

The Language Teacher

ISSN 0289-7938

¥950

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November, 2003 • Volume 27, Number 11
The Japan Association for Language Teaching
全国語学教育学会

Foreword



Fall is upon us, and so is our annual conference, JALT2003, at the Shizuoka Granship, November 21-24. If you're hoping to pre-register, you're too late, but never fear, you can still come and pay at the door. We'd love to have you. One of the special features of this year's conference is an Open Forum on English Education

Reform, presented by The Yomiuri Shimbun, and featuring a large panel of English language education experts from all over Japan. Please look at our special ad for the forum in this issue of *The Language Teacher*.

The forum will discuss ways of implementing Monkasho's goal to "cultivate Japanese with English abilities." This month's TLT contains articles which discuss two areas of English language education of immediate concern to this plan. First, our feature article, by Fumie Takakubo, examines the presentation of vocabulary in English textbooks for the nursing profession. According to Takakubo, nurses often use medical English even within Japan, making the field an example of the increasing professional demand for English in Japan that Monkasho seeks to accommodate.

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JALT Publications Conference Event How to Get Published in JALT Publications

Sunday, 1:15 - 2:05, Wind Hall

Advice from the staff of *The Language Teacher* and *JALT Journal* to help you get your work published. We will also answer any questions you have about the process of vetting and publishing manuscripts.

November TLT Online Access Code

Login: annual

Password: conference

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November, 2003

JALT OPEN FORUM • Morning Panelists • 9:45 – 11:35



Takeo Kawamura

Minister of Education, Culture, Sports and Technology



Kiichi Matsuhata

President, The Japan Society of English Language Education (JASELE);
Vice President, Okayama University



Mamoru Morizumi

Vice President, The Japan Association of College English Teachers (JACET);
Professor, Obirin University,



Morijiro Shibayama

Auditor, The Japan Association for Language Teaching (JALT);
Professor, Surugadai University



Yasushi Akashi

Former Undersecretary General of the United Nations

JALT OPEN FORUM • Afternoon Panelists • 13:15 – 15:55



Hideo Oka

Professor, The University of Tokyo



Kensaku Yoshida

Professor, Sophia University



Mitsue Allen Tamai

Professor, Bunkyo Gakuin University



Tadashi Shiozawa

Professor, Chubu University



James Swan

President, The Japan Association for Language Teaching (JALT);
Professor, Nara University

JALT OPEN FORUM on English Education Reform

A Panel Discussion on Monkasho's Action Plan to Cultivate "Japanese with English Abilities": Towards Successful Implementation

Presented by The Yomiuri Shimbun & The Daily Yomiuri

THE DAILY YOMIURI

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Conference Website: <jalt.com/jalt2003/>
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Email: jalt@gol.com

Recently the Ministry of Education, Culture, Sports, and Technology started an action plan to cultivate "Japanese with English abilities." It is hoped that this will cause epoch-making improvements to English language education in Japan. These sessions offer us an unprecedented opportunity to discuss the plan in order to understand it and its implications thoroughly, and to discover what form English education in Japan should take in an increasingly globalized world.

2003/11/23 (SUN)		
Morning:	9:45-11:35	Free (<u>a</u> ll sessions free to JALT2003 attendees)
Afternoon	13:15-15:55	5,000 yen (if morning session attended)
Granship Shizuoka Convention & Arts Center		

Coordinator



Akiko Kochiyama

Chair, Domestic Affairs Committee, The Japan Association for Language Teaching;
Associate Professor, Chubu University

Our first Readers' Forum article, by Masataka Kasai, discusses the connections between English and global issues and the need for students to study both. Kasai presents possible classroom ideas that show the value of increasing one's understanding of world issues, as well as being sensitive to the variety of Englishes spoken around the world.

Our remaining Readers' Forum offering, by Chris Elvin, is what I feel to be a highly useful presentation of some simple Microsoft Excel functions that can turn your class examinations into genuine research data. Elvin not only tells you how to arrange your own spreadsheet for recording and comparing scores, he provides links to some of his own web pages with templates you can copy and use.

The variety of articles in this issue of The Language Teacher should be a reminder to you of the various professional interests that JALT members have around Japan. It should also remind you of the huge variety of presentations that will be on offer at JALT2003. You can go to see the forums, go to hear the plenary addresses, go for the helpful classroom ideas—just make sure that you go!

Scott Gardner, Co-Editor

秋 になりました。JALT2003は静岡Granshipで、11月21日から24日に行われます。先行予約は締め切られましたが、心配はご無用。従来通り当日いらっしゃっていただければ大丈夫です。是非お越し下さい。今年の大会では、読売新聞主催の英語の教育改革に関する公開討論会があります。日本全国から英語教育の専門家が集います。TLT今月号の討論会の案内をご覧ください。

討論会では、「英語の能力とともに日本語を育む」という文部科学省の目標について議論することになっています。TLT今月号では、これに関する英語教育の2つの分野より論文を紹介します。最初の論文では、Fumie Takakubo氏が、看護英語の教科書における語彙について述べます。Takakubo氏によれば、看護婦は、文科省が考える需要以上に、日本国内でも医学英語の使用が増えています。

フォーラム記事では、Masataka Kasai氏が、英語とグローバル問題の関係と学生が両方を研究する必要性について議論します。Kasai氏は、世界中で話されている英語の多様性に興味を持つのと同時に、グローバル問題についての理解を深める教室活動を提示しています。

そして、Chris Elvin氏は、マイクロソフト社のエクセルのシンプルな機能で、学生の試験結果を研究データそのものに置き換えることを提案しています。点数の記録やその比較についての説明だけでなく、コピーや使用可能なテンプレートを自分のウェブ・ページで紹介し、リンクを提供しています。

今月号でも多種多様な論文を取り上げますので、会員の皆様にも多種多様で専門的な関心を持っていただければと思います。JALT2003でも、もちろんその多様性にご満足いただけるとと思います。討論会、発表会場まで必ずお越し下さい!そして、授業の一助としてください。

Scott Gardner, Co-Editor

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Analysis of Vocabulary in English Textbooks for Student Nurses

Fumie Takakubo

**Matsuyama School
of Nursing**

看護領域の英語の必要性を考慮すると、看護学生が看護／医学英語の語彙知識を習得し、適切に使用できる英語力を養う指導が必要である。本研究ではそれらの効果的な授業方法開発にとりかかるために、看護学生向け英語教材の分析を行った。その結果、専門用語は著者の選択にバラツキが多くみられ、単語リストとして、頻繁に見られた接尾語および接頭語を示した。本研究で分析した教材では、多くの場合にこれらの語彙がスピーキングやリスニングとは無関連に、語彙が提示されており、コミュニケーション的な観点からの改良が必要なることを指摘する。

At present, the English needs of nurses in Japan are mainly associated with using, and understanding, technical terms in medicine and nursing. This strongly indicates that a crucial part of teaching English to student nurses, in order to meet these needs, will be to develop their lexical knowledge of these technical terms (Watanabe, 1998). However, the tight curriculum employed in nursing schools and the student nurses' general lack of motivation to learn English make the teaching of vocabulary difficult (Takakubo, 2002). A questionnaire study by Takakubo (2002) suggests that newly-enrolled student nurses are aware of the need for vocabulary in their future work and are motivated to learn medical terms.

These circumstances suggest useful vocabulary should be selected for teaching and it should be taught effectively.

No analysis of a corpus containing a wide range of texts has yet been published regarding English vocabulary for Japanese nurses. Teachers often rely on textbooks for vocabulary teaching, but they need to be aware of the risks of teaching particular lexical items that reflect the biases of textbook writers. Considering that student nurses are required to study general nursing English at nursing schools, it is necessary to evaluate existing English textbooks for student nurses in order to decrease this bias as much as possible.

What Words to Teach

Although a word's frequency and range of textual occurrence are not the only criteria for its selection in EFL instruction, many researchers agree that frequency information is important because high-frequency words provide learners with a greater probability of meeting the word again (Nation and Waring, 1997, p.17). Nation and Waring go on to report that high-frequency words can result in considerable benefits for both teachers and learners but teachers also should be aware of the risk that other factors such as usefulness, importance, or psychological affect may not coincide with the actual frequency of use of some words.

Sinclair and Renouf (1988) state that the basic principles for word selection are frequency, patterns of usage, and the typical combinations that words form. As many researchers have suggested (Bowles, 2001; Schmitt and Carter, 2000; Willis, 1990), the typical combinations that words form, the lexical phrases and meanings associated with the commonest words economically provide learners with good

weblink: www.jalt-publications.org/tlt/articles/2003/11/takakubo

coverage and they are a key element of fluent language production. This notion also supports the importance of patterns of usage, word-forms and multi-word units in lexical knowledge for nursing English.

Factors Affecting Word Learnability

The factors affecting word learnability include pronounceability, length, morphology, abstractness, idiomaticity, and multiplicity of meaning (Carter, 1998, p.185-243; Laufer, 1997). Pronounceability and length can be drawbacks in learning technical terms in nursing. On the other hand, many of the technical terms in medicine and nursing can be broken down into their morphemes, which can facilitate the recognition of a new word and its subsequent production. Technical terms in nursing often sound complicated but they are basically concrete words. The abstractness of some medical/nursing terms may be negated when their meanings are explained thoroughly. No complicated idioms and very few multiple meanings exist in technical terms in medicine and nursing. Nursing terms that appeared in the wordlists of textbooks for student nurses are analyzed morphologically in this study in order to suggest a way to systematically teach nursing terms.

Purposes of the Study

The aims of this study are: 1) To analyze lexical items in wordlists of English textbooks for student nurses and examine discrepancies in word selection. A composite wordlist was constructed using subsidiary lists from ten English textbooks. This study focuses on 'frequency'; and the frequency of occurrence in general English of words in the composite wordlist were examined. In addition, words were analyzed for how many textbooks have each word in their subsidiary lists in order to examine any discrepancies in word selection. 2) To build up a list of words appearing frequently in the wordlists and analyze them from a pedagogical point of view, that is, high-frequency words are analyzed for 'patterns of usage' and 'the typical combinations that words form'. 3) To identify prefixes and suffixes which are used to construct technical terms appearing in the wordlists, in order to find a way to teach technical terms as systematically as possible and to increase learnability.

Materials

The publication lists of the major publishing companies in the nursing field in Japan were

checked for titles, and 20 books in total, as of September 2001, were identified as having (a) the word, 'nurse(s)' or 'nursing' or 'hospital' in their titles and (b) the word, 'English' or 'conversation' in their titles. Six books were excluded because they were termed dictionaries in their titles. The remaining 14 books were published as books for nurses or student nurses according to their prefaces. Among these 14 books, exercises and activities were included in ten textbooks. The books with no exercises or activities were practical handbooks which were designed to be carried around at work, and were not teaching materials and were, thus, not included. Therefore from the original twenty books, only the ten with exercises and activities were used in the analysis. The textbooks used for the analysis, as well as the location of their wordlists, are listed in the Appendix.

Wordlists

The wordlists and the footnotes were used for analysis for the following reasons. Almost half of the units of the textbooks are organized in terms of the vocabulary associated with a particular specialization, and even model dialogues or discourses were categorized in the same way. Words employed in the textbooks differ greatly. This is presumably because available space for the model dialogues or the texts is limited in the textbooks, and contents vary greatly depending on the textbook writers' experiences as medical doctors or nurses. The percentages of the exercises and activities which targeted the acquisition of language varied between 11% and 100% for each textbook and most of them focused on vocabulary rather than grammar (data not shown). Therefore, it was determined that they should not be ignored in analyzing vocabulary from quantitative and qualitative aspects. If only the texts were analyzed and the lexical items targeted in the exercises and the activities were not included in the source, it would increase the risk that words used often in a particular dialogue or text would be regarded as ones appearing frequently in the textbooks.

In total, 22 short wordlists and eight long wordlists collected from nine textbooks were analyzed. Book 4 (Fujieda and Mann, 2000), a compilation of reading material, had no wordlists but its footnotes were used as a source for the composite wordlist. The lexical items analyzed were considered as essential, important and useful in nursing English by the authors as stated in the preface of each textbook examined.

The wordlists and footnotes used include

only whole words and collocations appearing in model dialogues, texts, exercises or activities, and contain no separate prefixes or suffixes. The words in the subsidiary lists were collected to form a composite wordlist and were further analyzed. A total of 6,007 word tokens and 2,650 word types appeared in the composite wordlist. Tokens will be used in this paper to express the total number of words in each subsidiary wordlist including multiple occurrences of the same word with its collocations. Generally, each word occurs only once in each textbook's wordlist, unless it forms collocations, for example; if the wordlist of one textbook analyzed had two collocations with 'psychiatry' and the wordlists of three other textbooks had the word 'psychiatry' alone, the occurrence for 'psychiatry' in the composite list was calculated to be five tokens. Types will be used to express the number of different words in the composite wordlist.

Results and Discussion

In total, 2,650 word types were observed in the composite wordlist (Table 1). In order to know if the selection of these word types was biased by the textbook writers, the word types were analyzed for how many of the textbooks examined had each word type in their subsidiary wordlists. Hereafter, range is used to express the number of subsidiary wordlists in which a word occurs, for example; when a word type appears in ten different textbooks, it has a range of ten.

Discrepancies in the Selection of Lexical Items by Textbook Writers

Only 89 word types (approximately 3%) appeared in the subsidiary lists of five or more textbooks out of ten (Table 1). This suggests that only a small percentage of the word types are in relatively frequent use among the textbooks examined. Only one word type, 'medical', occurred in the wordlists of all the textbooks analyzed. 'Blood' and 'fever' were the only word types observed

Table 1: Analysis of Word Types

Range	Total word types / Number	Basic English types ⁽¹⁾ / Number (%)	High-frequency types ⁽²⁾ / Number (%)	Medium-frequency types ⁽³⁾ / Number (%)	Junior/Senior High-school texts types ⁽⁴⁾ / Number (%)	<i>Monbusho</i> -prescribed list types ⁽⁵⁾ / Number (%)
10	1	1 (100)	1 (100)	0 (0)	1 (100)	0 (0)
9	2	1 (50)	1 (50)	0 (0)	2 (100)	0 (0)
8	5	2 (40)	2 (40)	1 (20)	3 (60)	0 (0)
7	12	6 (50)	5 (42)	4 (33)	7 (58)	2 (17)
6	29	11 (38)	11 (38)	10 (34)	22 (76)	5 (17)
5	40	12 (30)	11 (28)	6 (15)	17 (43)	6 (15)
4	96	15 (16)	16 (17)	11 (11)	32 (33)	2 (2)
3	293	19 (6)	28 (10)	15 (5)	51 (17)	5 (2)
2	501	17 (3)	20 (4)	7 (1)	25 (5)	10 (2)
1	1,671	3 (0.2)	2 (0.1)	4 (0.2)	6 (0.4)	1 (0.1)

Notes:

Total number of word types observed = 2,650.

(%) = Ratios of numbers of each word types to total number of word types for each range.

(1) = words appearing in a Basic English wordlist proposed by Richards (in Carter, 1998, p.26-27).

(2) = high-frequency headwords (top 1,900 words in English shown by 5 or 4 black diamonds in the Collins COBUILD English Dictionary (CCED)).

(3) = headwords shown by 3 black diamonds in CCED (1,500 words, following the top 1,900 words in order of frequency).

(4) = words appearing in One World-1, 2, 3 and/or Unicorn-1, 2, Reading.

(5) = word appearing in the Monbusho's prescribed wordlist for EFL textbooks for junior-high school students.

in nine textbooks out of ten. 'Care', 'nurse', 'obstetric', 'pediatric' and 'test' were observed in eight textbooks. The word types were further analyzed for their features.

Analysis of words types: Use of basic English

The word types were compared with Richards' minimum basic vocabulary for the learning of general English selected by Richards (cited in Carter, 1998, p.26-27), and with the 1,900 most frequent headwords or the following 1,500 words of English in order of frequency according to the Collins COBUILD English Dictionary (CCED)(COBUILD, 1998) (Table 1). Among the word types with ranges from five to ten, 33 words (37%) were found in the wordlist proposed by Richards (cited in Carter, 1998, p.26-27). The number of words which were among the 1,900 most frequent headwords in CCED was 31 (35%), and 53 words (60%) appeared in the top 3,400 words in the CCED. Words which were not on the general English lists included 'bladder', 'liver' and other names of body parts, and such terms as 'obstetric', 'pediatric', and 'X-ray', which are often used for names of departments or units of hospitals. Basic terms used in descriptions of symptoms or conditions of patients, such as 'fever', 'acute', or 'sore' were also among those not included in these lists.

Inclusion of words in Monbusho's prescribed wordlist and Monbusho-approved textbooks for junior or senior high school students

The data suggest that the textbook writers assume that student nurses need to become familiar with general lexis as well as specialized vocabulary for the acquisition of nursing English. Most (96%) newly-enrolled student nurses participating in Takakubo's study (2002) were high school graduates. Therefore, the words appearing in the wordlists of more than 50% of the textbooks were examined to see if they were introduced to learners at junior or senior high schools. The Japanese Education Ministry (Monbusho) has prescribed a list of 507 words which must be included in Monbusho-approved EFL textbooks (Monbusho, 1989a) for junior high school students. The identification was carried out referring to the Monbusho's prescribed wordlist, One World-1, 2, 3 (a series of Monbusho-approved level-one textbooks for public junior high school students for the 1998-1999 school year) and Unicorn-1, 2, Reading (a series of textbooks for public senior high school students for the 1998-1999 school year) (Monbusho, 1989b).

The results are presented in Table 1. Among 89 word types with ranges from five to ten, 13 words (15%) were found in the Monbusho's prescribed wordlist, 52 words (58%) appeared in One World-1, 2, 3, and/or Unicorn-1, 2, Reading.

Bowles (2001) demonstrates that the vocabulary taught varies even across the same level of Monbusho-approved textbooks for public junior high school students. Miura (2000) points out the variability existing in Japanese government-authorized conversation textbooks for senior high school students. In addition, differences in English proficiency levels and the number of contact hours in class make it almost impossible to know for sure exactly which English words Japanese students encountered at junior and senior high schools. Nevertheless, the data suggest a possibility that student nurses would have been exposed before enrolling in nursing schools to some of the general lexis which textbook writers assume to be frequently used in nursing care. It will be important for teachers to remind student nurses of these general lexical items.

Collocation

Among the tokens appearing in the wordlists of five or more textbooks, those that appeared more than ten times in the composite wordlist accounted for approximately half (data not shown). They were analyzed further for how many times each word appeared as a component of collocation(s) in the composite list. Table 2 shows that they are presented as collocations most of the time. For instance, the word 'pain' occurred in the composite list 64 times in total, but 'pain' alone was observed only five times in the composite list. The rest were: 33 collocations that consisted of an adjective for degree or kind of pain and the word 'pain', such as 'severe pain', 'acute pain', 'constant pain', 'dull pain', or 'stabbing pain', 20 collocations that consisted of 'an adjective derived from the name of a part of the body' and 'pain', such as 'chest pain', 'abdominal pain' or 'back pain', and two for 'pain killer'. Adjectives for degrees or kinds of pain, and adjectives derived from names of parts of the body are medical terms. Therefore, the collocations consisted of a medical term and a general word 'pain' to form useful lexical items in nursing English. Collocations for 'nurse', 'diet', 'blood', and 'room' were also analyzed from this point of view and the pattern of medical term and general vocabulary was observed in most of the collocations examined.

Table 2: Numbers of Different Collocations for Each Word Type Occurring in the Composite Wordlist

Range	Word	Number of different collocations	Range	Word	Number of different collocations
10	medical	14	6	doctor	8
9	blood	41		ear	10
	fever	12		examination	13
8	care	25		eye	25
	nurse	46		foot	7
	pediatric	14		general	10
	test	27		head	18
7	body	9		hospital	10
	breast	4		mouth	5
	emergency	7		stomach	11
	heart	16		surgery	14
	liver	8		unit	13
	nose	16	5	area	11
	pain	59		chest	10
	room	41		diet	42
	throat	11		meal	8
	X-ray	13		muscle	6
6	abdominal	15		pressure	15
	bed	17		sputum	13
	cough	7		stool	4
	delivery	9		tongue	6
	disease	21		tube	13

Technical terms

As shown in Table 1, approximately 63% of word types appeared in just one textbook. The analysis of these words revealed that most of them were technical terms and they were present in the wordlist alone, that is, not in any form of collocation (data not shown). This suggests that the technical terms which are considered to be useful and important in nursing English and placed in the wordlists in the textbooks vary depending on the textbook writers. Therefore, when teachers choose a textbook for nursing English, they need to be wary of words employed in textbooks due to textbook writers' individual choices. One way to teach technical terms systematically and to increase learnability is by teaching useful affixes. Word tokens were analyzed morphologically to identify useful prefixes and suffixes and the results are shown in Table 3.

The results indicate that although technical terms employed in the textbooks vary greatly, approximately 13% (342/2,650) of the word types contained prefixes or suffixes. In particular, the prefixes 'anti-', 'pre-', 'peri-' and 'cardio-' and the suffixes '-itis', '-(o)logy' and '-osis', and '-graphy' have great importance. In addition, general suffixes such as '-tion' or '-ist' were also found to

be essential as components of technical terms. The number of technical words with '-tion' was 98 and '-ist' accounted for 29 words. The suffix, '-tion', often constructed nouns from verbs used in nursing or medicine, for instance 'pulsation', 'palpitation' and 'perspiration', and '-ist' formed nouns designating specialists in nursing or medicine, such as 'neurologist', 'ophthalmologist', and 'bacteriologist'.

Conclusion

This study focused on the vocabulary in textbook wordlists, and evaluated textbooks as materials for teaching lexical items. The results suggest that reminding students of general vocabulary is important as well as introducing technical terms to them. The general vocabulary appears to form collocations in the wordlists with nursing or medical terms. It will be necessary for teachers to help students to become familiar with these useful collocations. Regarding technical words, prefixes such as 'anti-', 'pre-', 'peri-', and 'cardio-' and suffixes such as '-itis', '-(o)logy', '-osis', '-graphy', '-tion', and '-ist' were found to be of great importance in introducing technical terms systematically to student nurses.

The validity of using the vocabulary lists in

Table 3: Prefixes and Suffixes Identified and Numbers of Word Types Containing Each Prefix or Suffix (Number of words = 342)

Prefix	Number of word type	Prefix	Number of word type	Suffix	Number of word type	Suffix	Number of word type
anti-	18	hypo-	4	-itis	29	-lysis	4
pre-	12	lympho-	4	-(o)logy	28	-rrhea	4
peri-	11	neo-	4	-osis	22	-stomy	3
cardio-	10	ob-	4	-graphy	17	-therapy	3
endo-	9	ortho-	4	-ectomy	11	-burn	2
gastro-	9	radio-	4	-ache	9	-genic	2
neuro-	8	semi-	4	-oma	9	-meter	2
post-	8	hemo-	3	-scope	8	-pathy	2
hyper-	6	ophthalmo-	3	-scopy	8	-plegia	2
sub-	5	path-	3	-cyte	6		
pro-	5	per-	3	-gram	6		
		pharma-	3	-ism	5		
		super-	3				
		ultra-	3				
		cross-	2				
		non-	2				
		sym-	2				
		angio-	1				
		hepa-	1				
		osteo-	1				
		psycho-	1				

Note: Total number of word types examined = 2,650.

these textbooks themselves as an indication of what might be useful to nurses was not intended in this paper, and no attempt to ascertain actual frequency of lexical use by nurses was made. In future research, a large corpus of English actually used by Japanese nurses would need to be created and analyzed for this purpose. Words, word forms, and fixed lexical phrases frequently observed in nurses' actual conversations would be of great interest and oral English should also be included in the corpus and analyzed to find actual frequency data of lexical use.

As a final note, one problem related to the introduction of vocabulary to students using the textbooks is that the exercises and activities often rely on a translation-based method and many of them are non-creative and non-interactive. One of the pedagogically effective ways that student nurses can incorporate words into their vocabulary and use them in English communication could be to design speaking exercises for role-playing, pair-work, and/or group activities such as performing short plays or playing games focused on the appropriate uses of targeted lexical items. Topics and/or situations in nursing need to be

incorporated into tasks, exercises and activities teachers design in order to motivate students. The use of audio-visual materials for instance films, videos, television, audio tapes, computer software could aid in pursuing communicative goals in the classroom. Teaching methods for lexical items in nursing/medical English need to be explored in further study.

Acknowledgment

The author would like to express sincere gratitude to Susan Hunston, Carol Rinnert, and Adrian Paterson for their comments and suggestions.

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Appendix: Textbooks Used and Locations of Wordlists

Textbooks (in chronological order)	Locations of wordlists
1. Austin, D. & Crosfield, T. (1998). <i>English for nurses</i> . Tokyo: Hirokawa Publishing Co.	A long list at the end of the book
2. Takashina, T., Kinoshita, K., & Barraclough, G. (1999). <i>English conversation license for nurses</i> . Tokyo: Igakushoin.	A short list at the beginning of each unit and a long list at the end of the book
3. Setzler, H.H., Hale, C. A., & Suzuki, D. (1999). <i>Graded reading and conversation series for nurses</i> . Tokyo: Igakushoin.	A short list in each 'vocabulary and expression' section, and a long list at the end of the book
4. Fujieda, K., & Mann, R.W. (2000). <i>An abridged version of "Intensive care: The story of a nurse by Echo Heron"</i> . Tokyo: Japanese Nursing Association Publishing Company Ltd.	Footnotes at the bottom of each page
5. Koga, H. (2000). <i>Basic English for medical care</i> . Tokyo: Yumi Press.	A list in the middle of the book, and a long list at the end of the book
6. Chinen, C., & Kohtaki, M. (2000). <i>Christine no yasashii kangoeikaiwa</i> [Christine's easy English conversation for nursing care]. Tokyo: Igakushoin.	A long list at the end of the book
7. Ozaki, T. (2000). <i>Hajimete no kangoeigo</i> [Nursing English for the first-time learners] Tokyo: Igakushoin.	A long list at the end of the book
8. Sukegawa, H., Engel, N., & Fukaya, K. (2000). <i>Nursing today in America</i> . Tokyo: Igakushoin.	A long list at the end of the book
9. Niki, H., Sunagawa, H., & Sharts-Hopko, N. (2000). <i>Rinshoh kango eigo</i> [English for clinical nursing care] --- Let's listen, speak and learn. Tokyo: Igakushoin.	A short list at the end of each unit
10. Kawai, N. (2001). <i>Medical English for nurses</i> . Osaka: Medica Press.	A long list at the end of the book

Advert Longman 1

Test Item Analysis Using Microsoft Excel Spreadsheet Program

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本論は予算が限られているなどの理由で Itemanのような試験問題の平等性を分析するために特別につくられたソフトウェアを使うことのできない教師や研究者対象にしたものである。試験の結果とそれを受けた生徒に関しての統計学的な情報を集めるため、Microsoft Excelなどのコンピュータースプレッドシート(コンピュータソフト)をどのように使用し編集するかを述べ、また、そのスプレッドシートに集められた情報が試験問題の平等性と的確な点数配分のためにどのように使われるかを、架空の試験結果の例とある大学のクラス分け試験の結果の実例を使い示す。尚、このクラス分け試験は筆者によって作られたものであり、上記に用いられた架空の試験結果のExcel fileにアクセスするためのWebアドレスも示している

weblink: www.jalt-publications.org/tlt/articles/2003/11/elvin

This article is for teachers and researchers whose budgets are limited and who do not have access to purposely designed item analysis software such as Iteman (2003). It describes how to organize a computer spreadsheet such as Microsoft Excel in order to obtain statistical information about a test and the students who took it.

Using a fictitious example for clarity, and also a real example of a personally written university placement test, I will show how the information in a spreadsheet can be used to refine test questions and make judicious placement decisions. Included is the web address for accessing the sample Excel files for the class of fictitious students (Elvin, 2003a, 2003b).

Background

I had been teaching in high schools in Japan for many years, and upon

receiving my first university appointment, I was eager to make a good impression. My first task was to prepare a norm-referenced placement test to separate approximately one hundred first-year medical students into ten relative levels of proficiency and place them into appropriate classes. This would allow teachers to determine appropriate curricular goals and adjust the teaching methodology based more closely on students' personal needs. It was also hoped that a more congenial classroom atmosphere, with less frustration or boredom, would enhance motivation and engender a true learning environment.

The course was called Oral English Communication, so the placement test needed to measure this construct. However, since time restricted us to no more than half an hour for administering the test, a spoken component for the test was ruled out. It had to be listening only, and in order to ensure reliability, the questions had to be as many as possible. I decided I could only achieve this by having as many rapid-fire questions as possible within the time constraint. In order for the test to be valid, I focused on points that one might expect to cover in an oral English course for "clever" first-year university students. It was not possible to meet the students beforehand, so I estimated their level based on my experience of teaching advanced-level senior high school students.

Organizing the Spreadsheet—Part A

To show briefly how I compiled my students' test scores, I have provided here the results of a fabricated ten-item test

taken by nine fictitious students (see Table 1; to download a copy of this file, see Elvin, 2003a). The purpose of this section of the spreadsheet is primarily to determine what proportion of the students answered each item, how many answered correctly, and how efficient the distractors were. It also helps the instructor prepare for item discrimination analysis in a separate part of the spreadsheet.

What proportion of students answered the question?

It may be expected that for a multiple-choice test, all of the students would answer all of the questions. In the real world, this is rarely true. The quality of a test question may be poor, or there may be psychological, environmental, or administrative factors to take into consideration. To try to identify these potential sources of measurement error, I calculate the ratio of students answering each question to students taking the test.

In cell C16 of the Excel file spreadsheet, the formula bar reads “=SUM (C12:C15)”, which adds the proportion of students answering A, B, C, and

D, respectively. One student didn't answer Item 1 (cell C8), so the total for this item is eight out of nine, which is 0.89. Perhaps she was feeling a little nervous, or she couldn't hear well because of low speaker volume or noise in the classroom. The point is, if it is possible to determine what was responsible for a student or students not answering, then it may also be possible to rectify it. In some cases a breakdown of questions on a spreadsheet can contribute to the discovery of such problems.

What proportion of students answered the question correctly?

For Item 1, the correct answer is C, as shown in cell C11. The proportion of students who chose C is shown in cell C14. To calculate this value, we use the COUNTIF function. In cell C14, the formula bar reads “=COUNTIF(C2:C10,”C”)/9”, which means that any cell from C2 to C10 which has the answer C is counted, and then divided by the number of test takers, which is nine for this test. This value is also the item facility for the question, which will be discussed in more detail later in this paper.

Table 1. Fabricated 10-Item Test—Part A: Actual Letter Choices

	A	B	C	D	E	F	G	H	I	J	K	L
1	ID	ITEM NUMBER	1	2	3	4	5	6	7	8	9	10
2	200201	Arisa	D	A	A	B	C	D	A	A	B	D
3	200202	Kana	A	C	D	A	D	C	B	C	A	A
4	200203	Saki	D	B	D	B	C	D	D	A	B	A
5	200204	Tomomi	A	B	B	A	C	C	C	A	D	D
6	200205	Natsumi	C	B	A	B	C	D	B	C	C	D
7	200206	Haruka	C	B	A	B	C	D	A	A	B	C
8	200207	Momo		C	B	D	D	B	A	A	C	B
9	200208	Yuuka	B	D	B	C	C	D	D	B	D	D
10	200209	Rie	C	B	A	B	C	B	A	A	B	C
11		CORRECT ANSWER	C	B	A	B	C	D	A	A	B	C
12		A	0.22	0.11	0.44	0.22	0.00	0.00	0.44	0.67	0.11	0.22
13		B	0.11	0.56	0.33	0.56	0.00	0.22	0.22	0.11	0.44	0.11
14		C	0.33	0.22	0.00	0.11	0.78	0.22	0.11	0.22	0.22	0.22
15		D	0.22	0.11	0.22	0.11	0.22	0.56	0.22	0.00	0.22	0.44
16		TOTAL	0.89	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

How efficient were the distractors?

We use the same function, COUNTIF, for finding the proportion of students who answered incorrectly. For Item 5, cell G12 reads “=COUNTIF(G2:G10,”A”)/9” in the formula bar. The two other distractors are B, which is shown in cell G13 (“=COUNTIF(G2:G10,”B”)/9”) and D, which is shown in cell G15 (“=COUNTIF(G2:G10,”D”)/9”). For this question, seven students answered correctly (answer C), and two students answered incorrectly by choosing D. If this test were real and had many more test takers, I would want to find out why A and B were not chosen, and I would consider rewriting this question to make all three distractors equally attractive.

Preparing for item discrimination analysis in a separate part of the spreadsheet

Part A of the spreadsheet shows the letter choices students made in answering each question. In Part B of the spreadsheet, I score and rank the students and analyze the test and test items numerically.

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— No. 12 —

"Meet interesting
people and steal their
teaching ideas"

Organizing the Spreadsheet—Part B

The area C22:L30 in Part B of the spreadsheet (see Table 2; also Elvin, 2003a) correlates to the absolute values of C2:L10 in Part A of the spreadsheet in Table 1. This means that even after sorting the students by total score in Part B of the spreadsheet, the new positions of the ranked students will still refer to their actual letter choices in Part A of the spreadsheet.

Absolute cell references, unlike relative cell references, however, cannot be copied and

Table 2. Fabricated 10-Item Test—Part B: Scoring and Ranking of Students

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
21	ID	ITEM NUMBER	1	2	3	4	5	6	7	8	9	10	TOTAL	
22	200206	Haruka	1	1	1	1	1	1	1	1	1	1	10	
23	200209	Rie	1	1	1	1	1	0	1	1	1	1	9	
24	200201	Arisa	0	0	1	1	1	1	1	1	1	0	7	
25	200203	Saki	0	1	0	1	1	1	0	1	1	0	6	
26	200205	Natsumi	1	1	1	1	1	1	0	0	0	0	6	
27	200204	Tomomi	0	1	0	0	1	0	0	1	0	0	3	
28	200207	Momo	0	0	0	0	0	0	1	1	0	0	2	
29	200208	Yuuka	0	0	0	0	1	1	0	0	0	0	2	
30	200202	Kana	0	0	0	0	0	0	0	0	0	0	0	
31		IF total	0.33	0.56	0.44	0.56	0.78	0.56	0.44	0.67	0.44	0.22	Reliability	0.87
32		IF upper	0.67	0.67	1.00	1.00	1.00	0.67	1.00	1.00	1.00	0.67	Average	5.00
33		IF lower	0.00	0.00	0.00	0.00	0.33	0.33	0.33	0.33	0.00	0.00	SD	3.43
34		ID	0.67	0.67	1.00	1.00	0.67	0.33	0.67	0.67	1.00	0.67	SEM	1.21

pasted. They have to be typed in manually. It is therefore much quicker to make a linked spreadsheet with copied and pasted relative cell references. The linked spreadsheet can then be sorted without fear of automatic recalculation, as would happen if working within the same spreadsheet using relative references. For the actual test, I used a linked spreadsheet. If you would like to see a linked file, a copy of one is available for download from my website (see Elvin, 2003b).

The purposes of Part B of the spreadsheet are to

- a) convert students' multiple choice options to numerals
- b) calculate students' total scores
- c) sort students by total score
- d) compute item facility and item discrimination values
- e) calculate the average score and standard deviation of the test
- f) determine the test's reliability
- g) estimate the standard error of measurement of the test

a) Converting students' multiple-choice options to numerals

Cell C22, in this previously sorted part of the spreadsheet, reads " $=IF(\$C\$7="C",1,0)$ " in the formula bar. This means that Haruka has answered C for Item 1 in cell C7 of Part A of the spreadsheet, so she will score one point. If there is anything else in cell C7, she will score zero. (The dollar signs before C and 7 indicate absolute reference.)

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attend JALT2003
— No. 25 —

"Acquire a lovely new
fashion accessory in
the form of a designer
Oxford bag."

b) Calculating total scores

Cell M22 reads " $=SUM(C22:L22)$ ". This calculates one student's total score by adding up her ones and zeros for all the items on the test from C22 to L22.

c) Sorting students by total scores

The area A22:M30 is selected. Sort is then chosen from the data menu in the menu bar, which brings up a pop-up menu and a choice of two radio buttons. Column M is selected from the pop-up menu, and the descending radio button is clicked. Finally, the OK button is selected. This sorts the students by test score from highest to lowest.

d) Computing item facility and item discrimination values

Item facility (IF) refers to the proportion of students who answered the question correctly. In Part A of the spreadsheet, we calculated the IF using the COUNTIF function for the letter corresponding to the correct answer. With these letter answers now converted numerically, we can also calculate the IF using the SUM function. For example, in cell C31, the formula bar reads " $=SUM(C22:C30)/9$ ", which gives us the IF for Item 1 by adding all the ones and dividing by the number of test-takers.

The item discrimination (ID) is usually the difference between the IF for the top third of test takers and the IF for the bottom third of test takers for each item on a test (some prefer to use the top and bottom quarters). The IF for the top third is given in cell C32 and reads " $=SUM(C22:C24)/3$ ". Similarly, the IF for the bottom third of test takers is given in cell C33, and reads " $=SUM(C28:C30)/3$ ". The difference between these two scores, shown in cell C34 (" $=C32-C33$ "), gives us the ID. This value is useful in norm-referenced tests such as placement tests because it is an indication of how well the test-takers are being purposefully spread for each item of the test.

e) Calculating the average score and standard deviation of the test

The Excel program has functions for average score and standard deviation, so they are both easy to calculate. Cell N32 reads " $=AVERAGE(M22:M30)$ " in the formula bar, which gives us the average score. The standard deviation is shown in cell N33 and reads " $=STDEV(M22:M30)$ " in the formula bar.

101 Reasons to attend JALT2003

— No. 3 —

"Do the ever-popular
last-minute schedule
change presentation
hunt!"

f) Determining the test's reliability

I use the Kuder-Richardson 21 formula for calculating reliability because it is easy to compute, relying only on the number of test items, and the average and variance of the test scores.

The formula is $KR-21 = n/n-1[1-\{(X-\bar{X})^2/n\}/S^2]$, where n is the number of test items, \bar{X} is the average score, and S the standard deviation. (See Hatch & Lazaraton, 1991, p. 538, for information on the Kuder-Richardson 21 formula.)

In cell N31, the formula bar reads $"=(10/9)*(1-(N32-N32*N32/10)/(N33*N33))"$, which will give us a conservative estimate of the test's reliability, compared to the more accurate but more complex KR-20 formula.

g) Estimating the standard error of measurement of the test

The true-score model, which was proposed by Spearman (1904), states that an individual's observed test score is made up of two components, a true component and an error component. The standard error of measurement (SEM), according to Dudek (1979), is an estimate of the standard deviation expected for observed scores when the true score is held constant. It is therefore an indication of how much a student's observed test score would be expected to fluctuate to either side of her true test score because of extraneous circumstances. This error estimate uncertainty means that it is not possible

to say for sure which side of a cut-off point the true score of a student whose observed score is within one SEM of that cut-off point truly lies. However, since the placement of students into streamed classes within our university is not likely to effect the students lives critically, I calculate SEM not so much to determine the borderline students, who in some circumstances may need further deliberation, but more to give myself a concrete indication of how confident I am that the process of streaming is being done equitably.

To measure SEM, we type in the formula bar for cell N34, $"=SQRT(1-N31)*N33"$, SQRT meaning square root. This gives us a value of 1.21. We can therefore say that students' true scores will normally be within 1.21 points of their observed scores.

The 2002 Placement Test

A 50-item placement test was administered to 102 first year medical students in April, 2002. To the teachers and students present, it may have appeared to be a typical test, in a pretty booklet, with a nice font face, and the name of the college in bold. But this face value was its only redeeming feature. After statistical analysis, it was clear that its inherent weakness was that it was unacceptably difficult and therefore wholly inappropriate. If the degree to which a test is effective in spreading students out is directly related to the degree to which that test fits the ability levels of the students (Brown, 1996), then my placement test was ineffective because I had greatly overestimated the students' level based on the naïve assumption that they would be similar to students in my high school teaching experience.

It had a very low average score—not much higher than guesswork, and such a low reliability, and therefore large SEM, that it meant that many students could not be definitively placed. In short, I was resigned to the fact that I'd be teaching mixed ability classes for the next two semesters.

Pilot Procedures for the 2003 Placement Test

Statistical analysis of the 2002 test meant that I had to discard almost all of the items. The good news was that at least I now had the opportunity

Table 3. A Comparison of the 2002 and 2003 Placement Tests

	Reliability	Average	SD	SEM	IF<0.3	0.3=<IF<=0.7	IF>0.7	ID>0.2
2002	0.57	16.09	4.95	3.26	27	23	0	2
2003	0.74	24.8	6.71	3.44	3	40	7	38

to pilot some questions with my new students. I discovered that nearly all of them could read and write well, and many had impressive vocabularies. Most had been taught English almost entirely in Japanese, however, and very few of them had had much opportunity to practice English orally. Fewer still had had contact with a native-English speaker on a regular basis.

According to Brown (1996), ideal items for a norm-referenced language test should have an average IF of 0.50, and be in the range of 0.3 to 0.7 to be considered acceptable. Ebel's guidelines (1979) for item discrimination consider an ID of greater than 0.2 to be satisfactory. These are the criteria I generally abide by when piloting test questions, after, of course, first confirming that these items are valid and also devoid of redundancy.

A Comparison of the 2002 and 2003 Placement Tests

A statistical analysis of my 50-item test for 2003 showed a great improvement compared to the previous year (see Table 3), with just ten items now falling outside the criteria guidelines. The average score of the 2003 test was very close to the ideal, but the reliability was still not as good as it should have been. Despite this, we were still able to identify and make provision for the highest and lowest scoring students, and feedback from all classes, thus far, has generally been very positive.



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It invites practical and theoretical articles and research reports on second/foreign language teaching and learning in Japanese and Asian contexts.

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Conclusion

I plan to extend my database of acceptable test items to employ in developing the test for 2004. The reliability should improve once the bad items are replaced with acceptable ones, and a distractor efficiency analysis may help to pinpoint which acceptable items can be modified further. My main concern, however, is the very small standard deviation. If it remains stubbornly small, we may have to conclude that our students are simply too homogenous to be streamed effectively, and that may ultimately force us to reconsider establishing mixed-ability classes.

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Embracing Global Education: Advice for Japanese University English Classrooms

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本稿ではなぜ日本の大学生にとってグローバル教育と英語の学習が必要であるかを論じ、さらに大学の英語のクラスで教師がどのようにグローバル教育を実践できるかをWorld Englishesというテーマを使って説明する。

Why do Japanese university students need to learn global education and English, and how should teachers teach them? This paper discusses these two questions. I would like to draw three implications from this discussion: 1) It is necessary for Japanese university students to learn both global education and English; 2) Japanese university English teachers can teach global issues by teaching World Englishes in English; and (3) the instructional keys to this method are a) exposing students to varieties of English, and b) teaching facts and issues regarding World Englishes.

Rationale for Global Education and English

Japanese university students need to study global issues because they are part of the world society, whether consciously aware of it or not. The primary purpose of global education is to prepare people to be effective participants in a global society

characterized by rapid change, particularly change associated with globalization (Anderson, 1979). Globalization means connecting people from every part of the world. Increasing interaction among diverse people through globalization leads to global interdependence (Becker, 1979), which means that people link with one another, and they affect and are affected by other people on a global scale (Pike & Selby, 1988). In this sense, Japan is definitely part of a globally interconnected society. Thus, Japanese university students, as members of the world, are involved in this global society. Global issues education attempts to help them to be effective and responsible participants in it.

Japanese university students also need to learn English because English is becoming an intra-national and international means of communication for them. The number of registered foreigners in Japan doubled to over 1.6 million people between 1980 and 2000 (Ministry of Public Management, Home Affairs, Posts and Telecommunications, 2003), and the number of foreign students doubled in only five years from 1996 to 2001, jumping to 23,400 (Ministry of Justice Japan, 2002). Many foreigners living in Japan prefer to communicate in English. Moreover, many more Japanese people are going overseas—almost 18 million in 2000, compared with less than 5 million in 1985 (Ministry of Public Management, Home Affairs, Posts and Telecommunications, 2002). As English is the primary language for international

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communication, English has become an essential communication tool for Japanese both in and outside Japan.

Conceptualizations of Global Education

Education in global issues encourages students to develop global perspectives. Hanvey (1976) explains that global perspectives are a mixture of many elements to socialize significant groups of people. Global perspectives consist of elements such as: thought; sensitivities; awareness; competencies; attitudes; skills; and knowledge. More importantly, because we inherently possess these elements to some extent, we have the capacity to develop them. Based on Hanvey's model, there are six main elements of global education (Kasai, 2001):

- (1) Perspective Consciousness: Every individual is unique, and their perspectives can be continuously formed and reformed by any influence (Hanvey, 1976).
- (2) Global Issues: Global problems affect people worldwide; they are trans-national, complex, diverse, persistent, and interconnected (Knipe, 1986).
- (3) Global Interdependence: People in the world link with one another, and they affect and are affected by each other (Pike & Selby, 1988).
- (4) Global History: History is shared around the world, and it consists of interrelated regional histories (Anderson, 1979).
- (5) Cross-Cultural Learning and Skills: Students learn about their own cultures and other cultures in order to develop skills to communicate effectively with people from different countries and cultures (Merryfield & Subedi, 2001).
- (6) Participation in a Global Society: Students locally take action to solve global issues by practicing the notion of "think globally, act locally" (Alger, 1985).

World Englishes

Essentially, there are two important perspectives to consider regarding World Englishes: (a) the global spread of English, and (b) the different varieties of English. Although the total number is disputed, there are an estimated 350 million native speakers of English, and about 700 to 750 million non-native English speakers in the world (Strevens, 1992). There seem to be two agreements about the global spread of English:

English still continues to spread around the world; and "English no longer belongs only to 'native speakers' of the Inner Circle; it is used by other people in bilingual/multilingual situations with various forms of pronunciation, vocabulary, syntax and discourse" (Kubota, 2001, p. 48). In short, varieties of English exist around the world because of the global spread of the language. Widdowson (1994) maintains that English has already "fallen apart" (p. 383) and that countless varieties of English are used for global communication, including but not limited to Indian, East and West African, and Singapore English. These two aspects of Englishes around the world can and should be taught effectively in a global education framework.

Instruction of World Englishes in a Global Education Framework

I would like to present how Japanese university English teachers, by teaching World Englishes in English, can encourage their students to develop the six global education elements listed above.

Presenting teaching materials reflecting multiple perspectives will help Japanese university students develop perspective consciousness and recognize varieties of English. These materials foster perspective consciousness by examining multiple perspectives on issues, events, and ideas (Merryfield & Subedi, 2001). Japanese university English teachers may teach topics such as the World Cup or the Iraq War, and introduce relevant news articles in English from different countries. When students read and discuss articles about the Iraq War that are collected from newspapers in the U.S. and Iraq, for example, they will realize that this issue is described differently because of the writers' different perspectives.

In addition, newspaper English varies in identifiable ways because "newspapers are naturally 'home-grown'" (Nelson, 1995, p. 276). Newspaper English seems different to many other forms of English discourse. For example, Baumgardner (1987) found uniquely formed words in Pakistani Newspaper English (e.g., *eveninger* and *morningner* for evening and morning newspapers), whereas Hinds (1983) found a Japanese classical written style (*ki-sho-ten-ketsu*) used in *Tensei Jingo* (column essays translated in English) in the *Asahi Shinbun*, a major Japanese newspaper. Articles written in different countries may enable Japanese university students to realize that different varieties of English exist in the world.

Japanese university students can also discuss

numerous global issues related to the use of English worldwide, such as linguistic imperialism (worldwide dominance of English), linguistic human rights (denial of human rights to people speaking minority languages), or linguistic divide (a difference in access to knowledge and resources due to language). For example, they can discuss a linguistic divide, a gap between the English speaking haves and the non-English-speaking have-nots in terms of accessibility to knowledge and resources. Phillipson (2001) explains that about 80 percent of the natural resources available around the world are consumed by English speaking people. English has power in various fields such as international economics, politics, and education (Kubota, 2001). Japanese university students can discuss how their fluency in English affects their personal and professional lives. They may realize possible disadvantages of an inability to speak English through learning that more companies may demand English proficiency from job applicants, as well as from employees seeking promotion.

Global interdependence can be learned by discussing the interconnectedness of people around the world through English. The role of English in cyberspace is a good example. English contributes to globalization since it has become the main language on the Internet (Pakir, 1999). For Japanese university students, English is usually the medium of interaction with people in different countries through online communication. Discussion of how English contributes to creation of a global connection in cyberspace will enhance students' recognition of how people in the world are connected, and how they affect and are affected by other people in global systems.

The history of World Englishes makes a great topic as global history. In order to teach World Englishes in historical perspective, there are two important dimensions to consider: spatial, and temporal (Pike & Selby, 1988). The spatial dimension involves the interdependent relationships among separate regional histories. It is important to teach the fact that English has influenced and been influenced by other languages in different countries. In this sense, the history of the English language cannot be fully explained without a history of countries including not only Britain and the U.S., but also France, Norway, and Kenya, to name a few. The temporal dimension represents the notion that history must be considered as a series of events or consequences within a time continuum from

the past to the future through the present (Pike & Selby, 1988). Japanese university students may have difficulty fully understanding the process of the global spread of English when they learn about history as disconnected units consisting of years or decades. In short, it will be necessary for them to learn about the history of the English language within a grand time continuum from the past to the future in order to find causes and effects of the global spread of English.

In an increasingly interdependent world, students need to understand and know how to interact in English with people from different countries and cultures. Japanese university students will be able to develop their cross-cultural learning and skills through cross-cultural experiential learning, which involves reflective learning from experiences of different cultures by actually interacting with people from other cultures (Merryfield & Subedi, 2001). Japanese university English teachers may want to invite to their classrooms international students, immigrants, or people in the community who have international experience or who have grown up in different cultures. When students discuss or interview the visitors about their cross-cultural experiences, such as lifestyles and social values, they will recognize similarities and differences among different cultures, including Japan. Moreover, actual interaction with the visitors makes Japanese university students aware of varieties of spoken English, because English speakers, regardless of L1 or L2, tend to have their own accents (Lippi-Green, 1997). Thus, after the discussion, they can reflect upon their communicative experiences with the visitors in terms of varieties of English accents and effective ways to communicate with people speaking different varieties of English.

After learning about global issues related to World Englishes, Japanese university students can develop an element of participation in the global society by taking action on a local scale to make changes or solve societal issues. The most important notion is a local-global connection. In short, they need to recognize that they are both actors (causing local issues that result in global issues) and participants (reducing or solving local issues that contribute to resolutions on a greater scale) (Kniep, 1986). For example, when they learn about cultural/linguistic biases in English textbooks, they may want to critically evaluate them. Carroll and Kowitz (1994) report sexist biases in English textbooks, showing that women in English textbooks tend to be represented

as busy, tall, and beautiful, while men seem to be represented by two types: (a) poor, young, strong, and tall; or (b) rich, old, strong, and fat. If students find such biases in English textbooks, they might decide to send their evaluative reports to the companies publishing those textbooks, to raise the publishers' awareness of this issue or to ask for modification of the textbooks. In this sense, Japanese university students can effectively participate in the global society by practicing the notion to "think globally, act locally."

Conclusion

It is necessary for Japanese university students to learn global education and English because they are consciously and unconsciously involved in the global society and have many opportunities to communicate with people from different countries and cultures in English, both in and outside Japan. Japanese university English teachers can teach global education by teaching World Englishes in English. In order to do so, two important keys are a) exposing students to varieties of English, and b) teaching facts and issues regarding World Englishes in English. It is high time for Japanese university English teachers to recognize the importance of English instruction and global education in order to help their students be global citizens.

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For November, My Share offers two ideas to get your students jumping out of their seats! Jeremy Browning's information gap activity will have students actively practicing the four skills, and then engaging in critical thinking and expressing their opinions. Joy Williams then explains how she uses a dictation test to encourage learners to use their "useful classroom English" as a communicative strategy. We are always looking for ideas for My Share, so please consider writing up one of your classroom ideas and submitting it soon! We especially need ideas for an upcoming special issue on Self-Access/Independent Learning ASAP!

The Moving & Thinking Information Gap Activity

Jeremy Browning, Nagoya University of Foreign Studies
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Quick Guide

Key Words: Information gap, four skills, physical activity, sequencing, and questioning.

Learner English Level: Adaptable

Learner Maturity: Junior high and above

Preparation Time: 10-40 minutes

Class Size: 4-40+

Activity Time: 50-90 minutes

Materials: Very short story (10-15 lines), song lyrics, or poem; tape or pins; timer or clock; paper; pencils

This is an information gap activity that gets the students moving out of their seats, allows critical thinking and opinion formation, and utilizes all four language skills. This activity is adaptable to any class topic: It just takes a little imagination to construct. There are several steps to this activity. If any stage is too long for your class, you can easily delete sections to make it fit.

Preparation

Choose a short story, song, or poem to use in class (see Example 1 at the end of the activity). Prepare a story that relates to the topic, grammar, vocabulary, etc. of your class and separate the information into two parts (A and B sheets) with alternating information listed randomly, which will act as an information gap activity later. Mix the sentences in each sheet (the students will have to rearrange them later). My stories are 6-10 sentences long per sheet (12-20 sentences for a full story), but please determine what is best for your students.

Procedure

Step 1: Break students into two groups (A & B).

Step 2: Within the two groups, pair off the students.

Step 3: Explain to the students that each partner has a role. One is a Runner and the other is a Writer.

Step 4: Tell students that they have to get the information from the sheet which corresponds to their group. The sheet is outside the classroom and the Runner must read the information and relay it to their partner, the Writer. Of course, the Writer writes what they hear. And back and forth they go.

Step 5: Prior to the students starting the activity, tell them that when you yell "Change!" (or blow a whistle) they are to change roles (Writers become Runners and Runners becomes Writers). This will provide students with practice in all four language skills (reading, writing, listening, and speaking).

Step 6: When pairs are finished, have them compare notes with their neighbors.

Step 7: Now they have retrieved and dictated the partial story. Unfortunately, only one partner has a copy. At this time, have the other partner take out a sheet of paper and copy the sheet they have written together. Depending on class time, this can be dictated or visually transferred.

Step 8: As partners copy the information, go to each group and give each student a number (i.e., class of 40—A: 1-20, B: 1-20).

Step 9: When the copying is done, tell each student to raise their hand based on the numbers you call out: "Number 1's raise your hand, . . . that's your partner." Now A1 must get together with B1 and exchange information. This is the information gap activity between the two groups. Like the activity before this, the students must tell their information, not show it (unless time is running short).

Note: Walk around the class and monitor to see if there are problems or questions. Some students try to copy to get through the activity as quickly as possible, which cuts out the listening and speaking elements of the activity.

Step 10: Now the students have collected all parts of the story, but the sentences are in no

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Advert Yomiuri

particular order. The pairs must read the story and arrange it in a logical, sequential order of events. This is the critical and organizational thinking aspect of the activity. They must read the story, try to understand it and put it together like a puzzle. Sometimes different arrangements are possible in the story.

Step 11: After they have put their story together, they can confer with neighboring pairs.

Step 12: The teacher can have each pair read out their version or just read one sentence at a time, so other students can compare.

Step 13: Finally, the teacher can read the original story.

Step 14: This is the Question and Answer part of the activity. Prepare a set of questions for the students to discuss in relation to the story. They can ask each other in class or take it home as homework. Either way, this allows the expression of opinions about the topic and story, as well as promoting comprehension and thinking skills.

Example 1—The Birthday and the Bully

- It was a fine day when Steven woke up.
- What made it especially nice was the fact that it was his birthday.
- He became a teenager today at the age of 13.
- His mother made him his favorite breakfast, and drove him to school.
- Before getting out of the car for school, his mother gave him extra money.
- The money was for lunch, and a gift of his choosing after school finished.
- The first half of the day went quite well as he successfully answered questions in class.



He became a teenager today at the age of 13.

The boys suddenly started slugging, and wrestling to the ground.

At lunch, Ricky, the school bully, approached Steven and demanded money from him.

Before getting out of the car for school, his mother gave him extra money.

Then Steven's mother came and talked to the teacher and principal about the incident.

The first half of the day went quite well as he successfully answered class questions.

It was a fine day when Steven woke up.

The boys sustained mild injuries, and were reprimanded by the principal.

B



Their parents were called after the principal spoke to them.

Ricky was notorious for bullying other kids for money, but today Steven wasn't going to give in.

Unfortunately, the good times came to an end at lunchtime.

What made it especially nice was the fact that it was his birthday.

The money was for lunch, and a gift of his choosing after school finished.

The nearest teacher broke up the fight, and took the kids to the principal's office.

His mother made him his favorite breakfast, and drove him to school.

Afterwards, Steven's mother ... (you finish the rest of the story)

- Unfortunately, the good times came to an end at lunchtime.
- At lunch, Ricky, the school bully, approached Steven and demanded money from him.
- Ricky was notorious for bullying other kids for money, but today Steven wasn't going to give in.
- The boys suddenly started slugging and wrestling to the ground.
- The nearest teacher broke up the fight and took the kids to the principal's office.
- The boys sustained mild injuries and were reprimanded by the principal.
- Their parents were called after the principal spoke to them.
- Then Steven's mother came and talked to the teacher and principal about the incident.
- Afterwards, Steven's mother ... (you finish the rest of the story)

The Birthday and the Bully Questionnaire

1. What was special about Steven's day?
2. What was Steven going to do after school?
3. What happened to Steven at lunchtime?
4. If you were Steven, what would you have done?
5. What else could Steven have done in this situation?
6. If you were Steven's parent, what would you do?
7. If you were Ricky's parent, what would you do?
8. Please finish writing this story.

Advert Seido 1

Communicative Dictation!

Joy Williams, Keiwa College, Niigata <joy@keiwa-c.ac.jp>

Quick Guide

Key Words: Developing communication strategies in a dictation exercise

Learner English Level: Beginner to low intermediate

Learner Maturity Level: High school or university

Preparation Time: Minimal

Activity Time: 5-15 minutes (flexible)

Materials: Chalkboard or whiteboard; paper and writing implements for students; 5-15 sentences (depending on time), selected from the text being used in the class. The sentences should not be too short and could be taken from a lesson recently covered in class.

This is a practical activity for those extra 5 to 10 minutes at the end of class when a planned lesson has progressed a little faster than you expected and you are wondering what to do to fill the class time. It's also a good activity to do toward the beginning of a course because it gives the students a real example of how communication strategies actually work, and then they can use these strategies in other class situations during the rest of the course. In this kind of dictation test students seem to take a more active role in the process of learning. This approach to learning may be very different from the English class experiences they have had in the past.

Introduction

Like many teachers, I usually begin a course by introducing useful classroom English, such as: Could you say that again? Please speak more slowly and I don't understand with the expectation that students will use these expressions during class. I often prepare name cards for my students and on the back of these folded cards I have students write these phrases so that they are in easy view throughout the lesson. Even with these prompts handy, it is sometimes hard to get students to use the phrases readily and for them to really understand how useful these phrases can be. By doing this activity, students actively use these expressions in a fun and meaningful way and become aware of how effective these phrases are in a real context.

Procedure

Step 1: Tell students that you are giving them a quick dictation quiz or test. (Notice the groans and the anxious looks of panic!) Hand out paper to students and ask them to write their names and the numbers 1-10 on the paper in a column. Then tell students to write the sentences that you dictate on the paper. Make sure to mention that you will be collecting the papers at the end of the test.

Step 2: Begin by saying, "Number 1" and read the first sentence. It is important to say the sentence quickly, without careful pronunciation. The sentence should be almost unintelligible to most of the students. (Notice the confused, worried expressions on their faces.)

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

「すばらしい授業!、これを他の人にも試してもらいたい!」



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

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For more information, please contact the editor.

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Step 3: Remind students about what they could say if they can't catch what a person has said. Elicit possible phrases from the students and write them on the board. Tell students that in this dictation test they are allowed, and expected, to raise their hands and ask for repetition or slower reading.

Step 4: Read the first sentence again, at the same fast speed. Quickly it will dawn on the students that they just have to ask, and they can do well on this test. (Notice the light bulbs turning on.) Soon students will get the idea, start raising their hands, and saying Could you say that again or I couldn't catch what you said, or Please speak more slowly as needed. (My students even began asking How do you spell ____?) Comply with the different student requests after each dictation sentence, and then continue with the rest of the dictation sentences in this manner. Students seem to relax, start having fun, and feel relieved that this test is not so intimidating. Of course, the quieter students, who don't manage to raise their hands, also benefit from hearing the repetition, slower speed, and the spelling.

Step 5: Collect the papers and grade them so they can be returned in the next class. Naturally, there are not many errors to correct, but you can write friendly comments—especially for the students who had the courage to raise their hands—or you can just stamp the papers to show that you've looked at them.

Students quickly become used to this non-threatening test and gain a good sense of accomplishment because not only do they do well on the dictation, but they are also in control

101 Reasons to attend JALT2003 — No. 42 —

"Sell your book idea to
a publisher."

of the pace, have interaction with the instructor, and get a real sense of what communication is all about as well. Interestingly enough, in my classes, while some of the more serious students were too shy or self-conscious, it was the less studious students—students who perhaps not had much success with English in past experiences—who unabashedly raised their hands to get things repeated. By praising them and encouraging this interaction, these students became more confident, active class participants, which impacted on their attitudes throughout the rest of the course.

NOTE: The first time I do this kind of dictation with students, I write the useful phrases on the board. However, when I do this dictation test again, having the sentences on the board is no longer necessary, and students remember what to say when they need something repeated. I have found that this is also a subtle but effective way to quickly reinforce any new phrases or vocabulary that had been introduced in a previous text lesson.

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JALT Focus

Welcome to JALT Focus for November. This month's column begins with an information-packed overview of JALT's bright future by our president, Jim Swan. Mary Christianson, our Director of Records, then briefs us on the upcoming Ordinary General Meeting. Following that is exciting news from Andy Barfield and Mike Nix of the Learner Development SIG. See you at the conference!

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>

From JALT National

JALT's Collaborative Future

Greetings, fellow language teachers,

The annual conference is JALT's most ambitious and financially risky undertaking, and year after year, scores—perhaps hundreds—of JALT members sacrifice time and energy to bring this major event off in the finest fashion. Without their contributions, JALT would be in perilous fiscal condition, indeed. Those of you



who may still be harboring any lingering doubts that JALT IS BACK are about to have your socks knocked off big-time—all you have to do is show up at the JALT2003

conference later this month. If you haven't already registered for the academic ride of your life, you'd better hurry.

As the official Japanese affiliate of both TESOL and IATEFL, with partnership relations to corresponding

organizations in Canada, California, and half a dozen Pacific Rim countries, JALT has long had an enviable international standing. In maintaining these relationships, former JALT President David McMurray has served admirably as International Liaison, and I'm pleased to report that this year's conference will feature an International Forum with presentations by the official representatives from almost every one of these partners.

Building on the strength of our international reputation to address a current weakness, and aiming to reverse JALT's decade-long membership decline, the current Board of Directors has made the improvement of relationships with other domestic Japanese teacher organizations one of its top priorities. Our very first officer appointment, made at last January's EBM, was Akiko Kochiyama to the position of Domestic Relations Committee Chair, with the mandate to get JALT more closely connected to the mainstream of Japanese academia.

Akiko has taken this mandate and run with it far beyond anybody's wildest dreams—as you will see with your own eyes if you attend either of the two Domestic Forum panel discussions she has prepared for JALT2003. In one of the discussions, to be conducted in English, joining me to discuss the future of language education in Japan will be Hideo Oka of Tokyo University, a recognized authority on bilingualism studies here in Japan; Kensaku Yoshida of Sophia University, well known to most JALT members; and Mitsue Allen-Tamai of Bunkyo Gakuen University, the current President of JASTEC. For the other panel discussion, to be

conducted in Japanese, JALT's current Auditor, Morijiro Shibayama, will be joined by Mamoru Morizumi of Obirin University, the next JACET Vice President; Keiichi Matsuhata, the current President of JASELE; Yasushi Akashi, former United Nations Under Secretary-General; and—last but certainly not least—the current Japanese Minister of Education himself, Takeo Kawamura.

Having all these luminaries in the same place at the same time will no doubt be among the most memorable moments in JALT history, and I'm wondering what in the world Akiko can do to top herself for JALT2004. I think having the Imperial family drop in for tea would be kinda nice, don't you?

Another example of domestic outreach debuting at this year's conference will be the JALT Public Forum, only one of many amazing brainchildren from the fertile imagination of our current Director of Programs, Alan Mackenzie. Not part of the actual conference itself, this will be a separately-ticketed event featuring charismatic, entertaining speakers and specifically designed to appeal to local area teachers who would not otherwise imagine themselves attending a JALT conference. The idea is that once these first-time attendees get inside the conference doors for this special event and begin to feel even a part of the energy at a JALT conference, they won't be able to resist anteing up for the right to attend the rest of it—at onsite daily registration rates, no less. And, as we all know, every happy JALT conference attendee is a potential new JALT member! If the JALT Public idea works well this year, you can expect to see it become an annual feature at subsequent conferences.

JALT has a long history of lurching from crisis to crisis. To break this vicious cycle, our Director of Public Relations, David Magnusson, advocated a Strategic Planning approach. His proposal for a Strategic Planning Retreat was approved at the January EBM, reaffirmed at the June EBM, and finally took place over the weekend of September 20-21. Dave himself will report on it in more detail in next month's column, but at this time please let me just say that domestic outreach was reaffirmed as a long-term strategic goal, along with a determination to increase JALT's utilization of modern information technologies and rationalize our governing structure.

Advocating the increased use of Information Technology may be seen as little more than a

formal recognition of the direction that JALT has been taking in piecemeal fashion for several years now, but placing it in the category of a strategic initiative gives us a vision for its future direction. The development of our web-based structures, for example, can be given a rational design rather than remaining as simply our immediate reactions to suddenly perceived needs. Hugh Nicoll, our Director of Membership, is working to make better use of our membership database and to create communications routines and support systems to facilitate more efficient information sharing between our hard-working JCO staff and officers throughout our organization.

The concomitant problem with our decade-long membership decline is of course our decline in revenues. It is the perennial competition for funding that has pitted chapter against chapter on the one hand, and chapters against the national organization on the other hand. It is also what leaves JALT utterly dependent on a financially successful annual conference. One disastrous year—if travel were restricted by something like another outbreak of SARS, for example, or by terrorist action—and the entire organization would be bankrupted. Our Treasurer, Peter Wanner, and our Auditor, Morijiro Shibayama, undertook a complete financial audit of the entire JALT organization, including all the chapters and SIGs—the first time in JALT's history that such an extensive audit has ever been performed. Fiscal discipline is painful for all, but necessary for an organization of JALT's size and scope, and setting it in the framework of strategic planning greatly clarifies the process.

In the drive to rationalize our governing structure, our Director of Records, Mary Christianson, has undertaken the task of compiling Operation Manuals for each of the main Directorship positions as well as several other important appointed positions: no more reinventing the wheel every time a new slate of officers is elected and a reduced dependence on the recollections of past officers for guidance. Also, in addition to his many other administrative duties and his direction of our international relations, our Vice President, Tadashi Ishida, will direct a complete review of our constitution, looking for ways to bring the actual structure and the written document into sync with each other.

Your national Board of Directors is among the hardest-working groups of people I've ever

had the privilege of knowing. They apply their considerable energies to anything they think will benefit JALT. It has been a tremendous delight for me this past year to just sit back, relax, and watch them all do their respective duties. I feel that JALT is now moving into an excellent position to become a major influence on language teaching and learning in Japan. In my view, the one final piece lacking in JALT's reinvention of itself is a coherent and cohesive influence on the language teaching research agenda. In my inaugural JALT Focus column last June, I proposed a long-term, nationwide-scale research project with JALT as the organizer. The purpose, as I see it, would be not merely the research itself but the massiveness of the undertaking serving as a unifying element for

JALT, bringing together every chapter and every SIG to one long-term collaborative purpose. So far, little progress has been made on implementing that particular proposal, but the participants of the Strategic Planning Retreat generally agree that a rational approach to long-term research support is a desirable strategic goal for JALT. I hope there will be an interest among the general membership in making such a commitment, for the sake of ensuring JALT's eminent position in the Japanese academic milieu.

See you in Shizuoka—with or without socks!

Yours,

Jim Swan
JALT President




JALT News

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

November is here and the annual JALT conference is just a few weeks away. We look forward to seeing you all back at the

Granship in Shizuoka, November 21-24, with which many of you are becoming very familiar. This year's conference promises to be better than ever, with several new programs, an excellent variety of speakers and workshops, and an energized professional atmosphere that you can only find at a JALT conference. Don't miss it! This will also be your chance to find out about the issues affecting our organization—come to the conference Ordinary General Meeting on Sunday.

Announcement of the November 2003 Ordinary General Meeting

Date: November 23, 2003

Time: 4:25 p.m.

Place: Shizuoka Convention and Arts Center, Granship, Shizuoka City

Room: Chu Hall

Agenda: Item 1—Approval of elected Directors
Item 2—NEC Election
Item 3—Other important issues concerning the administration of JALT

Submitted by Ishida Tadashi,
Vice President of JALT

101 Reasons to
attend JALT2003
— No. 75 —

"Mistakenly turn up at
a SIG meeting with five
other people only to find
that you are the only non-
officer there...oops...not
any more!"

2003年11月通常総会のお知らせ

開催日: 2003年11月23日

時間: 午後4時25分

場所: 静岡市、静岡コンベンションアーツ
センター グランシップ

部屋: 中ホール

議題: 1-選出された理事の承認

2-選挙管理委員の選出

3-当学会運営に関するその他の重要事項

-石田正全国語学教育学会副理事長

Audit Report

To all JALT members:

As required by the JALT constitution, Article 15, Section 4.2, the audit committee has completed a full audit of JALT's National account for fiscal year 2002-2003. We have accepted the results of the independent auditor printed in the September Issue of TLT, page 34. As required by the JALT bylaw V. 6, the audit committee has completed a full audit of Chapters and SIGs. All the chapters and SIGs have fulfilled all the requirements.

Submitted by Morijiro Shibayama, National

Auditor

June 30, 2003

全国語学教育学会会員御中

全国語学教育学会定款第15条4の2の定めるところにより、当監査委員会は2002会計年度における全国語学教育学会の財産状態を監査し、結果公認会計士倉持公一郎から提出された会計監査レポート(TLT 9月号34ページ)を承認した。また全国語学教育学会定款細則Vの6の定めるところにより、当監査委員会は支部および分野別研究会の2002年度財政状況監査し、すべての支部および分野別研究会の会計が規定にしたが行われたことを確認した。

平成15年6月30日

全国語学教育学会監事 柴山森二郎

JALT Notices

TESOL Curriculum Development Series

The TESOL Curriculum Development Series, edited by Kathleen Graves, is an eight-volume series that encompasses the range of program and curriculum development undertaken in the field of TESOL throughout the world. The aim of the series is to help administrators and teachers acquire and hone the understanding and skills necessary to develop successful courses, curricula, and programs. The series is built around broad curriculum development challenges rather than more narrowly defined subject matter or contexts. The series examines curriculum development ranging from specific courses to broader curricula and programs. The deadline for papers to be submitted is December 31, 2003. Please access <www.tesol.org/pubs/author/books/curricdevelop.html> to find out more information and to contact the editors.

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 best-qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, TLT recruits publicly for proofreaders and translators, giving senior proofreaders and translators first priority as other staff positions

become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair at <pubchair@jalt.org>.

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.

101 Reasons to attend JALT2003 continued . . .

- Visit at least one really bad presentation (we try to limit them to one or two a year) to see how you could do so much better if you submitted a proposal.
- Learn that anyone has valid ideas, even if they are completely off the wall. In fact they are often the best!
- Schmooze with the Japanese Minister for Education. You never know, if he listens to enough of us, English education in Japan may actually change.
- Meet people from your chapter who have never attended a chapter meeting.
- Meet people from your school that you have never seen before.
- Get no sleep at all, turn up late for your presentation on Sunday morning which has five people who also had no sleep at all, can't get the video to work and forget your handouts so you have to do the whole thing from memory, end up doing an entirely different presentation than you intended which turns out to be much more interesting than the one you planned.
- Book into the Grand Hotel Shizuoka only to find it is a business hotel with ten tiny rooms and a vending machine in the corridor.
- Turn up in a suit only to find everyone else in jeans.
- Turn up in jeans only to find everyone else in suits because the Minister of Education is there.
- Find something profound in a workshop that leads to your becoming the next "Jack Richards" in ten year's time.
- Buy health insurance, pension plans, newspapers, mobile phones, food...why are you here again?
- Stuff yourself daft at the International Food Fair. Gain 3 kilos.
- Totally embarrass yourself by forgetting the names of all the people you met for the first time at JALT94. They remember you and everything about you!
- Stay up until 4am talking about teaching, and spend the next two days recovering in bed in your hotel room. Swear to all at home that it was the best conference you ever attended!

Advert: Longman 2



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

This month, you will learn about the Learner Development SIG's exciting new anthology, *Autonomy You Ask!*, on sale at JALT2003. The coeditors invite you to submit 700-word reports of interest to JALT members in English, Japanese or both.



"I got a lot of great feedback. I have worked at this university part-time for three years and I have a lot of freedom, but I don't have so many opportunities to talk with my colleagues about learner autonomy."

Ask many learners and teachers what they are most concerned with, and you will probably find that learner development and developing autonomy are at the heartbeat of such conversations. So, we have some exciting news to share with you about a publication that explores how autonomy can be appropriately nurtured within Japanese educational contexts.

On sale at JALT2003 will be a groundbreaking anthology of collaborative classroom research into learner autonomy. Key features of the anthology include:

- overview chapters by Tim Murphey, Naoko Aoki, and Phil Benson
- 16 Japan-based research projects
- whole-class, group-based, and individual learning perspectives
- critical reader responses from proponents of learner autonomy working in Japan and overseas
- password-protected links to a website with a wealth of related classroom materials.

The anthology, entitled *Autonomy You Ask!*, features an introduction by Tim Murphey of Dokkyo University, an interlude chapter by Naoko Aoki of Osaka University, and a closing chapter by Phil Benson of Hong Kong University. The 16 collaborative research projects are presented in separate chapters and look at how learner autonomy can be developed through group-based and individual work. In each chapter, the authors highlight learners' voices, collaborative insights, and their own deepening reflections. With questions of teacher training and curriculum

development also addressed, each chapter ends with a critical reader response from well-known figures working in the learner autonomy field in Japan and abroad. To round it all off, there are password-protected links to a website of further materials and ideas. Wow!

At the start of 2003, collaboration began with 20 native Japanese and non-Japanese teachers making contact with each other by email to share outlines of their research interests in learner and teacher autonomy. Since February, each project, some individually authored and others team-authored, collaborated with the author(s) of another project to exchange ideas and feedback. The authors of the paired projects then swapped written drafts prior to a weekend retreat at Momoyama University in Osaka in June.

At Momoyama, everyone had the chance to present their research in poster presentations, as well as give and get further feedback on the working drafts in small-group discussions. This was a thoroughly energizing weekend. One project member commented, "I come from a very criticizing environment, and so if I meet with teachers, it's mostly a negative environment, so to be here today where this is completely positive has been great." Another participant reflected, "Every time I talked with someone, we talked about self-assessment in our different contexts, and I learned about what other people are doing. I really appreciated the dialogue, as it was so genuine." The process of ongoing collaboration followed through from beginning to end.

With such a powerful focus on learner autonomy, we have also consciously included the perspectives of learners themselves in the anthology. Here, we have moved away from conventional academic genres in order to create narratives of shared experiences. This was a challenge presented to us by Tim Murphey at the June retreat. "How can students become more the authors of your text, and how could you throw the reader into your main message, your main emotion?" Tim asked with a smile. You will be able to learn from the different viewpoints

weblink: www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/aya/

of Japanese students, as well as those of their teachers, as they interdependently explore the development of autonomy.

In opting for this approach to doing research, our goal has been to mirror the kind of negotiation and reflective support possible in classrooms focusing on developing learner autonomy. We have, in other words, been keen to dovetail both the how and the what of classroom research, so that it becomes a friendly and mutually beneficial exploration for everybody involved.

The result is a 300-page plus anthology of uniquely initiated research. Written in a lively style, *Autonomy You Ask!* has many thought-provoking, theoretical, and practical insights for you to enjoy. It is waiting for you at JALT2003. Drop by the Learner Development SIG display table at JALT2003 in Shizuoka and pick up your personal copy. With the anthology priced at ¥1,500 for LD SIG members, and just ¥2,500 for non-SIG members, why not also join the Learner

Development SIG and take part in the next anthology planned for 2005!?

To find out more, visit the *Autonomy You Ask!* website at <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/aya/>. To place an online order for your copy, go to: <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/aya/order.html>.

Reported by Andy Barfield & Mike Nix
Learner Development SIG

101 Reasons to attend JALT2003

— No. 93 —

"Aussie ribs, falafil, curry, waffles, gyozu, and draft beer at the International Food Fair!!!"

Book Reviews

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

The Education Materials Expo at JALT2003 is an ideal venue for examining the latest language-teaching publications. Our Book Review Column offers you the opportunity, too. This month Catherine Y. Kinoshita introduces *Reading Keys Silver* and Mark Jones explains the advantages of using a book written in Japanese for learning English.

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



Reading Keys Silver A and B

[Miles Craven. Tokyo: Macmillan LanguageHouse, 2003. pp. 110. ¥2,000.

A: ISBN4-89585-437-X. B: ISBN4-89585-438-8. Tape: ¥2,500. A: ISBN: 4-89585-672-0. B: ISBN: 4-89585-673-9. Teacher's Manual: ISBN: 4-89585-723-9. (Due early 2004.)]

Reviewed by Catherine Y. Kinoshita, Himeji Dokkyo University

Reading Keys Silver Book A and B are part of a 3-level reading course that provides instructors with an effective pedagogic tool to train students to become independent and efficient readers. The course books are pedagogically sound and present a systematic approach to the development and practice of 12 key reading and vocabulary skills. Skills presented in Book A are further developed and reinforced in Book B.

Both books have been organized into four thematic sections, with each theme divided into

three units. Each unit has pre-reading, reading, and post-reading activities. For pre-reading, both textbooks have previewing, speaking, vocabulary skills development, and prediction exercises. Each unit also focuses on a specific vocabulary skill—fundamental for independent reading. Additional reinforcement of vocabulary skills is available in the study sheets at the back of each book.

Reading sections contain a main text and several related texts presented in a variety of genres. For example, in addition to letters, poems, and magazine articles, there are also songs, brochures,

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

and book reviews. By exposing students to different genres of written English, Reading Keys Silver promotes learning to read for different purposes and helps students to focus on the meaning and message of what has been read. In Book A, the main texts range from 245 to 406 words, Flesch Reading Ease 59.4 to 96.5. In Book B, the main texts range from 319 and 449 words, Flesch Reading Ease 45.4 to 88.6.

The post-reading sections are well designed and provide two opportunities to practice a targeted reading skill. After predictions have been checked and comprehension questions answered, students are presented with two exercises that focus on a specific reading skill such as skimming, identifying the text, and inferring meaning. Post-reading sections also include word review exercises where students are given the opportunity to review key vocabulary and use it in new contexts. Each unit concludes with a "Talk about it" section. By speaking and exchanging opinions about topics presented in the unit, students have the opportunity to become actively involved with the texts they have read.

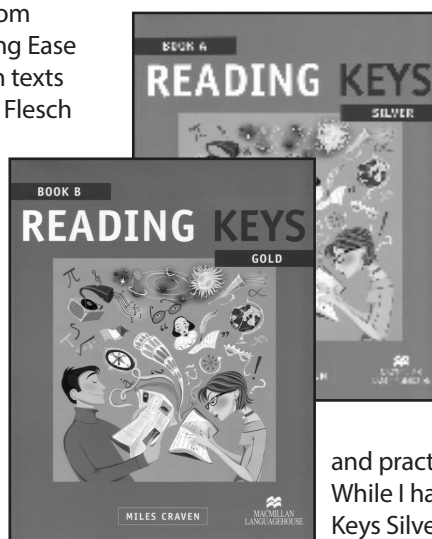
In addition to 4 activity and 10 reading and

vocabulary skills study sheets, both textbooks have bilingual words lists. Reading Keys Silver also has cassette tapes for each of its books. Each cassette (approximately 35 minutes) contains a taped version of the main texts in each unit.

Reading Keys Silver is a flexible and teacher-friendly textbook. I am presently using Book A in two different teaching-learning contexts and have been able to use it effectively with both 1st-year and 2nd-year university students. With the 1st-year students, I have decided to use the reading and vocabulary skills exercises, but spend more time on the speaking activities. In the 2nd-year class, the textbook is being used to specifically develop

and practice reading and vocabulary skills. While I have nothing but praise for Reading Keys Silver Book A and B, unfortunately a comprehensive teacher's manual wasn't

available to fall back on for support and guidance. However, interested educators can look forward to the teacher's manual due out in early 2004. Not only will it include teaching tips and ideas on using Reading Keys Silver, it will also provide background notes to many of the cultural points found in the reading selections and give ideas on how to integrate listening activities into lesson plans.



英語と仲直りできる本 (Eigo to nakanaori dekiru hon)

[David Barker. Tokyo: ALC Publishing, 2003. pp. 186. ¥1,400. ISBN4-7574-0705-X.]

Reviewed by Mark Jones, Kansai Gaidai University

David Barker is a native English-speaking teacher who also speaks Japanese. It is this dual linguistic competence that has allowed him to make sense of his students' mixed tenses, cultural misconceptions, and ill-expressed ideas. His book, *Eigo to nakanaori dekiru hon*, written almost entirely in Japanese, is essentially written for Japanese students of English. However, it can be of equal assistance to English instructors in Japan who are not fully competent in using the Japanese language and/or who have difficulty in explaining usage differences between the

languages. Anyone who has reached about level two of the Japanese proficiency test should have no trouble reading this book.

By comparing communicative and grammatical norms of English and Japanese, Barker clearly illustrates why Japanese students make a number of common mistakes, and how they can correct such mistakes. This important explanation of why a mistake is being made is often lacking in courses taught by native English-speaking instructors who don't have a working knowledge of the Japanese language. This book can thus be a great help to

English-speaking instructors who want to provide more first-language support for their Japanese students.

Barker's book attempts to clarify the reasons for errors in Japanese students' speech. These errors, says Barker, are born from three sources: the fact that students do not perceive the cultural language differences between English and Japanese, the incorrect teaching of English usage in schools, and the adoption of a plethora of English words in the Japanese language whose meanings have been changed. The book is consequently separated into various sections dealing with cultural faux pas, grammatical misunderstandings, and word usage errors.

The book gives a balanced and easy-to-understand interpretation in Japanese of the reasons for almost every misunderstanding you've ever wanted to explain to a student, like: why there is no word for *yoroshiku* in English; why *saseru* means both make and let; why interesting does not mean the same as *omoshiroi*; and why and so on is not used the same way that *nado* is used.

There are few books about English written in Japanese by native English speakers that are as accessible for both Japanese and non-Japanese as this book. Barker's tone is congenial and colloquial rather than overtly academic; he offers examples of natural English rather than strictly correct English; and he explains each of his points in a very friendly and uncomplicated manner.

In a teaching situation, the book may be as-

signed as a reference book to help students understand particular points. Or it can be used in class, section by section. For example, the pages explaining the use of the present perfect tense could first be read and then followed by some exercises to test comprehension. Unfortunately, the

book contains only a few sets of practice exercises. This is a slight drawback from a teaching point of view. If the number of these practice exercises were increased in future editions, the scope for class use by teachers would increase enormously. The addition of a table of contents in English would also make it more user-friendly for native English speakers.

Barker notes in English at the back of the book that he is not a teacher who believes that every language concept is best explained to a student entirely in English—and neither

am I. There may be many native English-speaking teachers in Japan who believe they would be better able to meet the needs of their students if they could sometimes offer explanations in Japanese. But when faced with a situation where students do not understand something and it may be appropriate to give a Japanese explanation, teachers may lack confidence in their own ability and may be hesitant to use Japanese in the classroom. This often results in an impasse where both parties feel disgruntled. This book helps to dissolve that impasse and bridge the gaps between frustration and satisfaction, and between Japanese students and their English-speaking teachers. I recommend it highly.



Moving?

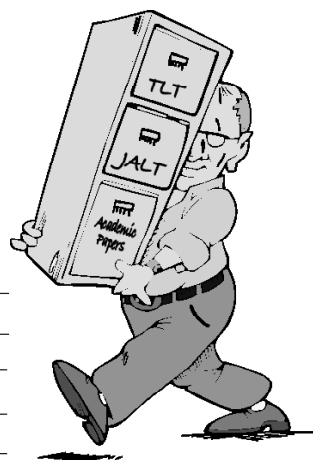
Make sure *The Language Teacher* moves with you. Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 tel: 03-3837-1630; fax: 03-3837-1631; <jalt@gol.com>

Name: _____

New Address _____

Tel _____ Fax _____

Email _____ New Employer _____



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 November 30. 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.



For Students

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

Books

!Aozora: Intermediate-Advanced Japanese Communication. Fujii, N. & Sugawara, H. National Foreign Language Resource Center University of Hawai'i at Manoa, 2003.
!Hear It! Say It! An English Speaking and Listening Text for Japanese Students. Lawrence, N. & Levesque, G. Tokyo: Kinseido Publishing Co., Ltd., 2003.

*Jazz Up Your Japanese with Onomatopoeia: For All Levels. Fukuda, H. Tokyo: Kodansha International Ltd., 2003.
!ビジネスパーソンのための英語超効率勉強法 (Maximally Efficient Approaches to Studying English for Business Persons). Hirai, M. Tokyo: Nippon Jitsugyo Publishing Co., Ltd., 2002.
!New Issues for a Changing World. Balsamo, W.M. Tokyo: Kinseido Publishing Co., Ltd., 2003.
!The World Ahead: Understanding the Challenges that Face Our Planet. Weld, P. Tokyo: Kinseido Publishing Co., Ltd., 2003.

JALT Publications Shop

Publications on CD-ROM

A number of publications in CD-ROM form can be purchased from JALT. The following are now available:

- *The Language Teacher Episode 1: vol. 1-10* ...¥3,500/¥4000*
- *The Language Teacher Episode 2: vol. 11-18* ...¥3,500/¥4000*
- *The Language Teacher Millennium Volume : vol. 24-25* ...¥1500
- *On JALT99: Teacher Belief, Teacher Action* ...¥3,500/¥4000*
- *On JALT2000: Towards the New Millennium* ...¥3,500/¥4000*
- *Conference Proceedings Archive CD 1995-1998* ...¥3,500/¥4000*
- JALT Applied Materials:
 - Second Language Acquisition Research in Japan* ...¥2000

*JALT member/nonmember

Also available:

A photocopy service for reprints of articles from any of JALT publications:
...¥500/article per 10 pages

Library search services: ...¥500 per title

Currently JALT can only accept postal orders, either by credit card (Visa or Mastercard) or postal money order.

To order, download the Publication Services order form, fill it out, and post it to JALT Central Office.

<jalt-publications.org/shop>

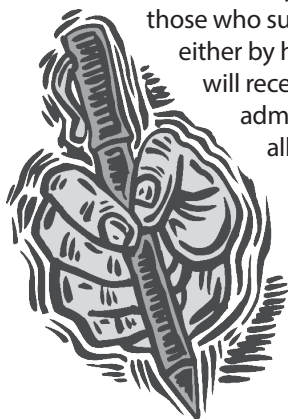
weblink: www.jalt-publications.org/tlt/reviews/

Special Interest Group News

...with Coleman South <sig-news@jalt-publications.org>

Materials Writers—My Share: Live! Materials Swap Meet will be going on again this year at JALT2003, Saturday at 1 p.m. in the Tenjin Room. Bring 25 copies of an original lesson or activity to the Materials Writers SIG table any time before 1:00, and you can take home a copy of each of the other materials that fellow swappers submit.

New this year, My Share: Live! is going digital! If you don't feel like carrying those copies to the conference, you can email your creation (preferably in PDF format) to the Programs Chair, Chris Elvin, <celvin@kd6.so-net.ne.jp>, anytime before the first day of the conference. All



those who submit their creations either by hand or electronically will receive a swap meet admission ticket, which will allow them to take home hard copies that others have submitted, or sign up to receive PDF files from those who have submitted via email. Contact Chris if you would like more information.

SIG Contacts

Bilingualism—Peter Gray;

t/f: 011-897-9891(h);

<pag@sapporo.email.ne.jp>;

<www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>

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;

<konstruktjp@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

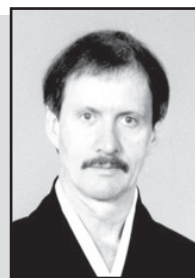
Nitoguri; <nitoguri@isec.u-gakugei.ac.jp>

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/index.html>

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—Aleda Krause;

t/f: 048-787-3342; <aleda@tba.t-com.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 Elderly Learners—Tadashi Ishida;

t/f: 03-3844-3104; <BY05562@nifty.ne.jp>

Chapter Reports

...with Richard Blight <chap-reports@jalt-publications.org>

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.



Iwate: July—Integrating Culture into the Language Course/Curriculum by Christine Winkowski. What are our goals in culture teaching? Recognizing the target culture? Imitating it? Understanding it? What constitutes a corpus of teachable and learnable cultural knowledge? With these questions, Winkowski opened her talk on this large and seldom addressed aspect of language teaching. Winkowski first showed that what constitutes teaching culture varies widely in textbooks. She pointed out that approaches to culture teaching generally fall into three types. First, there is the tidbits approach, in which a little cultural information is given out as the topic arises in class: for example, talking about a holiday when it occurs. Second, there is the approach where a course is entirely devoted to the study of the target culture. The third approach is a pragmatic integration of culture in language teaching. Winkowski advocates the third approach and she devoted the bulk of her presentation to laying out a cultural framework and showing how it could be integrated into a language class.

She began by introducing a Culture Curriculum Conceptual Matrix. In this chart we could see the various aspects of culture broken down into discrete parts and arranged into three levels: surface / artifactual, intermediate / social / institutional, and deep (internal) psychological. With this chart, the broad and ambiguous term culture becomes something with identifiable parts that can be organized in a logical way. She also gave us a values and characteristics contrast template illustrated with mainstream American values at one end of a continuum. Such a template would aid teachers in recognizing their own cultural values and also to contrast them with other cultures.

According to Winkowski, in an ideal situation, students would have an intensive culture component at the beginning of their English study (e.g., through a values table, a lecture, or reading) and then teachers would refer to the template as issues and language related to culture came up in class. How this might work in practice was clearly demonstrated with excerpts

from textbooks and a video series. The audience learned how language that expressed underlying cultural values could be identified and made visible to students.

Reported by Catlin Hanna

Nagasaki: April—Language Status in New Zealand by Roger Barnard. Barnard started by discussing the concept of diglossia or the presence of two main languages in one country or culture. He explained that in New Zealand, English is the dominant language, but Maori is the only official language. Barnard discussed the cultural and educational implications of past assimilation policies in New Zealand. While 20% of the school population in 2001 was Maori, 75% of the Maori children were not attending school due to lack of support, teachers, and learner motivation. Barnard also compared the linguistic contexts of learners in Japan and New Zealand, and considered some general ideas and problems associated with the concepts of global English and linguistic diversity.

Reported by Tim Allan

Nagasaki: May—Elementary School English: Teaching through Songs and Games by Richard Graham. Graham, who is an educational consultant and works with the Genki English Group, first discussed the Monbukagakusho guidelines for English at the elementary school level and how those guidelines can be implemented in a fun and encouraging way. He covered a range of topics including making use of games, how to use songs, class control, and motivation techniques. We experienced a remarkably kinetic and motivating session based on the group's original materials and approaches to the current ministry guidelines. Their original CDs, games, and worksheets were used to demonstrate strategies for introductions, naming, numbering, age telling, and daily greetings. Graham also provided a sample 45-minute lesson plan, which we carried out in pairs, groups, and as a class simulation. Components of the lesson plan

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included warm-up exercises, a cappella singing, picture cards, and information gaps.

Reported by Tim Allan

Shinshu: August—Using kamishibai in ESL/EFL Classrooms for Students of All Ages by Taeko Okamoto. Kamishibai is a traditional form of Japanese storytelling which had its heyday from the 1930s to the 1950s. The story is illustrated with a series of picture cards displayed in a small portable stage. Actually little more than an elaborate frame, the stage nonetheless has an almost magical effect of creating attention and excitement in the audience. Before the play begins, using wooden clapper sticks and calling out, “kamishibai no hajimari!” (The kamishibai is beginning!) also helps to bring into being the special, dramatic world of kamishibai.

Okamoto introduced the art of kamishibai. She told us traditional Japanese stories, such as “The Mouse’s Wedding” and “The Magic Rice Paddle,” using commercially available story cards. Each card has a script printed on the back, along with presentation suggestions such as how to make a dramatic and effective transition to the next scene. On the Internet, <www.kamishibai.com> is one commercial source specializing in kamishibai for children. But Ms. Okamoto explained that kamishibai

is for everyone and showed us how they can be produced in many ways. Pictures from magazines or personal photographs can be used, as well as students’ hand-drawn artwork, with stages built from cardboard. One interesting idea is to select pictures at random and then make up a story.

Kamishibai can be used to develop listening, speaking, reading, and writing skills. For example, after the story, the teacher can ask many questions of the class, from simple yes/no or wh- questions to more complicated why, how, or description questions. Written tests can be given, such as multiple choice or clozes focusing on one part of speech. The story can also be recollected as a group activity. The teacher goes around the room and, starting at the beginning of the story, has each student tell what happened next and then write that one sentence on a slip of paper. The slips are then collected, mixed, redistributed, and read out in their original sequence. To increase the emphasis on listening, the story can be told first, then the pictures shown later. A word bank with a variety of words such as proper names, verbs, and adjectives can be given to students to assist in summarizing. A second, similar story can be told, followed by students discussing similarities and differences.

Reported by Fred Carruth

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Chapter Events

...with Tom Merner <chap-events@jalt-publications.org>

Fukuoka—Word Games in the ESL/EFL Classroom by Robert Mark, Kyushu University. Mark discusses the validity of using word games in the language classroom and gives several reasons for doing so. He focuses on adapting versions of past American television quiz shows and demonstrates how they can be applied to the different language levels and lessons of ESL classes. Audience participation in games will be requested! Saturday November 8, 18:00-20:00; Fukuoka Jo Gakuin Tenjin Satellite Campus (Tenjin 2-8-38, Chuo-ku, Fukuoka); one-day members ¥1000.

Gunma—Corpus Engine for Teachers by June Tateno. Shogakukan Corpus Network (SCN) has offered the BNC Online service via Internet since August. SCN provides a user-friendly Japanese interface with a high-performance search engine developed by Shogakukan, Co. The Corpus Service of SCN would be a very effective tool for all English teachers as a higher English reference. Tateno will demonstrate how the BNC Online can be a valuable tool in English education. Sunday November 9, 14:00-16:30; Maebashi Institute of Technology; one-day members ¥1000.

Hokkaido—JALT Hokkaido 20th Annual Language Conference. A joint conference will be held with the ETJ Expo with various presentation streams focused on teaching children, junior/senior high, and college level classes. A large publishers' display area will be open the entire day. Sunday November 9, 10:00-18:00; Fuji Women's University, Sapporo Campus; members ¥500 (fee will be waived for those joining JALT at event), one-day members ¥1000.

Kitakyushu—Building Better Dialogues by Christopher Storey and Nigel Stott. Most EFL/ESL textbooks incorporate model conversations. However, these so-called conversation textbooks can be frustrating to use and the dialogues they contain are not always relevant to our students' interests. This presentation describes a teacher-designed conversation course that follows a simple yet effective system of encouraging students to study model conversations then create, practice, and perform their own

dialogues. Saturday November 8, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥1000.



Kobe—New Directions in the Teaching of English by Jack C. Richards (Four Corners Tour). Second and foreign language teaching is a field that is constantly in a state of change. For example, new curriculum frameworks currently being implemented in different parts of the world include competency-based, genre-based, and content-based models. In many countries, English is now being introduced at primary rather than secondary level, necessitating considerable new investment in textbooks and teacher training. And among the innovations that teachers are being asked to consider are Multiple Intelligences, Cooperative Learning, Task-Based Instruction, and Alternative Assessment. Friday November 28, 18:30-20:00 (Presentation), 20:00-20:30 (Reception); Kobe YMCA; one-day members ¥1000.

Nagasaki—Current Concerns in Socio-cultural Training in the Classroom by Simon Greenall. We are very happy to welcome Simon Greenall to Nagasaki as our special Four Corners Tour post-conference speaker this year. His tour is sponsored by the British Council and Macmillan LanguageHouse. For more information about the tour schedule, the speaker, and for a copy of his article, please see last month's TLT, the Four Corners tour page at <jalt.org/jalt2003/main/4Corners/>, and <www.jalt-publications.org/tlt/articles/2003/07/greenall>. Saturday November 29, 13:30-16:00; Kotsu Sangyou Center, Nagasaki Bus Terminal Building 4F, Volunteer Center Free Space; one-day members TBA.

Yamagata—Texas in Terms of its History, Culture, Education, Language, etc. by Marie Schwieterman. The presenter will speak about the above-mentioned topic focusing on English as a means of global communication in the 21st century. Saturday November 1, 13:30-15:30; Yamagata Seibu Kominkan (1-2-23 Kagota, Yamagata); free for all.

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Yokohama—New Directions in the Teaching of English by Jack C Richards. Yokohama JALT and Oxford University Press host a Four Corners Tour presentation. For details of the presentation see the Kobe Chapter announcement above. For more information and to register contact Scott Bronner at <bronner@iname.com>. Wednesday November 26, 18:45-20:45; Gino Bunka Kaikan (near JR and subway Kannai station).

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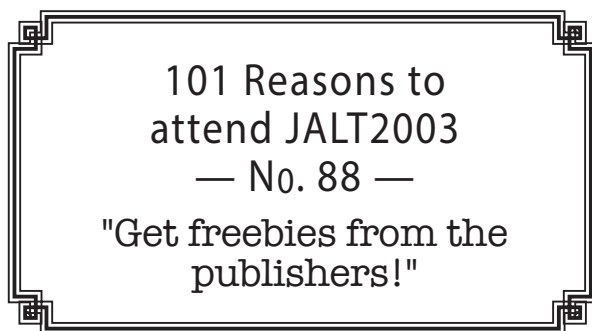
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- 6 応募資格・条件 (1)言語学・応用言語学での領域に優れた業績があり、留学生の日本語及び日本事情に関する教育を担当できる者(2)国籍は問わない。
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Kochi-ken—Kochi University of Technology

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 Doctoral 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. As well, 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

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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, Miyakuchi 185, Tosayamada-cho, Kochi-ken 782-8502. Contact: L. Hunter; <lawrie_hunter@kochi-tech.ac.jp>.

Niigata-ken—Niigata University of International and Information Studies (NUIS) is seeking a full-time English instructor to teach in the Communicative English Program (CEP) starting April 1, 2004. Qualifications: MA in TEFL/TESL/TESOL or related field, at least 1 year teaching experience at the university level. English native-speaker proficiency required. Native English speakers representing recognized “World Englishes” (Indian, Singaporean, South African, etc.) are encouraged to apply. Familiarity with the use of Excel spreadsheets, web publishing software, and especially experience with language curriculum development or the application of International English in the Classroom would be an asset. Duties: Teach undergraduate university-level English classes in a semi-intensive coordinated program. Classes meet 7 months a year. Class load is 20 teaching hours a week, 4 days a week. Administrative duties (attendance of weekly meetings, daily maintenance of spreadsheet databases, minor web editing, etc) are also required. Salary & Benefits: ¥300,000 per month or ¥3,600,000 per year (after taxes), ¥320,000 yearly research budget, paid vacation, housing allowance up to ¥27,000 per month, paid health insurance, transportation to and from school, return airfare from Japan to country of origin (paid two times), private office with computer and unlimited web access. This is a non-tenured position with a 1-year contract, renewable up to 4 years. Application materials: Cover letter, resume highlighting university teaching experience, publications and computer skills, copy of undergraduate and graduate degrees, undergraduate and graduate transcripts indicating date of graduation and degrees received. Deadline: December 30, 2003. Contact: Gregory Hadley, Coordinator, Communicative English Program, Niigata University of International and Information

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Niigata-ken—Keiwa College is seeking a full-time visiting instructor from April 2004. One-year contract, renewable up to 3 years. Two-year commitment preferred. Keiwa College (student body of about 700) is a private, 4-year, coeducational college with three departments: English Culture and Communication, International Cultural Studies, and Community and Social Welfare. Qualifications: MA TESL or related field or Certificate in TESL/TEFL. Teaching experience in intensive programs or at high school or college a plus. This is an ideal position for those relatively new to the field of TESL and interested in gaining experience in Japanese university-level English classes. Duties: Teach English language classes in a skills-based coordinated curriculum. Class size ranges from 10-25 students, oral communication classes are semi-intensive (classes meet 3 times a week) and are taught on a semester basis. Visiting instructors are asked to teach up to 20 hours per week, 7 months a year. Participation in teacher meetings and curriculum development also required. Salary & Benefits: Starting at ¥270,000 per month, 12 months a year. Subsidized furnished apartment near campus, shared office space with Internet access, health insurance, and transportation and shipping expenses to Niigata. Application materials: Cover letter, resume highlighting teaching experience, copy of degree or diploma, and three letters of reference (nonreturnable). No applications by email please. Deadline: November 15, 2003. Contact: Joy Williams, Coordinator, English Language Program, Keiwa College, 1270 Tomizuka, Shibata City, Niigata Prefecture 957-8585.

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.

Gunma-ken—The International Community School in Gunma is seeking a full-time, English medium elementary school teacher for April 2004. This is a full-time multilingual school for kindergarten through early elementary children, run by a visionary NPO dedicated to peace education and multilingualism. The school's main languages are Portuguese, English, and Japanese, with Urdu and Tagalog being added. Qualifications: Valid elementary school teacher's license from home country, experience teaching small, multi-age, multi-level classes. Nonnative English speakers welcome. Duties: Lesson planning, communication with parents and other teachers, participation in school events, curriculum development, teaching, and evaluation. Salary & Benefits: Dependant on teaching experience and schedule. Deadline: Ongoing. Contact: Please send resume and cover letter to Cheiron McMahill, Chair of the Board, Multilingual Education Research Institute; <ics@aioros.ocn.ne.jp>. For further information, see our homepage at <www5.ocn.ne.jp/~meri/>.

Aichi-ken—Nagoya University of Commerce and Business, Faculty of Foreign Languages and Asian Studies, is seeking full-time lecturers in English language teaching, cross-cultural studies, and business communications for April 2004. Initial contract for minimum of 2 years, thereafter renewable annually by mutual agreement. Nagoya University of Commerce and Business has over 3,500 students with around 800 students in the Faculty of Foreign Languages. It has a teaching staff which draws from more than 20 different nationalities, and includes teachers diverse in age, experience, and qualification. Qualifications: Applicants

should hold, or be in the later stages of a PhD in a language related field, teaching experience at university level specializing in TESL or Applied Linguistics, be published in the field. Special consideration given to those with some Japanese language knowledge or previous experience living in Japan. Salary & Benefits: Salary is highly attractive with a possible two bonuses a year of up to 20% of salary. Full visa, airfare to Japan, and relocation allowance provided. Deadline: November 30, 2003. Contact: Send letter of interest, full resume, list of publications, and contact details of three referees to <yhalls@nucba.ac.jp>, or Yuki Halls, Executive Assistant to the President, Nagoya University of Commerce and Business, 4-4 Sagamine, Komenoki-cho, Nisshin-shi, Aichi-ken 470-0193.

Aichi-ken—The Extension Center at Aichi University, Kurumamichi Campus (Nagoya) will be expanding the Open College program in April 2004. Part-time teachers are being sought for intermediate level and above to teach evening or weekend courses geared to business people. Depending on qualifications, openings are available for autumn 2003 as well. Qualifications: Resident of Japan with an MA in TEFL/TESOL or related field, experience with teaching business English, curriculum development, and program management. Some proficiency in Japanese is desirable. Application materials: Resume (English and Japanese) with photo and cover letter. Deadline: ongoing. Contact: M. Takiguchi, Extension Center, Kurumamichi Campus, Aichi University, 2-20-31 Tsutsui, Higashi-ku, Nagoya 461-8641.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. Qualifications: Resident of Japan with an MA in TEFL/TESOL, English Literature, Applied Linguistics, or Communications; 3 years university teaching experience or 1 year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project;

publications; experience with presentations; familiarity with email. Salary & Benefits: Comparable to other universities in the Tokyo area. Application materials: Apply in writing, with a self-addressed envelope, for an application form and information about the program. Deadline: Ongoing. Contact: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

101 Reasons to
attend JALT2003
— No. 101 —
"Who needs 101 reasons?
Just come!!"

Job Info Web Corner

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

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



See you at this year's
national conference...
—JALT2003 in Shizuoka—
November 21~24, 2003
"Keeping Current
in Language Education"
<www.jalt.org/jalt2003>

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 three months ahead (four months for overseas conferences). Thus November 15 is the deadline for a February conference in Japan or a March conference overseas, especially for a conference early in the month.



Upcoming Conferences

November 7-9, 2003—Asia TEFL First Annual Conference: TEFL in Asia: Emerging Issues, at Hotel Nongshim, Busan, South Korea. Contact: Dr. Je Myoung Yu, Conference Chair, email: <jeyu@sch.ac.kr>; fax: +82-41-530-1381; or Dr. Lee Kilryoung, Conference Director, email: <kilryoung@hotmail.com>; fax: +82-2-965-7047. Website: <www.asiatefl.org/>.

December 2-5, 2003—2003 Asia CALL International Conference, at Rangsit University, Bangkok, Thailand. This conference has been rescheduled from the previously published dates of December 14-16. The theme of the conference is information and communication technology and education in Asia. There will be presentations on various aspects of CALL, TELL, EFL, EAP, ESP, and CMC linguistics from around the world. Contact: Larry Chong, email: <lchongld@gyeongju.ac.kr>. Website: <www.asiacall.org/>.

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

February 27-29 2004—Tenth 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; email: <ggautam@wlink.com.np>.

March 31-April 3—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>.

Calls for Papers/Posters

Deadline: December 1, 2003 (for June 24-27, 2004)—5th Pan-Asian Conference on Language Teaching at FEELTA 2004: Sharing Challenges, Sharing Solutions, Teaching Languages in Diverse Contexts, at Far Eastern National University, Vladivostok, Russia. Submissions are now being accepted online. Website: <www.dvgu.ru/rus/partner/education/feelta/pac5/>.

Deadline: December 2, 2003 (for 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/~flcccu/>.

Deadline: December 10, 2003 (for February 15, 2004)—Temple University Applied Linguistics Colloquium 2004, at Temple University Japan, Tokyo, cosponsored by the JALT Pragmatics SIG. Research in any area of Applied Linguistics will be welcome. Two types of proposals will be considered: 1) Reports on completed research; 2) Works in progress (including completed research design and/or data collection). Presentations will be 30 minutes in length (including 10 minutes for

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

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questions and answers). Please send a 50-word summary for the colloquium program, a 150-word abstract, and personal information as an attached file (Word or Rich Text File) to <tuj-linguistics-conf@tuj.ac.jp>. Contact: Megumi Kawate-Mierzejewska, email: <mierze@tuj.ac.jp>. Website: <www.tuj.ac.jp/newsite/main/news/specialevents/20040215_linguistics.html>.

Deadline: January 7, 2004 (for February 20-23)—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), email: <jan@seiwa-u.ac.jp>; and Eriko Okanouchi (Japanese submissions and information), email: <eriko-yume@k7.dion.ne.jp>.

Submissions

A quick guide to when, what, how, and where...

Submitting an Article

General Guidelines

- Submissions should be related to language education—particularly in a Japanese context.
- Format: Rich Text Format.
- Email or post. Posted submissions must include diskette and printed copy.
- Must follow American Psychological Association (APA) style.

Feature Articles

English Features

- Up to 3,000 words.
- Pages numbered, paragraphs separated by double carriage returns (not tabbed), word count noted, and sub-headings (boldfaced or italic) used throughout.
- Author's name, affiliation, & contact details on the top of the first page.
- Article's title and abstract of up to 150 words translated into Japanese and submitted separately.
- 100-word biographical background and any tables or drawings sent in separate files.

Opinions & Perspectives

- Informed, current.
- Up to 1,500 words.

Interviews

- Consult the editors first.

Readers' Views

- Responses to TLT articles.
- Up to 500 words.

Conference Reports

- Up to 1,500 words.

Readers' Forum

- Related to language education in Japan.
- Up to 2,500 words.
- Japanese title and abstract required.

Submitting to a Column

General Guidelines

- Deadlines: generally 15th of month, 2 months prior to publication
- For more information, go to the column in this TLT, or visit the TLT website.

Columns

My Share

- Reporting on a successful teaching technique or lesson.
- Up to 1,000 words.

JALT FOCUS:

JALT Notices

- Calls for papers, calls for participation in conferences, colloquia, seminars, research projects.
- Up to 150 words.

JALT News

- News relevant to JALT.

Book Reviews

- Reviews of educational materials and books.
- No unsolicited reviews accepted.
- Guidelines available from <pub-reviews@jalt-publications.org>.

SIG News

- JALT SIGs may post reports.

Chapter Reports

- JALT Chapters may post event reports.
- Up to 400 words.
- Include chapter name, event title, presenter's name(s), event date, reporter's name.

Chapter Events

- Follow precise format in TLT.
- Maps may be included.

Job Info Center

- For an announcement form, visit the website or email <job-info@jalt-publications.org>.

Seido #2 Advert

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Gender Awareness in Language Education; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Pragmatics; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Other Language Educators (affiliate); Eikaiwa (forming); Pronunciation (forming); Teaching Elderly 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 yen). Student membership (6,000 yen) - available to students of undergraduate/graduate universities and colleges in Japan. Joint membership (17,000 yen) - 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 yen/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.

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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、コロキウム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テストングや他のテーマについての研究会などの特別な行事を支援しています。

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

分野別研究部会: バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、ジェンダーと語学教育、グローバル問題、日本語教育、中学・高校外国語教育、学習者ディベロプメント、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事務局に問合わせください。

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