using iMovie in the classroom, these sites may be of use in planning your programme:

  <plato.ess.tntech.edu/foed3010-2/imovie.htm>

  <wblrd.sk.ca/~multimedia/dv/hints.html>

  <www.atomiclearning.com/imovie3>

  <www.infotoday.com/MMSchools/jan02/banaszewski.htm>

- Examples: This site has Apple's award winners for digital media in education: <www.apple.com/education/ilifeawards/>

- When having problems burning a DVD, try a different brand media, look for updated drivers, or try different DVD burning software from <download.com>.

- Remember that one hour of DV video requires 13GB of hard disk space.

- Consider using a portable USB hard drive to save student video projects on. Video is often too large to store on schools' servers for a long period of time.

- Access my JALT presentation on using video in the classroom at <teach.flc.u-tokai.ac.jp/daniels/research/jaltcall2003/>.

Paul Daniels

Submissions

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

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

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

Feature Articles

English Features. Well-written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (not tabbed), word count noted, and subheadings (boldfaced or italic) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to the editor. Hard copies also accepted.

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

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

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

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

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

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

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

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

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

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract are required (see above). Send electronic submissions to the editors.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

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

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

Book Reviews. We invite reviews of books and other educational materials. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

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

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

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

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

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

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title – usually the presentation title, (c) have a by-line with the presenters 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 Events. 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 Events 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、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Events 編集者にご相談ください。第1週に会合を予定している場合は、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 Events 編集者必着です。

Conference Calendar. 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 Conference Calendar editor. Deadline: 20th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。The Language Teacher 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる　号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference　　Calendar欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar　編集者にお申し出ください。

JIC/Positions. TLT encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. No special form is necessary. Deadline for submission:: 15th of the month 2 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 some 3,000. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

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

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

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

Central Office: Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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◀ Join or renew

JALT（全国語学教育学会）について

　JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,000名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

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

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

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

　分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、ジェンダーと語学教育、グローバル問題、日本語教育、中学・高校外国語教育、学習者ディベロプメント、教材開発、語用論、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、他言語教育（準分野別研究部会）、英会話(forming)、発音(forming)、中高年学教育(forming)。JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

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

　会員及び会費：会員及び年会費：　年会費にはJALT出版物の購読料及び支部の会費も含まれていま　　　　　す。個人会員（10,000円）。学生会員（6,000円）-　　日本にある大学・大学院・専　　　門学校の学生を対象。　ジョイント会員（17,000円）-同じ住所で登録する個人2名を　対象とし、JALT出版物は2名に1部。　団体会員（6,500円／人）-　同じ住所で登録す　る5名以上を対象とし、JALT出版物は5名毎に1部。　入会・更新申込みは、例会で行　うか、*The Language Teacher*に綴じこまれている郵便振替用紙を利用してください。　　ジョイント及びグループ会員は、全員まとめて入会又は更新の申込みをして下さ　　い。　海外からは国際郵便為替をJALT事務局に送るか、又はCitibankより送金してください。　詳しくはJALT事務局に問合わせてください。

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