The Language Teacher

Special Issue: Pragmatics

Foreword

T he increasing prominence of pragmatics in language teaching reflects the shifting focus within linguistics from language as an object of study to the language users themselves. In contrast with syntax and semantics, pragmatics includes the human element by studying the relationships between the users of language and the forms of language they use (or choose not to use). Studying communication from the point of view of the user puts an emphasis on context, interaction, communicative actions, and communicative effects.

Pragmatics is the study of speaker (or writer) meaning as it tries to account for how more can be communicated than simple words convey. It is about meaning that cannot be predicted from linguistic knowledge alone but which must also take into account aspects of the physical and social world. Finally, pragmatics studies the relative distance between language users because that can explain how much or how little is said.

The introductory article by Donna Tatsuki visualizes the place of pragmatics in the teaching of language and culture. Kim Bradford-Watts tackles the topic of genre to explain its use for language teachers. Yuriko Kite briefly summarizes research on pragmatic development to make the case that even a beginning learner can develop pragmatically in order to communicate efficiently. Mayumi Fujioka makes an appeal for the raising of pragmatic consciousness in the Japanese EFL classroom by providing examples from film. Megumi Kawate-Mierzejewska describes various sources of pragmatic error and then provides specific examples of sociopragmatic failure. Donna Fujimoto looks at nonverbal communication, which when incorrectly used or interpreted leads to sociopragmatic failure. Brent Poole examines pragmalinguistic failure in which incorrect word choices lead to communication breakdown. Finally, Sayoko Yamashita describes the importance of pragmatics in the area of language for specific purposes, specifically, in medical discourse.

Donna Tatsuki
Guest Editor

CONTENTS

May 2003

語教育では言語自体からの言語使用者への研究が対象となって語用論が重視されるようになりました。統語論や意味論に較べ、語用論には、言語使用者と言語の形式の関係の研究のために人間的要素が含まれています。使用者の観点からのコミュニケーション研究では、コンテクスト、インターアクション、コミュニカティブな行為や効果に重点を置かれています。

　語用論では、話し手や書き手が単なる言葉が伝えることより、より多くのことが伝達されているかを説明することができます。それは、言語知識だけでは予想できない、物理的かつ社会世界を考慮に入れるからです。そして、語用論は、言語使用者間の相対的な距離を研究します、その距離によって語られている量が変わるからです。

　今月号では、初めにDonna Tatsuki氏が、言語と文化の教育の中での語用論の位置づけを行っています。Kim Bradford-Watts氏は、語学教師のために語用論の使用につい て説明するジャンルを扱います。Yuriko Kite氏は、初歩の学習者でさえ効率的にコ ミュニケーションできるように、語用論開発についての研究を要約しています。

　Mayumi Fujioka氏は、映像を取り上げ、日本のEFL教室での語用論意識の高揚を主張 しています。Megumi Kawate-Mierzejewska氏は、語用論的なエラーと、社会語用論的 な失敗例を提示しています。Donna Fujimoto氏は非言語コミュニケーションを見てい ます。Brent Poole氏は、不適切な単語選択がコミュニケーション・ブレークダウン に結びつく、語用論的な失敗を分析しています。最後に、Sayoko Yamashita氏は、治療の談話上における語用論の重要性について記述しています。

Donna Tatsuki
Guest Editor

Correction

Our apologies to John Small, whose article The Potential of Language Education: A Global Issues Perspective was featured in the March, 2003 TLT special issue on Global Issues. The article contained a quote by Howard Zinn which was inadvertently included as part of the body of the text. The following is a corrected version of the quote that appeared on page 10:

In A People's History of the United States, Zinn (1995) traces apathy or ambivalence towards global problems to problems of representation. He forcefully tears down the notion that topics that academics typically choose for emphasis are neutral. He speaks of the historian, but his words are equally true for any materials writer or educator deciding classroom topics and materials.

It is not that the historian can avoid emphasis of some facts and not of others. This is as natural to him as to the mapmaker, who, in order to produce a usable drawing for practical purposes, must first flatten and distort the shape of the earth, then choose out of the bewildering mass of geographic information those things needed for the purpose of this or that particular map.

My argument cannot be against selection, simplification, emphasis, which are inevitable for both cartographers and historians . . . . The historian's distortion is more than technical, it is ideological; it is released into a world of contending interests, where any chosen emphasis supports . . . some kind of interest, whether economic or political or racial or national or sexual . . . . One reason these atrocities (wars, nuclear proliferation) are still with us is that we have learned to bury them in a mass of other facts, as radioactive wastes are buried in containers in the earth . . . . This learned sense of moral proportion, coming from the apparent objectivity of the scholar, is accepted more easily than when it comes from politicians at press conferences. It is therefore more deadly. (Zinn, 1995, pp. 8-9)

In general, global educators are dissatisfied with the dominant models of reality presented and seek to amend it or replace it with a model of reality more geared towards peace and justice. At the same time global educators, like all educators, have a responsibility to learn as much as possible and to keep an open mind about their models of reality, other points of view, and teaching methods.

The Editors

Pragmatics in the Teaching/ Learning of Language and Culture

Donna Tatsuki

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本論は、フォフステッド・ギアを草分けとする文化概念に基づき、言語学習と文化概念からとらえた語用論について述べる。フォフステッドによると、文化とは全ての人間に共通した普遍的な面から、個人的に一人一人異なった面まで、人間行動の全てを含むものである。それは、玉葱の皮のように、多くの面が重なりあってできたものとする。その皮を中核部まで貫くのがPracticeという概念であり、文化というものを人に密着に一貫し植え付ける手段である。このPracticeという概念こそが、語用論と同じ語源をなす言葉である。語用論では、観察できうる事象から奥深く存在する価値について洞察を追求する。要点は、文化とは同じ価値を共有するあるグループに特有の行動を、Practiceを通じて学ぶことであり、Practiceは多くが（例外もあるが）言語を通じて行われるというものである。

I n order to visualize the place of pragmatics in the teaching of language and culture, one must start by defining and locating culture.

To do this it is helpful to refer to the pioneering work by Geert Hofstede who looked at the way local culture was expressed in corporate culture (in this case IBM worldwide). Hofstede (1991) differentiates between culture in the narrow sense of education, art, or literature, and culture as viewed in social or cultural anthropology. In the latter, broader view, culture is seen as patterns of thinking, feeling and acting. He visualized the position of culture in the following diagram (Figure 1):
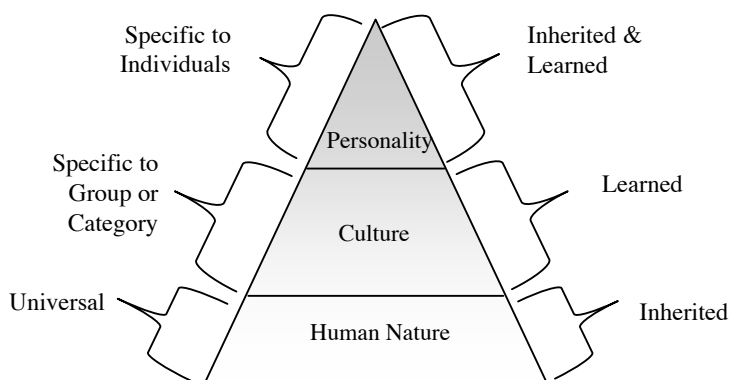
Figure 1. Three Levels of Uniqueness in Human Mental Programming (adapted from Hofstede, 1991, p. 6)

In Hofstede's conceptualization, culture straddles the gap between the universal commonalities among all humans and the specific idiosyncrasies that individual people display in their personalities. Hofstede also used an onion diagram to illustrate his view of culture as a many-layered concept. At the heart of everything he places Values. Values are defined as broad tendencies to prefer certain states to others among dichotomies such as ugly-beautiful, dirty-clean, unnatural-natural, abnormal-normal, paradoxical-logical, irrational-rational, etc. The next layer out is labeled Rituals, which stand for collective activities such as greeting, paying respect, social/religious ceremonies, etc. Beyond Rituals is the layer labeled Heroes, which refers to persons alive or dead, real or imaginary who possess characteristics prized in the culture. According to Hofstede, the cultural purpose of heroes is to provide models for behavior. The final and

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outermost layer is labeled Symbols. It is in this layer that Hofstede places words (language), gestures, pictures, objects, clothing, hairstyles, or other superficial (in his estimation) expressions of culture. Cutting through all of these layers, he introduces the notion of Practice—the means by which a culture coherently and cohesively inculcates its values at each level of expression (see Figure 2).

Figure 2. Hofstede's Onion Diagram (1991, p. 9)

The word practice comes from the same roots as the term used to describe the modern scholarly field of pragmatics. Praxis, found in Lat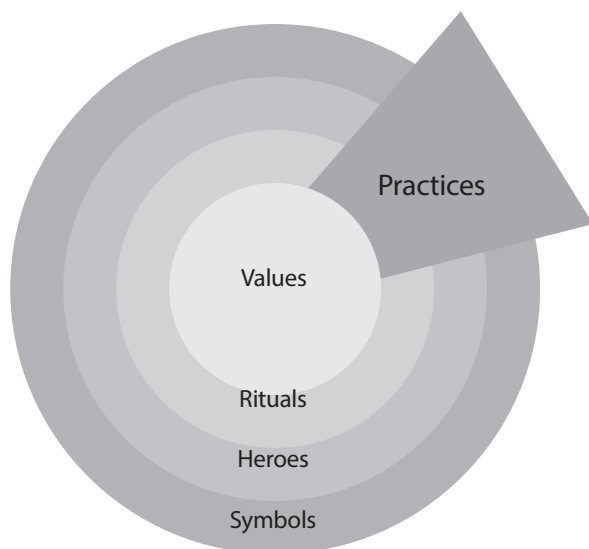e Latin and in Greek, means "practice, action, doing," and comes from the stem of prassein "to do, to act" which is also the root of pragma (gen. pragmatos) "civil business, deed, act" which was used to describe customs, conventions, norms, or traditions of behavior (Online Etymology Dictionary, 2003). In linguistics, pragmatics-as-use looks at ways people use language (and other signs, rituals or symbols) to accomplish communication goals. In addition, pragmatics-as-effects includes research into the effects on listeners as well as the effects on those who learn and use a particular language and the cultural views embedded in it. Researchers into pragmatics begin by making observations of language in use and then look for patterns, rituals, and connections that lead to understanding of the values that underlie them. The basic unit of analysis is usually an utterance or speech act. Pragmatists start with what can be directly observed and try to build up their understanding

of how patterns in these observations offer insight into the underlying values. To summarize, culture is learned human behavior specific to a group in which values are shared and expressed through various practices. These practices depend very heavily (although not exclusively) on language.

A central problem to the study of pragmatics (and culture) is the distinction between what is desirable and what is desired. Desirable refers to how people think that the world ought to be. In this case the norm of behavior is absolute—right/wrong, agree/disagree. On the other hand, desired is what people want for themselves. In this case the norm is statistical—based on actual behavior. The gap between desirable and desired behavior is parallel to some extent with the competence and performance distinction in that the performance of language users (even native speakers) does not exactly match their competence. What we know (our knowledge) and what we do (our behavior or performance) is not always the same.

Similarly, what we know to be appropriate (desirable) to say and what we actually say can vary by situation and person. This variance that does not match the expectations of appropriateness and therefore is technically wrong is common among native speakers. If native speakers so easily get it wrong, imagine the pitfalls that await the language learner. The inclusion of a pragmatics component in language learning raises the awareness of these situations and provides the means and vocabulary to explain the whys and wherefores of appropriate use in an actual context. It also encourages the learner to look for a possible parallel situation to his or her own language and cultural context. If a parallel does exist the learner can note where, how, and how much they overlap. If the learner finds no obvious parallel in his or her own language, the pragmatic awareness-raising task has offered some models of appropriate use in a context and opportunities for practice. Focusing on a cultural behavior that can be directly observed, then examining the specifics of the context and providing opportunities for interactive use, can accomplish all of this.

So, where do desirable and desired fit on Hofstede's triangle (see Figure 3)? Clearly, individual personality types and traits will influence behavior. The influence of personality (in combination with context and other situational factors) may explain variance from what is generally agreed to be culturally desirable. Pragmatics-as-use research strives to clarify which

of the observed (primarily linguistic) behaviors exemplify collective values and which of the observed behaviors are individual expressions. Pragmatics-as-effect research examines the changes and adaptations that people make as they develop language from childhood to maturity as well as those which learners make as they use a new language. The direct benefit to language learners of both types of research is reliable information about language use in defined contexts and the effects of such use.
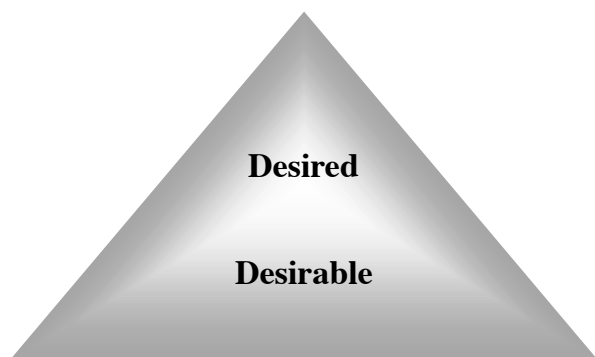
Figure 3. Desired and Desirable in Relation to Human Behavior

Why not just study culture? It has often been said, "Who understands the language understands the world." This has often been interpreted as meaning "you cannot really translate anything fully correctly unless you really understand life completely and the world completely." However, I think that this interpretation is only partly correct and misses an important point. Note that it does not say, "Who understands

the world understands the language." Such a statement is clearly nonsense. It is quite clear that understanding a language is a key to unlocking the fuller understanding of a world (or a culture). To conceptualize about culture without providing learners with opportunities for meaningful interaction using the target language will facilitate inter- and cross-cultural learning in only limited ways because it is all one-way information. You cannot really get information across just by showing pictures or telling about something. You can only really get knowledge across if you have a strong interaction between people, and for that you need language. We better serve our students by incorporating pragmatic awareness-raising and problem solving into tasks that require interaction in the target language.

Note: A shorter version of this article first appeared in Pragmatic Matters 3(1), [serial 7], Fall 2001.

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What is Genre and Why is It Useful for Language Teachers?

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本論は、4つの点について論じる。（1）「ジャンル」とは何か。（2）「ジャンル分析」とは何か。（3）言語教育にとって「ジャンル」との関連はどういうものか。（4）外国語教育の教室に　　おいて「ジャンル」はどう応用できるのか。

What is Genre?

According to Swales (1990),

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community. (p. 58)

The underlying premise of this approach is that any linguistic act is a social or communicative event in that it occurs at a particular time in a particular place and between particular people for a particular purpose.

Everyone engages in these events. If, for example, you go shopping for shoes, you will expect the interaction to be fairly consistent with your past experiences of shopping for shoes. You will expect some kind of acknowledgement or greeting, to have your questions answered about availability of your size and preferred color, to be told the price, and finally to be thanked for your business. Not all of these may occur (you may find the perfect size and color immediately and not need to ask any questions), and they may not occur in this order. If, however, you go shopping for a car, you would expect this service encounter to be somewhat more complex, involving explanations of features and add-ons, as well as financing options.

In the shoe-shopping example above, your expectations are determined by your wanting to procure shoes (purpose) in the year 2003 AD (rather than in the years 1500 BC, 1945 AD, or 3000 AD), in Sydney (rather than Moscow, Bali, or Tehran), in a shop with a shop assistant (rather than a supermarket with a checkout, for example). If you change any of these conditions, the interaction between you and the person from whom you wish to procure the shoes would change—the text produced would be different.

This is similar for written texts: love letters to your life

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partner, advertisements for local plumbers, posted lists of rules for the use of the gym, essays, newspaper editorials, obituaries, and doctoral theses. Each of these examples is written at a time, in a place, for a purpose, by one or more writers for a defined reader.

What is Genre Analysis?

Genre analysis is a developing multi-disciplinary approach to the study of texts, both verbal and written, drawing from studies in Linguistics, Anthropology, Sociology, and Psychology. Genre analysts look for the common patterns of grammar usage, key vocabulary, and text structure in particular text types.

There are many examples of genre analysis. Bhatia (1993) analyses a wide range of written texts, including sales promotion letters, job applications, research article abstracts, introductions in student academic writings, legislative provisions, and legal cases. McCarthy (2000) describes close-contact verbal encounters at a hairdresser's. Kuiper and Flindall (2000) discuss the role of small talk and where it is situated in the service encounter genre at the supermarket in New Zealand.

It is important to note that genres are not fixed. They change over time, reflecting changes in society. Several recent studies are concerned, for example, with the developing genres of the Internet. Giordano (2001) discusses genres developing in chat rooms and discussion groups. Bradford-Watts (2001) analyses online movie reviews and email confirmations of online orders. Both document the development of new genres.

What is the Relevance of Genre to Language Teaching?

Paltridge (2001) states, "The notion of genre . . . provides a basis for extending current syllabus models, as well as for selecting and sequencing syllabus items and, in turn, focusing on them in the language learning classroom" (p. 9), since it

> incorporates vocabulary and grammatical structures that are typically associated with functional-notional approaches to syllabus design; a focus on situation, social activities, and topic that derives from situational and content-based syllabuses; and a focus on specific language learning tasks and activities that draws from task-based and procedural approaches to language teaching and learning. (Paltridge, 2001, p. 9)

In other words, using genre as a starting point in curriculum design by listing genres necessary for student understanding within a context—typical in content-based curricula—allows the teacher to (a) collect real samples of appropriate texts, (b) design activities to foster understanding of the genre, (c) draw attention to key vocabulary and grammatical structures associated with that genre, and (d) demonstrate to the students how these interact with the who, what, where, when, how, and why of the text in terms of situation and context, allowing the relationship between culture and language to be directly addressed. Tasks give students the opportunity to experiment with the genre, manipulating their texts to accommodate changes which can be expected to occur with variation of contextual factors. Tasks also give teachers an opportunity to monitor students and take advantage of teachable moments that arise to increase student awareness of sociocultural factors which affect choice of form within the context. A genre-based course is, essentially, an outcome-based course, with the aim being explicit student awareness of and proficiency in the target genres. It allows teachers to focus on both form and meaning, as well as on how meanings are made.

An important reason to consider genre-based instruction is that of empowerment: If students are able to understand, access, and manipulate genres, they acquire "cultural capital" (Hammond & Mackin-Horarick, 1999, in Paltridge, 2001, p. 8). Not teaching this explicitly denies students the means to participate in and challenge the cultures of power they will encounter when interacting with members of the target culture.

How can Genre be Applied in the Foreign Language Classroom?

How can this be applied in our classrooms? Imagine that you are assigned a conversation class for low-level first-year university students who have vocabulary and grammatical patterns retained from their junior and senior high school years. What do they need to be able to participate in a conversation? What kinds of conversation are they likely to encounter? Burns and Joyce (1997, in Paltridge, 2001, p. 20) identify seven steps when creating a genre-based program:

1. Identify the overall context in language use.

2. Develop goals or aims.

3. Note the sequence of language events within the particular context.

4. List the genres arising from this sequence.

5. Outline the sociocultural knowledge that students need in the particular communicative context.

6. Record or gather samples of the genres on which the course will focus.

7. Develop units of work related to these genres and develop the learning objectives to be achieved.

In our conversation class situation, these steps may resemble the following:

1. Conversation occurs between strangers, acquaintances, close friends, family members, and in work and other social situations. It includes small talk, explanations, story telling, giving opinions, asking questions, comparing and contrasting, etc.

2. Goals include users being able to employ appropriate semiotic, explanatory, and pragmatic features in scaffolding conversation to such genres as narrative, anecdote, recount, and opinion (see Eggins & Slade, 1997, for examples of these genres).

3. See Eggins and Slade (1997) for sequence of language events.

4. See Eggins and Slade (1997) for lists of genres.

5. Students need to know about openings and closings, topic management, feedback and back-channels, turn-taking, repair and schematic structures (Paltridge, 2001), small-talk topics and appropriateness, register, appropriateness and use of apologies, excuses, giving advice, etc.

6. Find transcriptions of conversations using the above, record conversations with/of your friends, families, or colleagues to illustrate the use of elements in #5.

7. Develop units of work, including activities, which would expose and practice context, discourse structure, and language for each of the goals chosen. These could include preparation activities, using culture notes, cross-cultural awareness activities, using color-coding to highlight structural features, paraphrasing, examining real texts, giving feedback on performance, explaining, and grammatical consciousness-raising (Paltridge, 2001). Many of these activities are of the kind that we use in communicative classrooms as a matter of course, but in a genre-based course they are used to extend the scaffolding of the learner's awareness of the genre to existing knowledge.

This is just one small example of how genre study can benefit the communicative classroom. For further examples of how genre-based courses are being implemented, please refer to the following three sources: Bhatia (1993) concentrates on ESP curriculum and applications; Paltridge (2001) describes several different applications over a wide variety of classroom situations and includes detailed lists of activities from which to draw in your own planning; and finally Crane, Galvanek, Liamkina, and Ryshina-Pankova (2002) discuss the role of genre in the German Department at Georgetown University.

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Kim Bradford-Watts has been living and teaching in a great variety of situations around Kansai since December, 1987. She completed her MA (Applied Linguistics) programme by distance from Macquarie University in 2000.

How Does "Research on Pragmatic Development" Relate to Language Teaching?

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本論は、言語学習における２つの固定観念について　語用能力の発達に関する研究の観点から述べる。その観念は（１）EFLに於いては、インプットやインタラクションの機会があまりに貧しいため、語用能力の発達は望めない。（２）語用能力の発達は、少なくとも中級以上の学習者のみに望めることであるである。この領域での研究はまだ始まったばかりだが、EFLにおいて初級学習者が語用能力の習得を示す研究について述べ、固定観念を見直す必要性があると結論づけた。

All teachers should be interested in learning how learners make progress towards the goals or objectives set between teachers and learners. If the objective of your course in an EFL situation is, for example, "to learn to successfully communicate in English in classroom activities," you need to know if and how the learners are making progress towards successful communication. What does successful communication mean? One definition is performing linguistic actions in accord with the speaker's intention. Thus, what is said should (because of grammatical competence) be matched with what is meant (because of pragmatic competence). Since the research on pragmatic development in interlanguage pragmatics (ILP) has just begun, we do not know a great deal about developmental patterns (e.g., Kasper & Schmidt, 1996; Rose, 2000). In this article, however, current ILP development research will be used to allow us to revisit and reflect upon two stereotypical views held in language teaching: (1) a foreign language context does not provide a learning environment that is sufficient for the development of pragmatic ability; and (2) developing pragmatic ability is only relevant to intermediate and advanced learners.

(1) Is a foreign language context sufficient to provide a learning environment for development of pragmatic ability?

No one questions the idea that the amount of input and the number of opportunities for interaction outside of the classroom are much less in an EFL context than in an ESL context. Since classrooms seem to be crucial opportunities for interaction in an EFL context, what does the environment inside the classroom look like? Does it provide sufficient and varied input and interaction opportunities for learners? The answer seems to depend on what type of classroom instruction the learners are exposed to. In a teacher-fronted classroom, for example, the research demonstrates that the classroom discourse shows a narrow range of input or limited functions (see summary in Kasper, 1997). In this type of classroom, a typical interactional pattern is I-R-F (Initiation-Response-Follow-up). In I-R-F, "learner participation is usually restricted to the response turn of the sequence; because of this, in classes where the I-R-F dominates the discourse, learners may not have

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the opportunity to more fully develop their communication skills" (Ohta, 1999, p. 1474).

On the other hand, a learner-centered classroom seems richer in its provision of opportunities for interaction (Kasper & Rose, in press). One study by Ohta investigated American university-level beginning learners of Japanese from the perspective of language socialization. She looked at both teacher-fronted I-R-F and student-student interactions. She focused on language assessment comments such as ii desu ne (That's good, isn't it?). Candace, one participant in the study, began to use expressions such as Ah, soo desuka? (Oh, really?) and Mm ii desu ne (Uh-huh, good, isn't it?) to show language assessment in the spring semester, even though she did not use any of these assessments earlier. Ohta states that "[b]y the end of the year Candace spontaneously produced ne-marked assessments in learner-learner activity" (Ohta, 1999, p. 1509). Ohta observed that learners in peer-interactions have access to opportunities to interact in a much more elaborated manner than in teacher-fronted activities. The provision of opportunities for peer-interaction may well be of key importance for pragmatic development in a FL setting.

These results call into question the notion that a foreign language context is too limited for learners to develop any pragmatic ability. As Kasper and Rose rightly state, "[r]esearch evidence does not support the summary dismissal of foreign language teaching as an effective environment for L2 pragmatic learning" (in press, Chapter 6).

(2) Can beginners learn pragmatics? Is development of pragmatics possible only when a learner has a threshold level of grammatical competence?

The research methods in learner development literature can be categorized into two types: cross-sectional and longitudinal studies (Kasper & Rose, 1999; Kasper & Schmidt, 1996). The first group of studies focus on how learners develop either their production of speech acts, or assessment of pragmatic awareness as their proficiency increases from a beginning to an advanced level. For example, Rose investigated the development of speech act strategies by three different levels (P-2, P-4, and P-6) of young learners in Hong Kong. Using a picture discourse completion test (with situations such as "X asks to borrow a pencil from his classmate" in the students' L1 with a picture cue), Rose collected oral responses from the participants. One finding was evidence of developmental patterns. Consider the case of

requests. A request is a speech act in which one asks someone else to do something. In request studies in ILP, three levels of request strategies are often used for analysis. Using examples from Rose (2000, p. 40), they are: (a) direct (e.g., Give me your notes.), (b) conventionally indirect (e.g., Can I borrow your notes?), and (c) hint (e.g., I missed class yesterday. Did you go?). The developmental sequence usually progresses from direct, through conventionally indirect, to hint strategies. Rose found that the direct strategy was most frequent among the P-2 group, and the conventionally indirect strategy was used increasingly more with older participants (35.4% for P-2, 85.7% for P-4, and 96.8% for P-6). In another request study, Hill (1997) studied Japanese adult learners of English in three different proficiency groups, and found that the direct request strategy was used by low-proficiency learners much more than by advanced learners whereas for the conventionally indirect strategy, the opposite was observed. Thus, increased proficiency is linked with increased use of indirect request strategies.

The majority of these studies use elicitation techniques (e.g., discourse completion tests, role-plays, or verbal protocols) as the data collection method, and focus on strategies realized or performed in speech acts such as requests, apologies, or compliments (see summary in Kasper & Rose, 1999). Thus, the participants in these studies are at either an intermediate or an advanced level. As can be expected, the participants in these elicited studies are those who have a threshold level of grammatical competency.

One finding from these studies is that learners have access to a range of strategies. Contrary to expectations, even lower-level learners use native-like strategies, but they use them with less frequency than learners with higher proficiency levels.

The previously mentioned cross-sectional studies imply that the development of pragmatic ability may be relevant only among intermediate or advanced learners. However, a group of longitudinal studies presents a different picture: Even beginning learners develop pragmatic ability. One example comes from a well-known study on Wes, an adult Japanese learner in Hawaii (Schmidt, 1983). When Wes arrived in the United States, his English ability was minimal. At first, Wes used either formulaic requests such as Shall we go? or incorrect forms as Sitting? (intended to mean, Shall we sit down?). Over three years of observation, however, he showed increasingly elaborate requests (Shall we maybe go out coffee

now, or you want later?). It is interesting to note that despite the fact that Wes' grammatical accuracy did not improve much (he was characterized as having fossilized grammatical development), his pragmatic development did.

Interested in seeing how younger learners acquired a request strategy, Ellis (1992) observed two newcomers to London (aged 10 and 11) in their classrooms. Ellis made notes of their request strategies for two years and showed their request strategy development from direct to indirect. He reports that early patterns of request were an ellipsis type, followed by a direct strategy. Hint requests appeared only in the speech of one participant during the last term, but were never observed in the other participant. Table 1 summarizes some developmental examples produced by one of the participants, which interestingly are consistent with those found in cross-sectional studies in ILP.

Table 1. Patterns in pragmatic development (adapted from Ellis, 1992, p.16-17)

Pattern	Example	Time
Ellipsis	Sir. (no verb)	Term 1
Ellipsis	Big circle. (no verb)	Term 1
Direct strategy	Give me a paper.	Term 1
Conventionally indirect	Can I have …?	Term 1
Hint	You got a rubber?	Term 3
Hint	This paper is not very good to color blue.	Term 4

Further, both studies show that the learners relied on formulaic routines at the initial stage of observation. Wes used requests like Shall we go? or Can I have X? in the early stages of his development. He also used the V-ing form to communicate an imperative request. For example, by saying Sitting? he meant to say, Shall we sit down? He used them like ready-made chunks, but he was not able to use them creatively. Similarly, Ellis reports that one learner used an imperative, like leave it, leave it (Term 1), or give me (Term 2), "which seemed formulaic" (Ellis, 1992, p. 11).

Though these are only a couple of longitudinal studies, they seem to provide evidence that beginning learners learned how to make requests by first using formulaic or direct strategies both inside (the two learners in Ellis' study) and outside of the classroom (Wes in Schmidt's study). Obviously more studies are needed to understand issues such as relationships between the development of pragmatics and the learners'

level of proficiency and between the length of stay in the target community, and the role of formulaic expressions in pragmatic development. So far, however, research in development in ILP seems to imply that even a beginning learner can develop pragmatically in order to communicate efficiently. Thus, the stereotypic notion that only intermediate or advanced learners are able to develop pragmatic ability needs to be questioned. If the teaching/learning goal includes to become successful in communication, then it seems practical to consider development of pragmatic ability from the earliest classroom experiences.

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Raising Pragmatic Consciousness in the Japanese EFL Classroom

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語用論的能力、つまりコンテクストに応じて適切に言語を使用できる能力は、言語学習の重要な一部である。しかしながら、学習者の遭遇するコンテクストが無数にあるため、語用論は教室での言語学習では扱いにくい。本論では発話行為に焦点を当て、指導の目標を様々な発話行為の詳細を教えることではなく、学習者の語用論的意識を高めることに設定する。この目標のもとに、日本での外国語としての英語教育の授業で実践可能な、映画の場面分析などの活動を紹介する。

Pragmatic Competence/ Speech Acts

Perhaps many native English speakers in Japan can relate to the following. Upon coming to Japan their image of Japanese people as being polite and indirect gets completely overturned by some of the linguistic behavior in English of Japanese speakers. For example, when they talk to native English-speaking teachers, Japanese college students often say, "I want you to read my essay" when requesting help, or they say "You had better turn off the lights" when offering advice to a teacher about how to use an overhead projector. Why do those students, who can behave politely in their native language, say things that strike other speakers as rude or pushy when speaking English? This question raises the issue of pragmatic competence.

Pragmatic competence refers to the ability to use language in culturally and contextually appropriate ways. The studies on interlanguage pragmatics have paid a great deal of attention to second language learners' pragmatic competence in terms of speech acts, that is, "[a]ctions performed via utterances" (Yule, 1996, p. 47). Specific speech acts include apologies, complaints, compliments, refusals, requests, and suggestions. Compared with native speakers, the research findings overall indicate that even advanced-level nonnative speakers often lack native-like pragmatic competence in a range of speech acts (Bardovi-Harlig, 1992).

There are several reasons for this lack of appropriate pragmatic competence. First, learners may not realize that there are different ways to convey the speaker's intention; they know they can say, "Please lend me your CD" but may not know other or more indirect ways of making the same request, such as "Could I borrow your CD?", "Would you mind if I borrowed your CD?", or "I was just wondering if I could borrow your CD." Second, there is an issue of pragmatic transfer, or the influence from the nonnative speaker's L1. As in the case of the Japanese speaker of English saying, "I want you to read my essay," the speaker is attempting to translate an equivalent linguistic form in Japanese "essei wo mitehoshiin desukedo," which functions appropriately as a request in Japanese.

Furthermore, according to Matsuda (1999), the effects of learning—both "the result of classroom instruction" and "perceptions formed outside of a classroom setting" (p. 43)—may be a cause of nonnative speakers' pragmatic failure. For example, Japanese speakers' typical perception of "you'd better" as being equivalent to "it would be better"

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is possibly due to inaccurate descriptions of "you'd better" in some English textbooks in Japan (Rinnert, 1995). Stereotypes of the target language and the speakers of that language could have effects outside the classroom. For example, some Japanese speakers of English fail to realize style shifts in English according to the speaker-hearer relationships, due to their view of English as an "egalitarian" language. They also have a false image that native English speakers speak directly regardless of the situation (Tanaka, 1988).

Since pragmatic competence involves sociocultural rules of language use, the consequences caused by learners' violations of those rules could be serious. Native speakers tend to be less tolerant of nonnative speakers' pragmatic errors than their grammatical errors (Ervin-Tripp, 1972; Wolfson, 1983, both cited in Matsuda, 1999). Nonnative speakers who demonstrate pragmatic failure may be perceived as rude, as mentioned earlier regarding the examples of saying "I want you to . . . " and "you had better . . . ," and in extreme cases, nonnative speakers may be denied important academic or professional opportunities (Matsuda, 1999). In order to help learners avoid potential difficulty they might encounter in their future interaction with speakers of English, they need to be assisted to develop their pragmatic competence in English, and that is where instruction comes into play.

Pedagogical Issues
A goal of instruction
Rose (1994) proposes "pragmatic consciousness-raising" (the same concept is suggested by Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, and Reynolds, 1991), and Kasper and Rose (2001) propose activating learners' L1 pragmatic knowledge. Based on the discussion by Bardovi-Harlig, et al., (1991) and Rose (1994), a realistic goal of instruction of pragmatics can be to raise students' awareness of pragmatic functions in language, rather than teaching all the complexities of, for example, making requests, apologies or complaints. Furthermore, Kasper and Rose (2001) comment that adult L2 learners already possess a lot of pragmatic information in L1, but they do not always utilize their L1 knowledge in L2 contexts; thus a role of instruction can be to make learners aware of their existing pragmatic knowledge and "encourage them to use their universal or transferable L1 pragmatic knowledge in L2 contexts" (p. 7).

Possible activities for instruction
In order to help Japanese EFL learners develop their pragmatic competence in English, the following activities can be implemented. First, as a warm-up activity, roleplays in Japanese can be effective. Students roleplay borrowing a dictionary from their class members (i.e., the teacher/a close friend/a classmate whom they hardly know/a classmate who is older than they are in the case of a mixed-age class). This simple roleplay with a situation that students are likely to encounter can give them a chance to see in their native language how contextual factors (e.g., familiarity, power relations, and age differences between the speaker and the hearer) affect their language use.

After the roleplay, a film analysis can be introduced as an effective means of pragmatic consciousness-raising. As Rose (1997) comments, film "provides ample opportunities to address virtually all aspects of language use in a variety of contexts, and it also offers the possibility for repeated viewings which can be used to uncover multiple layers of pragmatic particulars from a single scene" (pp. 282-283).

Here is an example of a film analysis in class. A series of scenes in the film A Few Good Men (Brown, Scheinman, & Reiner, 1992) focus on the request speech act (see Fujioka, 2002, for related article). In one of the scenes, a young, ambitious military attorney, the main character, asks a senior marine officer for a document to investigate the murder of a private named Santiago, saying "Colonel, I just need a copy of Santiago's transfer order." Students watch the scene in English without any subtitles first, transcribe the attorney's words, translate his words into Japanese, and then watch again to check their translation against the subtitles. In the next scene, the officer appears agitated by the attorney's words, which strike him as arrogant, and says authoritatively, "You have to ask me nicely." The students write down in Japanese what the attorney is going to say in the next scene, and then check their predictions against the subtitles with the English sound turned off. Based on the Japanese subtitles, students write what they think the attorney will say in English and then listen to check their English sentences against the attorney's actual words: "Colonel Jessep, if it's not too much trouble, I'd like a copy of the transfer order, Sir."

As a follow-up activity, a group or whole-class discussion where students share their reactions to the film analysis could be effective. They can probably easily point out the style shift in the attorney's words in the Japanese subtitles, and many of them probably mention that they are surprised to see a style shift in English, which they

may not have realized existed, as pointed out in the introductory section. In addition, students can learn various linguistic devices to make a particular utterance sound polite and formal; in the attorney's utterance, the impact of the request is mitigated by the phrases "If it's not too much trouble" and "I'd like . . ." and by the attorney being overtly polite by addressing the officer as "Sir."

In addition to film, students could benefit from language samples audio taped for class (with permission) by the teacher of his/her friends and acquaintances engaged in conversation outside the classroom (Tanaka, 1997). Students can also obtain language samples electronically; email and electronic bulletin boards make effective data sources on pragmatics (Rinnert, 2002). Through the language samples from the various sources, students can learn how such speech acts as starting and ending a conversation or making a request or a suggestion are performed in real language contexts.

Textbooks are also an important source of pragmatic input. Nowadays, EFL textbooks that address the performance of specific speech acts in contexts (e.g., making an appointment with a professor, offering advice to a friend who is having a health problem) are widely available. However, as Bardovi-Harlig (1996) and Matsuda (1999) note, both ESL and EFL textbooks often fail to reflect the reality of language use, such as an abrupt way of ending a conversation or using a highly informal speech style in speaking to a higher status person. Thus, teachers and learners benefit from comparing textbook examples with data collected from movie scenes, recorded conversations, and computer-mediated communication.

Conclusion

In this article, an overview of interlanguage pragmatics in terms of speech acts was provided and, drawing upon previous research, possible activities for instruction were introduced. As mentioned earlier, students already possess pragmatic competence in their L1, and a goal of teaching pragmatics can be to activate students' existing pragmatic knowledge and transfer that knowledge to L2 contexts. If students understand that they already have knowledge and resources that could contribute to their language learning, then learning English could be more meaningful and enjoyable for them.

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What is the Relevance of Sociopragmatic Failure to Language Teaching?

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本稿では様々な社会的状況によっていかに適切に言語表現を使い分けるのが望ましいかということを研究する「sociopragmatics（社会語用論）」における重要な点を考える。特に、状況につりあわない不適切な言語表現の原因であろうとも考えられ「言語的要因」、「社会文化的要因」、そして「社会心理的要因」の三点に焦点をあてそれらと教師の役割との関連の解明を試みる

Pragmatic failure can be divided into two types, pragmalinguistic failure and sociopragmatic failure (Thomas, 1983). The former has to do with the inappropriate use of linguistic forms and is considered relatively easy to overcome. However, the latter refers to "the social conditions placed on language in use" (Thomas, 1983, p. 99), which are very difficult to influence or change. This paper begins with a brief definition of sociopragmatics and of sociopragmatic competence and then goes on to discuss possible causes of sociopragmatic failure with specific examples before considering the relevance of sociopragmatic failure to language teaching.

Definitions

Sociopragmatics is "the sociological interface of pragmatics" (Leech, 1983, p. 10) involving speakers' and hearers' beliefs built on relevant social and cultural values. Thus, sociopragmatic competence is the ability to adjust speech strategies appropriately according to different social variables such as the degree of imposition, social dominance and distance between participants in a conversation, and participants' rights and obligations in communication (Harlow, 1990).

Possible Sources of Sociopragmatic Failure

There are many different sources of pragmatic failure although it is rare for any single source to be solely responsible. Linguistic, sociocultural, and sociopsychological factors can be influenced by attributes of the person's L1/Home Culture (L1/HC) and by his or her proficiency or knowledge of the Target Language/Culture (TL/TC). Furthermore, failure can be attributed to multiple sources at any given time. Table 1 summarizes these sources of pragmatic failure.

In the case of linguistic factors, the L1 may lead the learner to make inappropriate linguistic choices, which would lead to pragmalinguistic failure. However, the learner may also make poor pragmalinguistic choices because of gaps in proficiency or deficits in the target language. Sociocultural factors such as differences between the home culture and the target culture can lead to negative cultural transfer strategies. Furthermore, a lack of knowledge of the target culture norms may contribute to sociolinguistic failure. Finally, sociopsychological factors such as insensitivity to

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Table 1. Differences among sources of pragmatic failure.

	Linguistic	Sociocultural	Sociopsychological	
L1/HC	L1 negative linguistic transfer	Negative cultural transfer	Generalized insensitivity or deviation from social norms	Generalized misconceptions or illusions
TL/TC	Gaps or deficits in TL proficiency	Gaps or deficits in TC knowledge/proficiency	Insensitivity or deviation from social norms but only in a TL/TC context	Misconceptions or illusions of TL/TC

or deviations from social norms (home culture as well as target culture) or misconceptions and illusions about the target culture may inhibit a person's sociopragmatic performance. Since linguistic deficits are largely the sources of pragmalinguistic failure, they will be set aside and this article will focus on sociocultural and sociopsychological factors.

Sociocultural factors

Many scholars (Harlow, 1990; Holmes & Brown, 1987; Kasper, 1997; Thomas, 1983) have commented that if the L2 speaker does not have proper knowledge of relevant social and cultural values and know how to vary his or her speech strategies in cross-cultural communication, sociolinguistic failure occurs. For example, in Poland, elderly women often care about the welfare of children, even those of strangers. They will scold the mothers if they see the children not wearing knitted caps. When we first arrived in Poland, we were told at the official orientation conducted by a Polish local government that we should be aware of the fact that such behavior was widely accepted in Poland. All of the Polish people to whom we talked about this issue told us the same thing and some attribute this situation to the previous communist political system. If, however, a Polish woman were to behave this way in a Japanese speaking community, it would certainly be considered pragmatically inappropriate.

Sociopsychological factors: Insensitivity

This issue may be quite complicated. Speakers might not be sensitive about their own L2 utterances (i.e., they might not feel negative feelings such as embarrassment even when such emotions would be warranted). Even though the speaker would never consider using an utterance that would produce such a negative effect in their L1, this sensitivity might not transfer to the L2. For example, I was shown an email message

in which a male Japanese wrote, "fire me if you don't need me anymore" when trying to negotiate the conditions of his contract in a cross-cultural situation. Another male Japanese wrote, "I got extremely hurt because you never responded to me" in this same situation. The company with which the men were negotiating later informed me that they had never expected such impolite and emotional reactions in a business setting. Needless to say, both cases resulted in sociopragmatic failure because their behaviors and manners were inappropriate. I am quite certain, however, that they would never use such expressions in the same situation if they were communicating in Japanese.

Sociopsychological factors: Misconceptions and distortions

People tend to create their own pictures of the cultural and social values of other nations based on information obtained from secondary sources such as TV, magazines, books, and/or anecdotes from other people's experience. As a result, they often construct haphazard, inconsistent views of cultural and social values. Here is one widespread example: It seems that Japanese students speaking English often call their American professors by their first names, based on their illusion that American students all call their professors by their first names. Yet at the same time, those same Japanese students call their Japanese professors by their family name followed by sensei (lit. Professor). In actual fact, American students seldom call their professors by their first names unless they are explicitly invited to do so. When Japanese students act on their illusions, it results in sociopragmatic failure (and the potential for hurt feelings) since the American professors may quite understandably feel they are being treated with less respect than their Japanese colleagues.

The Relevance of Sociopragmatic Failure to Language Teaching

As shown in this paper, sociopragmatic failure can be attributed to many different sources. Then, what are the implications for language teaching? It appears necessary for L2 speakers at least to be properly taught that pragmatic rules of other languages are not always the same as those of their own, so awareness/consciousness-raising is important. It should be noted however that there is always a possibility that learners will continue to prefer their own social and cultural values to those of their target language even after explicit instruction and awareness building. In other words, some people may not want to alter their speech strategies even if they know those strategies may not be perceived well in their TL speaking community. Nonetheless, learners should at least be given an opportunity to obtain appropriate knowledge of TL social and cultural values.

As Kasper (1997) has stated, L2 speakers may appropriately deal with some of the factors easily while at the same time having difficulties in handling other factors properly. For example, it would likely be easy for L2 speakers to appropriately change their behavior in the example of how to politely address an American professor. On the other hand, an L2 speaker's inappropriate performance caused by insensitivity has individually variant social and psychological roots which lie outside of a language teacher's purview. Therefore, such behavior may remain a long-term problem. In any event, it is still considered very important to at least let learners know how pragmatic rules operate in the target language speaking community and perhaps draw attention to mismatches or inconsistencies in behavior. Moreover, in order for teachers to prepare to teach pragmatic rules of a TL, besides knowing how pragmatic rules actually operate in the TL, teachers may have to keep in mind that some learners continue to prefer their own speech strategies to those of their TL even if they know those strategies are not perceived well in their TL speaking community and that it is difficult to deal with an L2 speaker's inappropriate performance caused by their lack of sensitivity.

This paper attempts to show different sources of sociopragmatic failure and its relevance to language teaching. The important issues brought up in this paper should be seriously considered by language teachers interested in preparing their students to communicate successfully and appropriately in their target language.

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Nonverbal Communication and Pragmatics

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Nonverbal communication does not get enough attention in language teaching and language learning research. It is often erroneously assumed that if the communication involves a nonverbal code, then it will be understood by those present. Gestures, for example, are often thought to be universal, yet even a cursory investigation shows that they differ considerably from person to person and from culture to culture. Perhaps nonverbal communication has not received much attention because so much of our nonverbal behavior is unconscious, and it is assumed that nonverbal behaviors will be picked up naturally by learners as they become more fluent. Nonverbal communication is not widely researched or taught, no doubt because language researchers/teachers focus upon the spoken and written word—"language" after all is the subject of study—and it is certainly much easier to capture than the elusive nonverbal behaviors.

However, studying only the verbal elements without taking into account the nonverbal elements is as misguided as the blind man making conclusions about the elephant on the basis of touching only its trunk. Awareness of the importance of nonverbal behavior is crucial for teachers, students, researchers and pragmatists alike. Unfortunately, for most, nonverbal communication is invisible. This article argues that it is precisely because it is so invisible that it should be examined more closely.

Nonverbal and verbal behavior work together and are totally intertwined when people communicate. Watzlawick, Beavin, and Jackson (1967) point out that no matter what we say or don't say, our behavior communicates. They argue that "behavior has no opposite—in other words there is no such thing as nonbehavior or, to put it even more simply, one cannot not behave" (p. 48, emphasis in original). In this same vein, when people interact, they simply cannot avoid communicating nonverbally. According to Bateson (1955), communication research shows that "as much as 90 percent of the social content of a message is transmitted paralinguistically or nonverbally." Those in pragmatics and language learning should pay heed.

Poyatos (2002), both a researcher and educator in nonverbal communication for many decades, says that "it is impossible to isolate the verbal language, the 'speech act'" (p. xvi) from the rest of communication. He is skeptical of Searle's (1969) definition of the speech act: "as if it were a reality relatively easy to isolate and interpret." Poyatos

非言語コミュニケーションと言語コミュニケーションは、相互に複雑に作用し合っている。しかし、言語教育と研究において非言語行動がほとんど注目されていないのはなぜだろうか。非言語的行動はあまりに当然のことなので非常に意識されにくいのであろう。本論では、学習者、教師そして研究者は人間のメッセージ解釈における非言語行動の効果についてもっと認識を高めるべきだと主張する。非言語語用論は既に言語教育の一部であることに気づくべきである。非言語コミュニケーションは、「コミュニケーション・マイナス・言語（communication minus language）」という主張があるが、それに反対の論を唱える。

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argues that:

> One cannot but wonder how a transcription of only verbal speech could ever reflect anybody's discourse, when speakers utilize at least, verbal language, paralanguage and kinesics. . . . It would lack those paralinguistic voice features that can modify the meaning of words (emphasizing, contradicting or masking them) and those eloquent independent paralinguistic elements that alternate semantically and grammatically with words (e.g. a throat-clearing) and it would likewise miss the kinesic behaviors that can also modify the meaning of words and signify by themselves with perfectly lexical functions as nouns, verbs, adjectives, conjunctions, etc. When we are shown an exclusively verbal transcription, no matter how faithfully those words have been registered, we know it is but a mutilated rendering. . . . (p. 133-34)

Thus if we follow Poyatos and others, our perspective shifts. Far from claiming that nonverbal behaviors should be allotted a separate part of the study of pragmatics and language learning, it is already part and parcel of any communication behavior, and we as language professionals need to open our eyes to their existence and effect upon pragmatics and language learning.

However, language professionals might argue that there is a limit to what can be covered in the classroom, and, after all, priorities must be made. Underlying this view is the assumption that nonverbal communication is simple. Far from being simple, it is very complex and encompasses a wide area. As we investigate further we find that it includes: 1) kinesics, behavior which includes facial expression, body movements, gestures, postures, and conversational regulators; 2) proxemics, the communication of interpersonal space and distance; 3) chronemics, the study of the meanings, usage, and communication of time; 4) haptics, patterns of tactile communication, i.e., touching; 5) oculesics, the study of communication through the eyes, including eye gaze, eye contact, eye movements, blinks, pupil dilation, etc.; 6) vocalics (also referred to as paralanguage), includes the nonverbal elements of the voice or sounds made by the mouth and nose; 7) olfactics, the study of interpersonal communication through smell; and 8) objectics, where the face, body, clothing, and accessories also communicate.

Poyatos' (1983) definition of nonverbal communication illustrates the depth and breadth of this area of study. Nonverbal communication includes:

> the emissions of signs by all the nonlexical, artifactual and environmental sensible sign systems contained in the realm of a culture, whether individually or in mutual co-structuration, and whether or not those emissions constitute behavior or generate personal interaction. (p. xvii)

A briefer explanation given by Samovar and Porter (1982) is: "Nonverbal behaviors. . . constitute messages to which people attach meaning. . . . Nonverbal messages tell us how other messages are to be interpreted. They indicate whether verbal messages are true, joking, serious, threatening, and so on" (p. 284-285).

It is important for us as language professionals to reexamine a commonly held belief that nonverbal communication is "communication minus language." Sebeok (1975), a well-known semiotician, strongly argues that this is "clumsily negative, simplistic, and obscurantist" (p. 10). He claims that "the concept of nonverbal communication is one of the most ill-defined in all of semiotics" (Sebeok, 1977, p. 1065-1067). Nevertheless, despite considerable research in many disciplines, no other term has supplanted it, and nonverbal communication continues to be used by researchers and the layperson alike.

Language professionals may argue now from the other side. Nonverbal communication is too complex and too pervasive to include in the curriculum. However, the issue here is not to push for adding nonverbal communication as another subject, but to raise awareness that it is already there. We should demonstrate to our students that effective communication does not rely on spoken words alone. One of the disadvantages of the classroom is that it is a rather sterile environment compared to the real life interactions that take place outside of class. If we wish to prepare our students to be able to function well in those situations, we need to expose them to the variety and complexity of the nonverbal behaviors that accompany speech.

Raising awareness does not have to take more time or extra lessons. If we want students to be aware of appropriate sociopragmatic behavior, we as teachers need to become aware ourselves of how nonverbal behavior affects us. Whether a student stands 15 cm, 50 cm, or 150 cm from

the teacher when asking a question about homework can make a difference in the teacher's reaction. The teacher may feel the student is being aggressive, too personal, too aloof, or very proper. When a student who is called upon in class looks down at the floor, at another student, or directly at the teacher, the teacher's evaluation of the student is certainly affected: the student may be seen as inattentive, interested, impolite, a good student, a poor student, etc. When a student is speaking in English, but uses a Japanese gesture which is not recognized by a non-Japanese, miscommunication can occur.

It is incumbent upon teachers who are working with students from cultures different from their own to make an effort to understand the nonverbal differences that may be at play in the classroom. Scollon (1999, pp. 13-27) gives a good example from her own classroom, describing how she did not stop at the conclusion that her students in Hong Kong were rude, but delved deeper to find out why her students talked while she was lecturing or answering a student question. As the teacher, she expected polite silence. There is much teachers can learn from their students.

Looking at the typical classroom in Japan, it is useful for both the Japanese and non-Japanese instructors to examine their concept of silence and then to compare this to that of their students. As Ishii and Bruneau (1972) point out, "the quantity of silence versus the quantity of speech is interpreted and valued differently across cultures" (p. 317). We can also read this to mean that it is valued differently inside our classroom versus outside. Perhaps it would be useful to deliberately point this out to students. Ishii and Bruneau also argue that "[h]umans become communicatively competent by acquiring not only the structure and use of language but also a set of values and patterns of silent interaction" (p. 316). It is certainly within the realm of pragmatics to help students become aware of when to speak and when to remain silent.

Hall (1983), an anthropologist whose lifework has focused upon nonverbal communication, showed how some ethnic groups are much more attuned to nonverbal behaviors than cultures that depend more on the written and spoken word. Japanese culture has often been cited as being highly nonverbal. This fact alone is a strong reason why language professionals in Japan should increase the knowledge and awareness of nonverbal communication in their research and their teaching.

With interest in pragmatics in our field growing, it will surely become more and more obvious that communication does not depend on words alone. Nonverbal communication must also become a natural part of our work.

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What is the Relevance of Pragma-linguistic Failure to Language Teaching?

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コミュニケーション能力の概念に基づき、語用論的な失敗を研究することの妥当性を検討する。教師は教えるときに、L1とL2の関係、教材、学習者の練習の機会などを考慮しなければならないということは明らかである。第2言語使用者は第2言語使用において独特な個性を持ち、この個性は言語語用論的な失敗の概念と矛盾する可能性もあるが、言語語用論的な失敗はコミュニケーションを阻害する危険性を指摘する。

P ragmalinguistic failure is defined as "a misunderstanding of the intended illocutionary, or pragmatic, force of an utterance" (Holmes & Brown, 1987, p. 526). Illocutionary force refers to what impact a verbal or written message has on the listener or reader. The illocutionary force is what the speaker wants the statement to convey to the listener. For example, "It's cold in here" is (in semantic terms), a statement about the physical condition of the speaker, but in illocutionary terms may be a request to the listener to close the window or turn on the heater (Richards, Platt, & Platt, 1999). Here is an example of pragmalinguistic failure:

A: You've lost a lot of weight. What have you been doing?

B: Thank you. I've started jogging regularly and it seems to work.

A: You shouldn't overdo it. You are looking quite thin. (Holmes & Brown, 1987, p. 526)

Although B construed the comment as a compliment, it becomes apparent that A meant it as a declaration of concern. The basis for the misinterpretation in this context lies in a perceptual differentiation of appropriate topics for compliments. Hence, in some cultures rapid weight loss may be a cause for concern, whereas in others it may be cause for celebration.

Regardless of teaching context, our primary responsibility is to improve second language communicative competence. This not only involves focusing on form but also addressing pragmatic concerns. Put another way, even if students can produce grammatically correct sentences, it does not guarantee that they can order food appropriately at a restaurant. Bardovi-Harlig and Dörnyei (1997) looked at pragmatic competence in academic counseling sessions and found that pragmatic errors were more severe than grammatical errors. For example, the non-native group tended to use less mitigation in their suggestions and rejections, which resulted in their being perceived as too direct or even rude.

When addressing pragmalinguistic failure, one should take into consideration the cultural gap between the L1 and L2. For instance, different strategies would need to be employed in teaching complimenting behavior to Indonesians. As Wolfson (1981) reported, compliments

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are only used by Indonesians who have been exposed to Western customs. Another example related to complimenting behavior is from Nelson, Bakary, and Batal (1996). They found that Egyptians tend to compliment each other on natural attributes although this is an infrequent topic for complimenting in North America. An Egyptian may give a compliment such as: "Your skin is beautiful." However, within a North American context, this may be misconstrued as sexual harassment. As in the first example, the basis for misinterpretation in this context lies in the perceptual differentiation of appropriate topics for compliments. Hence, in some cultures it may be appropriate to compliment someone on their natural attributes, but in others it could lead to a lawsuit.

Pragmalinguistic failure can lend itself to miscommunication and it can serve to perpetuate the status quo within the parameters of social stratification. Gumperz (1982a, 1982b) illustrates this point in his research with gatekeepers (people who have responsibility over job interviews, loan applications, promotions, and licenses) who were found to misconstrue information about the L2 speaker's abilities and attitudes. One ramification was that minority groups were not allowed the same degree of access to opportunities and resources that would offer upward mobility as compared to the majority. This form of institutional discrimination that often occurs without intended bigotry can be thwarted by properly preparing L2 learners pragmalinguistically.

House and Kasper (1987) argue that corresponding effects (i.e., strong similarities) can be found in some languages such as Danish and German, and these similarities make it possible to transfer certain strategies into English without formal instruction. However, students tend to compartmentalize their knowledge and fail to carry over what they already know to a new task. This tendency to compartmentalize knowledge should be taken into consideration when planning to teach strategies to avoid pragmalinguistic failure.

Another notion that needs to be examined is that there are some linguistic and cultural universals vis-a-vis pragmatic knowledge (Kasper, 1997a). For example, learners know that they need to indicate to their interlocutor that they are paying attention through back channeling and appropriate non-verbal cues (see the article by Fujimoto in this issue) or that there is an organizational structure in turn taking. Kasper (1997a) reviewed 10 studies that indicated that pragmatic competence can be taught and comparison of control and experiment groups illustrate the effectiveness of instruction. When implicit vs. explicit instruction was taken into consideration, it was found that students' pragmatic ability improved regardless of the methodology employed. However, the group that was taught by explicit instruction performed better than any other group. An eclectic approach and the use of suggestopedia were both effective in improving students' pragmatic ability, but students taught by the eclectic approach outperformed the suggestopedia group. The review of the 10 studies also indicated that the students' level of second language proficiency does not seem to hinder the teaching of pragmatic competence.

In Japan, learners rarely have the opportunity to use the L2 outside of the classroom, which limits their out-of-classroom observation opportunities. However, authentic materials can be brought into the classroom (Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, & Reynolds, 1991; Kasper 1997b). EFL/ESL textbooks are not considered sources of authentic material because there appears to be a wide discrepancy between the way native speakers use the language and what is represented in the texts. For example, Bardovi-Harlig et al. (1991) found that when examining conversational closings in 20 textbooks, few of them represented naturalistic use, implying that even the native speakers who contribute to textbook development may lack explicit knowledge of pragmatics.

The course of action for instruction should follow a two-pronged approach. First, awareness raising provides opportunities for students to increase their knowledge base vis-a-vis pramalinguistics. For example, students could be taught under what circumstances it is appropriate to compliment someone, what topics are appropriate, and what syntactic formulas are most commonly used. Second, students could be given a task such as studying a film outside of class in conjunction with its screenplay and taking notes on the pragmalinguistic features that were explained in class. Students could then report back to class and compare their notes with others. This approach would provide opportunities for students to focus on applicable features in the film context and at the same time enable them to "make connections between linguistic forms, pragmatic functions, their occurrence in different social contexts, and their cultural meanings" (Kasper, 1997a, p. 10).

The relevance of pragmalinguistic failure to language teaching is that it is an important component in the development of communicative competence. It is important to examine the L1/L2 relationship in regards to corresponding effects and also determine the types and degrees of difference between two respective cultures. Furthermore, learners need to be made explicitly aware of what they already know in order to consistently and correctly apply their knowledge. This should involve the use of authentic materials to raise awareness and to provide opportunities for practice.

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Pragmatics in Language for Specific Purposes Training: A Focus on Medical Discourse

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Pragmatics studies how people produce and comprehend a communicative act or speech act in speech situations. The medical encounter is one such speech situation, and it is worth investigating in terms of pragmatics. In the field of medical discourse as English for Specific Purposes (ESP) or Japanese for Specific Purposes (JSP), learners' ability to master communicative skills in their professional field is particularly important. Many international medical residents or medical students struggle to master a target language in order to smooth their communication with patients (see Eggly, Musial, & Smulowitz, 1999). In this article, I would like to review the literature of medical encounters and consider the relevance of this research to language for specific purpose training.

Doctor and patient communication has been studied extensively since the 1970s. While much of the cross-disciplinary literature on medical encounters is linguistically atheoretical, there are numerous books and articles devoted to the discourse of medical encounters which focus on power relations between patient and doctor using linguistic analysis (Ainsworth-Vaughn, 2001).

Coulthard and Ashby (1975) studied medical interviews sociolinguistically, and showed patterns of information-seeking and control. They analyzed doctors' or patients' initiation, response, follow-up, and interruption, and found that the most frequent types of exchange are doctor-initiated information-seeking exchanges rather than patient-initiated information-giving exchanges. In a way, this is similar to classroom discourse, where the power relationship between teacher and students is unbalanced.

A much more detailed analysis of questions and answers in medical discourse (between physician and patient) was conducted using conversation analysis (West, 1993). Her findings suggest an asymmetric distribution of utterance-types by the initiation of questions and answers by physicians and patients.

Mishler (1984) investigated the discourse of medicine or dialectics of medical interviews much more closely from a psychologist's point of view. He used a method of discourse analysis using transcriptions from video and audiotaped medical interviews. He developed a detailed, modified approach toward the use of transcription, which allows

本論は、語用研究で用いられた手法や研究を通して明らかになったことがらを、医学系の専門英語教育(ESP)および専門日本語教育(JSP)のコミュニケーション能力習得訓練にどのようにしたら役立てられるかを考えることを目的とする。医学系の語学教育では、特に臨床における医者と患者間のコミュニケーション能力を獲得することが学習者にとって必須であり、そのニーズも高い。そこで、先行研究を概観したのち、いくつかの訓練案を提示する。

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for a comparison of the two voices, the voice of medicine and the voice of the ordinary world. In addition to regular features of utterances and turn taking, such as length and location of silences and overlaps between speakers, he used two different printer fonts, and treated shifts between voices as interruptions, whether they occurred within or between speaker turns. His study shed light on medical discourse and how it adopts the perspective of patients expressed in the voice of the everyday world.

The relationship between gender and power of physicians and their patients is one of the major issues in studies of medical discourse. West (1990) studied how physicians formulate their directives to patients and how patients respond to those directives. She found that female and male physicians issue their directives in dramatically different ways. Their alternative formulations have consequences for patients' responses. She found in her study that male physicians used aggravated forms that emphasized differences between their patients and themselves, and showed hierarchical physician-patient relationships. On the other hand, female physicians employed mitigated directives, minimizing status differences between physician and patient. Ainsworth-Vaughn (1992) studied the ways topic transitions are made in physician-patient encounters in terms of power, gender, and discourse change. She found that reciprocal topic-transition activities, assumed to share power between physician and patient, and unilateral topic transitions, assumed to allocate power to the speaker, differ widely by the gender of the physician (see also Davis, 1993).

Tannen and Wallat (1993) studied doctor, mother, and child communication in a pediatric setting. In this setting, not only doctor and patient, but the patient's caretaker (mother) are involved, making the communication more complex. This sociolinguistic analysis revealed the complexity of cognitive, social, and emotional demands on the pediatrician posed by parent involvement in the examination of the child. Overlapping, competing, and conflicting frames are observed in all participants, and misunderstanding can result from choice of phrasing, intonation, and other linguistic and paralinguistic cues based on differing expectations.

As reviewed above, studies of medical discourse suggest a wide variety of topics in pragmatics and language teaching as a second language. Theory can be applied in practice in order to facilitate the learning of medical residents so that they become more able to communicate humanely with patients in the target language. Following are some specific training suggestions that could use the findings from this literature.

Using the Initiation-Response-Follow-up (I-R-F) framework, international medical students or residents do a role play in a clinical setting. They first focus on the appropriate expressions for I-R-F, then acceptable turn-taking and pauses between I-R and R-F.

Learning various types of questions and how to use them appropriately is also a useful exercise for medical students. Questions may be categorized, and merits and demerits of a referential question and a display question in a clinical setting may be discussed from a pragmatics point of view. The students may view the videos of the actual medical encounter.

Distinguishing between voices of medicine (professional language) and the everyday world (ordinary conversation) may be very important for medical students (see Mishler, 1984). International medical students must prepare to deal with at least two types of voice (doctor's voice and patient's voice)—and most likely, each voice is supported by its own unique language style. Roleplays can be conducted so that students can experience both doctor and patient roles in order to learn ideal communication styles.

Gender and power also exist in medical discourse. Interactions between doctors and patients of different or same gender may construct different power relationships. Activities may be assigned to the medical students so that they observe their seniors' medical practice and take notes about what they saw and heard in terms of pragmatics of gender and power relationships. Later, they can roleplay the situation.

Students in clinical practice encounter not only adults, but also children and their caretakers. Caretaker and child may use different pragmatic strategies (such as overlapping, competing, conflicting, etc.), and it is an excellent exercise to discuss, observe, and roleplay such situations.

The above are only a few examples. Additionally, students can observe or look at actual clinical practices by using video, or use roleplay scenarios in order to have opportunities to practice coping with medical, professional, and everyday life contrasts. Medical discourse provides rich resources for the teaching of pragmatics in general and specific guidance for the teaching of language for a specific purpose.

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Chapter in Your Life

...with Joyce Cunningham & Mariko Miyao <chapter-life@jaltpublications.org>

This month, JALT Osaka's Program Chair, Wade Muncil, talks to us about the efforts his chapter is making to keep a dynamic group of professionals together. The coeditors warmly encourage 750-word reports of chapter interest in English, Japanese, or a combination of both.

From KALT to JALT Osaka

Our Osaka chapter is proud to be one of the founding cornerstones of JALT. KALT (The Kansai Association for Language Teaching) was conceived in Odawara in 1974 and born in Osaka in 1975, weighing in at a healthy 50 members. Similar groups subsequently formed in the Kanto and Tokai regions, and in 1977, all three combined to establish JALT. The rest is language-teaching history.

In its growth years, KALT, and subsequently JALT Osaka, provided a social hub and enjoyed attendance numbers often exceeding 100 members at meetings. Those were the days! However, with changing demographics, JALT Osaka is no longer the only game in town. There are now several groups such as the British Council, Temple University's Osaka branch, ETJ (English Teachers in Japan), as well as publishers and online sites that help support foreign and Japanese language teachers. Participation in our chapter has dwindled accordingly.

At present, our meetings are typically attended by officers and a smattering of our members. The sessions are productive, friendly, and professional, whereas the after-meeting gatherings, "night school," are a time to get to know each other and have fun. These after-meeting powwows are a vital part of our cohesiveness and a great time to digest and gain different perspectives on what went on at the more formal confabs. They are also where many of our new ideas are conceived and put into motion. The combination of serious business and socializing seems to work for us in facilitating good talk about good teaching.

We would love to see better attendance at Osaka JALT meetings, but everyone understands how difficult it can be to set aside time on a Sunday afternoon to go to ANOTHER meeting. To try and improve our turnout, we've been experimenting with various meeting sites, program ideas, and local membership schemes. We've tried more expensive but more easily accessible venues. We had a Saturday night meeting in a room adjoining an Irish pub, a park in northern Osaka last autumn provided a beautiful and free setting, and our most recent meeting was held at a small, home-style conversation school. We teamed up with the Kobe Chapter to put on a very successful joint meeting in November as part of the Four Corners Tour. We're continuing to look for ways to work with publishers and other groups and to work as efficiently as we can as a team. Collaboration means half the work and twice the product. Everyone is busy and we want no one to burn out. Our April meeting will be a combined "My Share" style meeting and family-style hanami picnic in Osaka Castle Park, which we hope will serve some of the social, recreational, and professional needs of a large number of our members. We're striving to be more inclusive and more representative of various teaching and learning contexts and interests of those in our area. As one way of doing this, we've begun offering local memberships, with the aim of recruiting more Japanese teachers and students, among others.

We are also looking for ways to serve members who may choose not to attend meetings no matter when, where, or how they are held. We're hoping that we can utilize the Internet more to serve such members with better communication and more frequent reminders of upcoming events throughout the region. We're also currently in the process of conducting an online survey in an effort to better understand, represent, serve, and involve our members and our community.

Things have changed a lot since the boom years of baby KALT. We may not again match the attendance at our meetings of those days, at least not on a regular basis. But especially now with the ease with which information can be shared on the Internet, we feel that there is a lot more we can do to be of service to our members and our community, both personally and professionally. Our linguistic sandbox is full of fun and has a lot of potential. We may not be able to be all things to all members, but we firmly believe we can be more things to more members. That is our goal. We welcome the challenge.

By Wade Muncil, Program Chair, JALT Osaka; <caavo504@hcn.zaq.ne.jp>

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My Share

...with Erin Burke <myshare@jalt-publications.org>

This month's My Share looks at two different activities to freshen up your reading classes. Chris Brizzard looks at a fun way to check whether your students really did read their graded readers. Rieko Tanabe talks about the usefulness of reader diaries and describes an activity that can be used at the start of each class to increase speed and comprehension of authentic material.

Jeopardy as a Review for Graded Readers
Chris Brizzard, Soka University <cbrizzard@yahoo.com>

Quick Guide
Key Words: Story review, listening practice, game
Learner English Level: Low-intermediate to advanced
Learner Maturity Level: High school and up
Preparation Time: 15-20 minutes to make questions
Activity Time: Around 30 minutes
Materials: Questions relating to graded readers

In my freshman English course, we read selected graded readers together as a class. I have found that Jeopardy®, a popular US television quiz show, has a format that can be used to create an exciting and enjoyable game to review the contents of the stories.

Procedure
Step 1: Make four or five categories for the story, and make about four to eight questions for each category. I usually use the following categories: places, people, events, and vocabulary. I also try to make the questions in each category progressively more difficult. (Also, don't forget to make a final jeopardy question!) On the day of the activity, write the categories and respective scores on the board. For example:

People	100	200	300	400
Places	100	200	300	400
Events	100	200	300	400
Vocabulary 100	200	300	400	

Step 2: Divide the class into teams of three or four students and have one group begin by saying People for 100, for example. Any member of any group can answer the question, and I call on the first person that raises his/her hand. Keep track of each team's score as the game is played.

Step 3: When all the questions have been answered, it is time for final jeopardy, where the teams must answer one last question. However, instead of saying the answer out loud, each team writes down the answer to the question. They must also write down how many points they are willing to bet that their answer is correct, before they hear the question. These bets should be collected by the teacher before the question is asked. This usually requires a repeated explanation on my part. Give them a time limit such as two minutes, within which they must finish this final jeopardy. When the time is up, collect all the answers, read them to the class, and tally the final score for each team. You can then announce the winners.

Options
For advanced groups, you can use the normal jeopardy format, in which the clue is the answer and the players must provide the question. For lower-level groups, this may be too confusing. You can also bring prizes for the winning teams if you like.

Cautions
Be careful not to allow the game to be dominated by one or two overly enthusiastic students. If this starts to happen, tell them that a different person in the group must respond each time.

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Reading Diary – Wow, I Get It!

Reiko Tanabe, Keio High School <rekotto@yahoo.co.jp>

Quick Guide

Key Words: Reading, newspaper article, discussion

Learner English Level: From high beginner

Learner Maturity Level: High school and above

Preparation Time: Time needed to choose articles and make handouts

Activity Time: 10 to 15 minutes of every class

Materials: Photocopies of brief English newspaper articles

The purpose of this activity is to increase students' use of reading strategies, which will increase their reading speed and comprehension. The activity requires students to read for the main idea within a limited amount of time, thus eliminating time spent struggling with the analysis of unknown vocabulary and sentence structures. Ultimately, the activity will help students overcome their fear of reading authentic passages that often contain many unfamiliar words.

Preparation

Step 1: Choose a suitable reading text. For the purpose of this exercise, I have chosen reading material from the regular edition of The Japan Times. I do not use simplified versions as the relatively familiar vocabulary of those versions allows students to read word by word. Standard editions will also give students a greater sense of achievement in clearing a hurdle formerly considered beyond their ability. It is also crucial to select articles that will draw and hold their attention. Also, the time limits for each step will obviously need to be varied depending on the length of the article.

Step 2: Make a reading diary handout or ask the students to buy a notebook for the purpose of this activity. Keeping a diary is quite useful in tracking students' daily achievement. Students will be asked each class to find the general idea (what the article is about), the main idea (who did what), and the answer to one or two detailed questions each time they read an article. An example of how to record their answers and scores is provided at the end of Step 4 below. It is optimal to do this exercise three to four times a week so as to maximize the students' exposure to

reading. Introducing this relatively quick reading activity every class also allows students to dive into their work without time spent in confusion over procedures.

Procedure

Step 1: Distribute the copied article to the students. Allow ten seconds for students to grasp the general idea of the article. Tell them to turn the articles upside down and write down the general idea of the article in their diary. Let students talk in groups and discuss their answers while the text is still turned over. Students usually form the same group every class. Request that they take turns in the role of discussion leader.

Step 2: Allow another ten seconds to read for the main idea. Students should already have the general idea of what the article is about through the first group discussion. Students then write the main idea in their diaries. Again, allow students to discuss their answers without looking at the text.

Step 3: Ask students one or two detailed questions, then allow them to read the article one more time for 30 seconds. In this case the article was about World Cup Soccer, and the questions asked were Who is Lennart Johansson? and What did English football fans show? They are then prompted to read the article while exchanging their answers with the same group as before. This time students review all the questions and answers from Steps 1 to 3 by reading the text several times together.

Step 4: After a few minutes or so, stop the group discussion and open a class discussion to compare and discuss the answers. Answers can be written on the board by either the teacher or the discussion leaders. Students can then score their answers. Here is an example of a format that works well as either a handout to accompany each article, or as a regular format used in the diaries:

Date: **Score:**

Article: FIFA Praises English Fans

General idea: FIFA and English fans

Main idea: FIFA has praised English fans for their behavior

Detail question 1: Chairman of the FIFA World Cup organizing committee

Detail question 2: Perfect behavior
Scores: 5 = 100% correct, 4 = 80%, 3 = 60%, 2 = 40%,
1 = less than 20% correct

Conclusion

The incorporation of this reading diary into my high school classroom was quite beneficial from the very beginning. In addition to facilitating group discussion, students also tried to get the answers by themselves, dropping the usual role of passive reader. As this activity is a time-constrained reading exercise, students concentrated their attention on retrieving information and eventually learned reading strategies such as skipping, scanning, and skimming. They also realized that it is not necessary to understand every word in order to understand a piece of text. Moreover, as they kept their own personal reading diaries, they were able to track how much their reading skills had improved since the beginning of the semester. Some students reported that they felt much more confident reading English because they had done a large amount of reading in our class. They also felt deeply satisfied that they had managed to read authentic reading materials from The Japan Times.

Book Reviews

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

By now everyone will be getting into the new school year, fresh faces in every class along with all the inherent chaos of a new timetable. This month's Book Review Column includes Adrian Paterson's review of a collocations dictionary, Al Evans' review of a textbook on scientific theories, and William Menz's review of a cultural comparison text. We hope you find them interesting.

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

Oxford Collocations Dictionary for Students English

[Oxford: Oxford University Press, 2002. pp. xiii + 897. ¥3,000. ISBN: 0-19-431-2437]

Reviewed by Adrian Paterson, Matsuyama University

How often have you checked a piece of student writing and found errors like big rain, on March, or look at TV? These errors are collocation errors; the student used a word with the intended meaning, but it is not used in the particular context. To a native speaker, these examples are obviously wrong, but how is a learner supposed to know that in English we use heavy to describe a lot of rain, in with the names of months, and watch with TV? Many dictionaries, both monolingual and bilingual, try to address this using example sentences. However, space is limited, and it is not practical to give all possibilities. Also, the collocates, the two or more words that combine to form a collocation, are not explicitly identified. The Oxford Collocations Dictionary (OCD) is intended to bridge this gap.

This is a specialized dictionary for advanced learners of English who write academic British English. The introduction (p. viii) specifies three main selection criteria for including words: 1) "Is this a typical use of language?"—determined mostly using the British National Corpus (BNC) of 100 million running words; 2) "Might a student of English want to express this idea?"—which led to a focus on current, British, moderately formal English (e.g., essays, reports, formal letters, etc.); 3) "Would they look up this entry to find out how?"—which led to the elimination of nouns from verb and adjective entries on the assumption that users would look up the collocation from the noun.

If a learner is to reach a truly advanced level of L2 ability, they need to go beyond the simple relationship between form and meaning and learn how one word relates to other words, both in terms of the grammatical patterns in which it occurs and the words with which it commonly occurs. Knowledge of collocations is an important part of knowing how to use a word, so the OCD would

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also be useful as a reference for learners studying vocabulary. Other potential users are teachers; the dictionary would be a valuable tool when preparing tests or lessons on vocabulary, as any word worth spending class time on should be taught thoroughly for the above reasons. It would also be useful as a reference when the teacher is grading student writing and unsure of the best word to use.

In general, I found the OCD to be easy to use. The entries are laid out logically and are relatively intuitive. The headwords are in bold type and stand out clearly. Where a word has several senses, each has a separate sub-heading. Collocates are then grouped by parts of speech, and further grouped by the meaning of the actual collocation.

I do have a couple of minor criticisms of the OCD. Firstly, it does not give frequency information about words or collocations. This means that learners do not get an indication of which collocations would be most useful. This is available in some competitors' dictionaries but sadly lacking in other Oxford dictionaries as well. Secondly, limiting it to only British English makes it less relevant for learners in countries where American English is dominant (e.g., here in Japan). It has words like lift and holiday, but not elevator and vacation. This is a limitation of using the BNC as the source of data. A similar corpus of American English is needed to make it a truly useful international dictionary.

I have found one omission in the OCD's entries. Randomly, I chose the word egg for examination. I had expected a dozen to be listed. Although it

has 3,594 occurrences, it is not listed in the entry for egg. Nor is there an entry for dozen, whereas clutch with 574 occurrences is listed under egg. The only reason I can see is that twelve can be substituted, but to me this does not justify the exclusion of such a common collocate.

I think a collocations dictionary is a must for any nonnative speaker who is serious about writing in English or for any university library. However, its size and price make it difficult to justify making students buy it and bring it to class. The money and bag space would be better invested in a good learner dictionary. Since most serious writing is done on computers these days, I would like to see the Oxford Collocations Dictionary, Oxford Advanced Learner's Dictionary, Oxford Idioms, Oxford Wordfinder, and Oxford Phrasal Verbs combined on a CD-ROM or on some kind of handheld electronic device. Now that would be a dictionary!

Definition of terms

Collocate (v), to form a collocation.
Collocate (n), the individual words which form a collocation.
Collocation, words which commonly occur together, usually a pair, although they are not always next to each other.
Corpus, a collection of written or spoken language used for linguistic analysis.
Headword, the main word in a group of related words, or the main entry in a dictionary.
Running words, the number of words in a text regardless of the number of times used.

New Understandings: New Answers to the World's Oldest Questions

Reviewed by Al Evans, Miyazaki International College

Paul Stapleton's New Understandings: New Answers to the World's Oldest Questions is a collection of short essays on current scientific theories that explain our world.

The text is divided into several sections, each addressing a different question. The first section, for example, looks at Life's Origins, and the first chapter is How Did Life Begin? Several theories are represented, some more strongly than others. One example is the notion that an asteroid struck

the earth and obliterated the dinosaurs. This idea is put forth very strongly. The author does not state it as fact, but he doesn't spend much time opposing it either. Another theory is treated differently. The idea of self-assembly states that life may have come about because of a natural tendency to form patterns. Stapleton tells us that this is only one theory of many, that no one has duplicated this process in a laboratory yet, and that this may occur in the future if we gain a

better understanding of chemical processes. This cautious presentation suggests that this theory is not widely accepted.

By presenting a variety of viewpoints, Stapleton gives us a broad look at modern scientific theory. He does not, however, insist that the case is closed but repeatedly points out examples in history where ideas have changed. Through the presentation of modern theory in an historical context, Stapleton delivers one of his central themes: Our understanding of our world and the universe is by no means complete, and we can expect our current ideas to change.

The target audience is the Japanese student of English. The author does not simplify any of the scientific terms, yet the explanations are presented in a form that is easy to understand. The author recommends that students use a dictionary while reading. Each chapter includes a page of exercises with vocabulary, multiple choice questions, and fill-in-the-blank sentences. The vocabulary points are presented with a Japanese word followed by the first letter of the English word. In the back of the book are chapter notes in Japanese to help the reader understand certain language items. I gave a chapter from the book to several third-year students at our college. They described it as easy to read, although one student did complain that none of the answers to any of the exercises were listed in the book.

While pre-reading New Understandings: New Answers to the World's Oldest Questions, I found myself wondering if some of the questions and answers were really all that old. Do genes control our behavior? does not appear to be a very old question. The chapter on this, however, goes into the classic discussion of nature vs. nurture. Thus, a very old question is asked in a modern way and answered using modern theory. The text follows this pattern throughout.

This text would be an ideal source of content for an adult ESL class of intermediate to advanced learners. Reading and talking about the theories presented would appeal to mature learners who want more intellectually challenging topics. College students would also enjoy exploring these issues. My students were interested in the content and immediately wanted to talk about it. One could base an entire reading or discussion course on this text and the ideas within. Taking a single section and going through the chapters could provide opportunities for intensive reading. I wouldn't hesitate to recommend this book to my students for extensive reading during their winter break. The exercises and discussion questions provide ample material for the independent reader, while leaving plenty of room for the instructor to develop suitable supplemental activities.

Exploring Hidden Culture: Deeper Values and Differences between Japan and North America

Reviewed by William Thomas Menz, University of Cincinnati (Ohio, USA)

Exploring Hidden Culture is a simple but interesting view of the many differences between the cultures of Japan and North America. Comparisons with North America only include the United States and Canada; Mexico is not included here because of its very different culture. This is an intermediate level text, divided into three sections, each with short, contextual chapters. This text could be used effectively anywhere in the world as an introduction to cultural differences.

In Part 1, Basics of Culture, evidence of cultural patterns is succinctly and simply put forth. For example, the chapters on the physical environment, religion, and politics are very informative and straightforward, in easy to understand language. Of particular interest is the explanation of the difference between vertical and horizontal societies. This theme is referred to throughout the text. The treatment of religion, though, is very superficial. Only a brief mention of Confucianism, Shintoism, Buddhism, and Christianity are made without further expansion. I can only surmise that because this may be used as an introductory text on cultural differences, a deeper look into religion would come later.

Part 2, Cultural Snapshots, is a very quick and interesting view of a number of categories not

usually represented in a cultural comparison text. The topics range from newspapers to sports to shopping. There is an abundance of new and interesting information within these short chapters.

Changing Values, Part 3, talks about changes in values in modern Japanese society. There are discussions about the new family, the new student, and the new worker. Examples include the rise in the number of female students attending universities, the decrease in arranged marriages, and changes in the lifetime employment system. These chapters contrast with the more traditional topics of acceptance of authority, importance of long-term thinking, and sexual issues discussed earlier in the book, which give the reader a view of the direction of Japanese society. This is especially revealing for students of other cultures.

At the end of each chapter, there are short exercises. These exercises link the content of the chapters with both the English and the Japanese language. The exercises consist of translating vocabulary words from Japanese into English. There are also multiple-choice questions in English and the sequencing of words or phrases into the best order. In the sequencing exercises, a combination of English and Japanese writing is used.

Unfortunately, there is a noticeable lack of a substantive concluding or review chapter. Also, I didn't find the black and white pictures very stimulating. In addition, the entire text has line numbers in the margins in intervals of five. I found the line numbers in the text very annoying, although they may be useful for reference to specific lines in the text.

The author does include, however, a rather inclusive bibliography of the references he used in compiling this book, which may be useful to teachers and students.

This is a simple text in content and scope, and could be used with high school students who are intermediate level and above, with adults of almost any English proficiency level, and in any English teaching context. It is particularly attractive for Japanese classrooms because of the inclusion of the exercises (in Japanese and English) at the end of each chapter. These exercises provide supplementary activities for those individual students or classes who could benefit from the extra practice. Although this book is primarily written for Japanese learners of English, it would be a valuable resource in any TESL program as a short introduction into cultural differences.

Recently Received

...with Jennifer Danker <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 not be available for review after the 31st of May. Please contact the Publishers' Review Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Review Copies Liaison.

Books for Students
Contact: Jennifer Danker <pub-review@jalt-publications.org>

Coursebooks

American Headway (Starter, 1, & 3). Soars, L., & J. Oxford University Press, 2002.
*English Upgrade (1, 2, & 3). Gershon, S., & Mares, C. Tokyo: Macmillan Languagehouse Ltd., 2003.
*Get Real! (Starter, 1, 2, & 3). Buckingham, A., & Craven, M. Tokyo: Macmillan Languagehouse Ltd., 2003.

Get Together (Books 1, 2, 3, & 4). McKeegan, D., & Iannuzzi, S. Oxford University Press, 2002.
*In Company (Intermediate). Powell, M. Oxford, UK: Macmillan Education, 2002.
*Learn to Listen (1, 2, & 3). Lougheed, L. Tokyo: Macmillan Languagehouse Ltd., 2003.
*People Like Us: Exploring Cultural Values and Attitudes. Greenall, S. Tokyo: Macmillan Languagehouse Ltd., 2003.

Course Books continued

*Reading Keys (Silver & Gold). Craven, M. Tokyo: Macmillan Languagehouse Ltd., 2003.
Really Learn 100 Phrasal Verbs. Oxford University Press, 2002.
*Success With College Writing. Zemach, D., & Rumisek, L. Tokyo: Macmillan Languagehouse Ltd., 2003.

Books for Teachers

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

The Changing Face of CALL: A Japanese Perspective. Lewis, P. (Ed.). Netherlands: Swets & Zeitlinger, 2002.
How Different Are We? Spoken Discourse in Intercultural Communication. FitzGerald, H. England: Multilingual Matters Ltd., 2003.

JALT News

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

JALT News is where you'll find announcements and other tidbits of news from the national officers about matters that affect JALT as an organization, as well as its individual members (that means you!). This month is very important as it is the last chance to nominate candidates for the four available national officer positions. **Nominations are only open until May 31st**. If you know of anyone who is interested in volunteering some time to become more involved with JALT and is ready to take on a new challenge, please nominate him/her for one of the following positions.

Call for Nominations

The call is now open for nominations for the following JALT Executive Officer positions.

President

The President shall have general responsibility for coordinating the activities of the Executive Board and for directing and publicizing the affairs of the organization. He or she shall preside at Executive Board and Board of Directors' meetings. The President, with the approval of the Executive Board, shall appoint the heads of committees, subcommittees, and boards not specified in the constitution and bylaws. The President shall be a member of all committees. Voting status is designated by the Bylaws.

Vice President

The Vice President shall preside at meetings in the absence of the President and share the duties and the responsibilities of the presidency. In the absence of both the President and Vice President, another member of the Executive Board, appointed by the President, shall chair the meeting. The Vice President shall chair the Administrative Committee.

立候補者募集

次の全国選出役員の指名推薦期間が始まりました：

理事長

　理事長は執行役員会の活動を統括し、本会の事業を指導し周知させる全般的な責任を有する。理事長は、執行役員会及び理事会の議長となる。また執行役員会の承認をもって、各種委員会、小委員会および定款と定款細則に記載されていない役員会の委員長を任命する。理事長はすべての委員会の構成員となるが、投票権については細則に明示される。

副理事長

　副理事長は理事長不在の際に会議の議長を務め、理事長の責務を補佐する。理事長、副理事長ともに不在の場合は、理事長の指名により執行役員会のその他のメンバーが会議の議長を務める。副理事長は、総務委員会の議長を務める。

会員担当理事

　会員担当理事は、本会の会員の記録を管理し、新しい準支部ないし準分野別研究部会、支部および分野別研究部会の設立のための調整をはかり、これらのグループと本会の全国組織との関係に関わる方針を定め、実施する責任を持つ。またこれらのグループの会員の獲得を支援する責任を担う。会員担当理

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Director of Membership

The Director of Membership shall be responsible for overseeing JALT Membership records, coordinating the formation of new affiliates, chapters, and SIGs, formulating and implementing policies governing their relationship to JALT national, and assisting in membership drives. The Director of Membership shall chair the Membership Committee.

Director of Records

The Director of Records shall be responsible for recording and keeping the minutes of Executive Board Meetings and General Meetings, and for keeping the chapters and SIGs informed of the activities of the national organization. The Director of Records shall chair the Records and Procedures Committee.

All terms are for one year beginning immediately after the Ordinary General Meeting at the JALT 2003 Conference in Shizuoka. This change from previous years is being made to bring their terms of office into conformity with the terms of the other four directors and with the Tokyo Metropolitan Government and Legal Affairs Bureau guidelines for NPO elections. Further descriptions of these positions can be found in the Constitution and Bylaws of JALT as published in The Language Teacher March Supplement: Information & Directory, Officers & Associate Members.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Bill Holden in writing by letter, fax, or email; Faculty of Foreign Languages, Hokuriku University, Taiyogaoka 1-1, Kanazawa-shi, 920-1154; t: 076-229-6153; f: 076-229-1393; email <holden@nsknet.or.jp>. When making nominations, identify yourself by name, chapter affiliation, and membership number, and include your contact information. Identify your nominee by name, chapter affiliation, and membership number, and include his or her contact information. The deadline for nominations is May 31, 2003.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by June 10, 2003. Anyone with further questions about the elections should contact Bill Holden at the numbers above.

事は、会員担当委員会の議長をつとめる。

書記担当理事

　書記担当理事は執行役員会会議及び総会の議事録を作成、管理し、本部の活動について支部と分野別研究部会に周知をはかる責任を持つ。書記担当理事は、記録管理委員会の議長をつとめる。

　東京都及び法務局の指導に従い、今年度の全国選出役員の任期は静岡県で行われる2003年度総会の直後から1年間です（例年は2年間）。2004年度からは、全国選出役員は、8人全員が2年の任期で同時に選出されます。詳しい情報は「*The Language Teacher*」の3月号付録の役員名簿に載っている学会定款と定款細則を御覧下さい。

　候補者は正会員でなければなりません。自薦でも他薦でも文書（手紙、ファックス、電子メール）で、下記宛先に連絡して下さい。

連絡先：
〒920-1154
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北陸大学　外国語学部
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　推薦して下さる方は御自分の名前、支部と会員番号、連絡先を明記して下さい。立候補の期限は2003年5月31日までです。
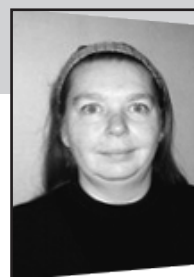　立候補者は履歴書、所信表明と写真を2002年6月10日までに送付しなければなりません。この選挙について質問のある方はビル　ホールデンに連絡して下さい。

Special Interest Group News

...with Kim Bradford-Watts <sig-news@jalt-publications.org>

For your planning purposes, this is a list of the events that SIGs are organizing so far for 2003. However, since some events and dates are tentative, please contact the appropriate SIG for more information.

Upcoming SIG Events

- **May 10-11**—Pan SIG 2003 (Pragmatics, TEVAL, Kyoto Chapter) at Kyoto Institute of Technology.

- **June 7-8**—JALTCALL 2003 at Nagoya.

- **June 14**—Multi-lingual Families: Identities, Cultures, and Languages (Bilingualism, Hokkaido Chapter) at the Hokkaido International School, Sapporo.

- **September 27-28**—Peace as a Global Language (GALE, PALE, etc.) at Seisen University, Tokyo.

- **October 17-19**—Learner Development: Contexts, Curricula, Connections (CUE, Learner Development) at Kobe YMCA.

Bilingualism—The Bilingualism SIG and the Hokkaido Chapter will cohost a forum on bilingualism entitled Multi-lingual Families: Identities, Cultures, and Languages on Saturday, June 14, 10:00-3:00, at the Hokkaido International School in Sapporo. The morning sessions will consist of three presentations by the main speakers, two in English and one in Japanese. In the afternoon there will be two panel discussions, one in Japanese and one in English. During the lunch break there will be an Educational Materials Swap Meet at which people can give away educational materials that their children have outgrown. Contact Peter Gray <pag@sapporo.email.ne.jp> for more details.

College and University Educators—(CUE) is pleased to announce our new website at <allagash.miyazaki-mu.ac.jp/CUE>. Look here to find back issues of our publication, OnCUE, more information about the fall mini-conference, and other CUE events as they arise.

The fall mini-conference is being presented in conjunction with the Learner Development SIG, and our theme this year is Contexts, Curricula, and Connections for Learner Development. For those interested in pre-registering or presenting at the Kobe conference, click on the mini-conference link in the upper left corner of the homepage, or send proposals directly to Phil McCasland at <proposals@kobeconference.com>. There is also a poster in .pdf format advertising this event. Please print it and let your colleagues know what we are doing.

In addition, this new site format is interactive. It allows members to submit, discuss, and ultimately publish anything relevant to teaching in Japanese colleges and universities. Joining is free and only takes a second. However, the website will only flourish if members take the time to participate. Check it out now and let everyone benefit from your professional experiences in Japan. People with an interest in administering and editing part of this website should contact Andrew Obermeier at <andrew@kyokyo-u.ac.jp>.

GALE, GILE, PALE, and TC are cosponsoring Peace as a Global Language II at Seisen University, Tokyo, September 27-28, 2003, featuring plenary speakers Spencer Kagan and Mizuho Fukushima. Please visit the conference website for further details: <www.eltcalendar.com/PGL2003>.

For Kagan's pre-conference Japan workshop schedule, please visit the website above or contact Jane Joritz-Nakagawa at <vf2j-nkgw@asahi-net.or.jp>.

Pragmatics—Our Program Chair, Megumi Kawate-Mierzejewska <mierze@tuj.ac.jp>, is busy helping to coordinate our part in the 2nd Annual Pan-SIG Conference at Kyoto Institute of Technology, May 10-11. There we will welcome our featured speaker, Gabriele Kasper, the world leader in interlanguage pragmatics research—don't miss it! Also, don't forget to visit our website for the latest information at <groups.yahoo.com/group/jaltpragsig>.

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

SIG News/Contacts

SIG Contacts

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**Gender Awareness in Language
Education—**Kris Mizutani;
<konstructjp@yahoo.co.jp>;
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<www.jalt.org/global>

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Chapters are invited to submit reports of their monthly meetings. Please discuss the presentation in a clear and informative way, which will be interesting to readers from other chapters. Please check the submission guidelines for more information, or copy the format appearing below.

Akita: February—How Can Teachers Bring About Language Learning Based on Learning Strategy at Junior High School? by Koki Dobashi. We started with a Powerpoint presentation outlining the background of Dobashi's study. His goal was to develop a system by which teachers can foster student autonomy in English learning through the use of learning strategies. Basing his work on Rebecca Oxford's Strategy Inventory for Language Learning, he distinguished between direct and indirect strategies. The direct strategies include memory strategies, cognitive strategies, and compensation strategies; and the indirect strategies are metacognitive strategies, affective strategies, and social strategies. The uniqueness of this study was Dobashi's adaptation of theory to the reality of students learning English in a Japanese junior high school. During the first part of the presentation we discussed the various strategies, and in the second part we had a question and answer period. Since many Japanese participants in the audience were English teachers at junior high schools, we concluded the meeting with a lively discussion of the practical aspects of Dobashi's work.

Reported by Stephen Shucart

Hiroshima: January—(three presentations) Listening from the Top Down and the Bottom Up by Alastair Graham-Marr. The formulaic speech of routine situations, such as ordering food in a restaurant, can be understood largely on the basis of the listener's understanding of the world (top-down listening). The listener needs only to listen to confirm expectations. In other situations, such as receiving instructions, the listener must engage in bottom-up interpretation of meaning from sounds, words, and blocks of connected discourse. This is problematic for many Japanese students, who can understand words in isolation but have problems with connected speech. Graham-Marr demonstrated several examples of sentences that can be made easier to understand if the students are made aware of some common tendencies in the enunciation of connected discourse, and then described how sequences of communicative tasks can be designed to enhance both top-down and bottom-up processing.

Impact Values: Critical Thinking and Real Debate by Paul Rosengrave. Rosengrave gave an extended example of a set of activities designed to help Japanese students develop their English discussion skills. The first step in designing these activities is to select a topic that will capture the students' interest. Then take a clear, unique, and perhaps controversial stance on the issue. Next, create a reading or listening text using words and structures appropriate to the students' level and promoting the selected stance. Since it's important to help students overcome cultural and linguistic roadblocks that frustrate their efforts to express themselves, teachers should also give sample opinions and supporting statements, provide some useful, easy expressions that they can use, promote discussion in non-threatening formats such as pairwork, and perhaps assign roles so students do not need to give their actual opinions.

Plains, Locomotives, and Karz: Vocabulary Pitfalls by Ivan Sorrentino. Sorrentino began by reviewing some of the problems in selecting an appropriate vocabulary for students to learn. First, there are difficulties in defining word boundaries, in counting how many words exist in English, and in measuring how many words native speakers know. The students' needs will suggest how many words they should know, and in what categories, but pitfalls lie in the way of students' mastery of the vocabulary, including multiple meanings, grammar and collocations, levels of formality and modernity, and mistakes generated by wasei eigo coinages. Learning strategies and planned and incidental exposure (through direct teaching and extensive reading) to the target vocabulary are important. Sorrentino concluded with a demonstration of how he uses word cards to learn and review vocabulary.

Reported by Gordon Luster

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

Kyoto: February 2003—Coaching Success in the Classroom by Jimmy Yagi. Yagi is a well-known basketball coach from Hawaii, and although the training of young basketball players and the teaching of English as a second or foreign language may seem very different, there are a surprising number of shared principles and approaches. Firstly, Yagi emphasized the need for a coach to be prepared to take risks and to change focus when something is not working. He also tries to remember the things which other coaches did that annoyed him when he was a player in order to avoid doing the same things himself. Secondly, when training younger kids, the way to get results is to catch and to hold their attention by creating fun drills using rhyme and rhythm. Basketball training requires a lot of repetition of the same movements. Yagi outlined four stages in the acquiring of a new skill: 1) unconscious incompetence, 2) conscious incompetence, 3) conscious competence, and 4) unconscious competence. To progress from one stage to the next requires a lot of repetitious practice so the coach has to introduce variety and let the kids see and feel his passion for the training and the game. "Today's kids don't worry so much about how much you know as how much you care," he observed. Yagi went on to give a lot of advice on how to motivate young people. He pointed out that you cannot teach them anything unless their minds are open to you. So you should not yell at them or embarrass them but be as positive as possible. Serious problems should be talked over in a private place. Similarly, you need to handle mistakes carefully. You should give the kids the freedom to make their own decisions and mistakes. Acknowledge a mistake at the time by eye contact but do not interrupt the game. Use timeouts for comments. For young basketball players with great potential but low motivation, Yagi recommends mentoring as the solution. He believes that everyone has a button that, when found and pushed, will get them going. A good mentor will look for and find the button, then nurture the player but give him the freedom to "go it alone." Yagi left it up to the audience to ponder and apply the parallels between his profession and ours.

Reported by Amanda Gillis-Furutaka

Nagasaki: February—Three Easy Pieces, Crossing Cultures by Tim Allan. We discussed and demonstrated three cross-cultural tasks intended for lower to intermediate-level high school and college students, although they could have been just as readily adapted for various other ages, levels, and settings. After discussing the teaching context and the changing needs of our learners, we discussed some of the controversies surrounding the meaning, form, and use of "culture" in the classroom, before going through three pieces with lively group work, interaction, and discussion accompanying each one. The first activity drew on authentic culture and history, basing a pairwork and information gap reading activity on historical accounts of the nuclear bombing of Nagasaki on August 9, 1945. The second activity attempted to weld real critical thinking skills with a largely student-generated simulated exercise, featuring a gathering of cultural anthropologists from the semi-imaginary nations of Mondia (in the South Pacific) and Grand Fenwick (in Europe, from the 1950s satirical novel and movie, The Mouse That Roared). Finally, we explained and collectively evaluated portions of a corporate language training programme simulation set in the Southeast Asian nation of Semangal. We also discussed how to apply the same kinds of activity to our various teaching and learning environments here in Nagasaki.

Reported by Tim Allan

Omiya: November—Vocabulary and Grammar as Foundations for Reading Instruction by William Grabe. Grabe discussed the importance of grammar and vocabulary in reading. Syntax provides the signals needed to process a text; word order, prepositions, discourse signs, and inflexion all combine to build meaning. Students need the ability to recognize how the pieces fit together in order to build a propositional structure. Whilst basic grammatical structures can be assumed in a reading course, it is often necessary to teach more complex features in order for learners to make sense of what they read. Grabe stressed that items for raising awareness of structure should be drawn from the text being read and that instruction should be in discourse analysis form rather than decontextualised exercises. Students should be encouraged to form generalisations then given opportunities for both recognition practice and production.

Vocabulary learning should also be contextualised. Research has shown that motivation, explicit instruction, incidental learning, multiple exposures in multiple contexts, elaborated learning, and independent learning strategies are key factors in successful vocabulary building. Grabe's velcro theory of vocabulary learning provides a 10-point framework: focus on a few key words at a time; build and use related word sets; provide reading support with glosses and simple definitions; create a vocabulary rich environment; have students collect and share words; teach learning and understanding strategies; emphasise the importance of attending to words when they are important for comprehension; recycle vocabulary frequently; teach dictionary skills; and focus on word relationships.

Finally, Grabe stressed that when selecting items for study, teachers should prioritise words which are central for comprehending the text and organising related words, which are generally useful, which have multiple meanings, or which fit into semantically or grammatically related groups. Most importantly, don't overload. For optimal learning, the list should be limited to between five and seven words from a short text.

Reported by Amanda Everaert

Osaka: February—Education and English Teaching in Vietnam and Thailand by Cao Loan, Gerald Williams, and Brent Poole. Cao Loan gave an excellent overview of the Vietnamese education system. Vietnamese education is deeply rooted in Confucianism resulting in a profound respect and love of learning among Vietnamese people. Unlike Japan, the number of Vietnamese people who wish to attend university is growing, resulting in large classes, a shortage of facilities, and not enough trained teachers.

Williams has been working with Cao Loan and has visited Vietnam for the past ten years. He explained his ideas for further collaboration between Japan and Vietnam. He is working on setting up an NPO that would facilitate sending to Vietnam, for short periods of time, well-trained volunteer English teachers, not only to teach English but also to help train more Vietnamese teachers in methodologies of English teaching.

Finally, Poole spoke about his volunteer activities in Northern Thailand where he was a volunteer teacher of English in a refugee camp near the Burmese border for two weeks. He said that he had gained insight into his own teaching by undertaking this project, where standard textbooks that talked about subjects like restaurants and fashion were totally inappropriate. Tools that we often take for granted, such as copy machines and blackboards, weren't available, and on occasions he even had to remove chickens from the classroom! Poole is hoping to return and do more volunteer teaching during his holiday periods saying that he feels he will be able to be more effective the second time. The three presentations provided insight into what to expect and the experiential gains that can occur when volunteering for teacher-training or teaching English in Vietnam and Thailand.

Reported by Anne-Marie Tanahashi

Sapporo: February—Assimilation Game by Akemi Ito. Ito introduced the assimilation game Outside Experts. The basic idea is to allow the participants to experience for themselves the kinds of problems people from different cultural backgrounds encounter when they meet one another. Ito calls the assimilation game a "vaccination against culture shock." We started by dividing into groups. In each group, one person was designated a Tanaran. The remaining participants in the group were asked to be researchers. Their job (later on) would be to interview the Tanaran in order to collect data for their research. The teacher, or in this case, facilitator, took the Tanarans to another room where she supplied them with a set of instructions and rules. These instructions and rules had to be followed during the interview with the researchers. Rules included such things as: avoiding eye contact (this is rude in Tanaran culture), and smiling profusely at the interviewer who sat in the middle (people who sit between others are deemed important in Tanaran culture). The Tanarans were also given explicit instructions to answer questions with yes/no responses only. While the Tanarans learned the cultural norms, the researchers worked within their groups, making a list of 15 to 20 yes/no questions to ask in the interview.

The interview lasted approximately 20 minutes. The Tanarans were then rotated to a different

research group, and the process was repeated. This continued until each Tanaran visited all the research groups. During the final 20 minutes of the presentation the researchers and Tanarans were given a chance to express their feelings about the interviews. Both groups found each other to be rude, at times disrespectful, and somewhat strange. The researchers noted that the Tanarans showed little eye contact (a polite gesture in Tanaran culture), and smiled excessively at times (making the interviewer uncomfortable). The Tanarans claimed the researchers asked insulting questions like, "Do Tanarans have computers?" or "Can Tanarans write?"

Before ending the class, the facilitator explained the Tanaran customs to the researchers. She then compared the Tanarans and researchers to foreign language learners. She noted how many language learners can only ask short yes/no type questions and how people from different cultures can easily misinterpret one another. Ito ended the presentation by saying that most people learn about cultures from the outside (i.e. through books) but really need to learn through interaction with foreigners.

Reported by Alan Bossaer

Shinshu: February—Fun Communication Games for Serious Teachers by Asako Kajiura and Greg Goodmacher. In this presentation we learned, and played, a number of language games suitable for use in reading, speaking, writing, listening, and content-based EFL classes. Some games were designed for children, such as Drawing a Monster. Each small group was given drawing materials and a vocabulary list; we then took turns adding something to the drawing and saying aloud what we had added. Other games were for older learners. The Visualization Story is designed to call into play all five senses. Learners are asked to close their eyes while the teacher sets the scene (past or future time, type of environment, etc.) then asks questions about what participants see or hear. This guided experience can be used as the basis for subsequent conversation or discussion. The three reading games were very interesting. The first one can be used to review higher level vocabulary, notoriously difficult for learners to process in sufficient depth for long-term retention. Learners are given a sheet with words (some including collocations), parts of speech, and definitions. Small groups then make sentences, taking turns to build up one word at a time. They can be encouraged to combine a number of the items to invent long offbeat sentences. Another game involves learners listening to scrambled sentences. They are allowed to write only after listening. Small groups work together to recall all the words and unscramble the sentences. The final game was a pairwork activity, with each learner having similar texts on the geography of the USA and England. Partner A reads one paragraph, while partner B listens and writes any divergent information above the text. They take turns reading and listening, and then compare their texts. Learners use both their reading skills and knowledge of the world to decide which information is correct. Next, the teacher provides the correct answers. This game ended with a map exercise in which learners locate cities and regions, useful for reinforcing geographic knowledge.

Reported by Fred Carruth

Yokohama: January—ELT Materials Use and Design: Problems and Resolutions by Kenneth Beigel. Teaching materials, usually in textbook format, are key elements in any language learning classroom and have an important role to play in ensuring the successful interaction with and usage of the language for students. Beigel's presentation focused on selecting and writing materials appropriate to the teaching situation and on potential difficulties which may be encountered. Materials usage and design were discussed with particular reference to four classroom environments: conversation/business English, secondary education, university branch campuses, and university classes. The presenter, who has taught in Japan since 1984, guided the participants in a discussion of the numerous issues involved. Problems concerned with having appropriate and effective materials to work with were addressed, including choosing and using textbooks for multilevel classes. Other issues examined included curriculum design, the use of the Internet as a materials source, identifying student needs, production of in-house materials, using and adapting standard textbooks published by the major presses, and textbook writing. The presentation addressed the issue of classroom materials from quite a number of perspectives and various solutions were proposed in order to make the most effective use of materials.

Reported by Eddy White

Gifu—JSL: Learning It and Teaching It by Yuko Yamamoto and Hiromasa Imai. Yamamoto will look at the differences between the accuracy required in the classroom and to pass the Japanese Proficiency Test, and the fluency necessary for life outside the classroom. Imai will speak about the enjoyment of teaching Japanese language and culture, and student/teacher cooperative learning. Sunday May 25, 14:00-16:00; Heartful Square (southeast section of JR Gifu Station); one-day members ¥1000.

Gunma—An Effective Way to Teach Writing by Hiromi Kobayashi, Bunkyo University. Many teachers are reluctant to teach English composition because it tends to be labor intensive. Given the limitation of available time, we must be practical and reduce our workload. One way to do this is not to correct all the students' mistakes and use the time effectively. Kobayashi will give a few practical suggestions. Sunday May 25, 14:00-16:00; Maebashi Kyoai Gakuen College (t: 027-267-7575); one-day members ¥1000, students ¥200, newcomers free.

Kagoshima—My Share. Once again this will be an opportunity to share your favourite activity. It is hoped that all those who attend will be able to offer at least one short activity. Please make sure that it takes no longer than 15 minutes. Sunday May 18, 14:00-16:00; Jellybeans Kousha Building 1F-4F (near Shinysahiki Tram Stop); one-day members ¥800.

Kobe—1) The Psychology of Difficult Students and 2) Trends in Education and How e-Learning will Change the World by Curtis Kelly. 1) Every college teacher must face students who are bored, indifferent, and even hostile. While there are no simple solutions for dealing with such students, four theories in psychology related to motivation, moral development, and learning provide fascinating insights. 2) The presenter will discuss four trends that are changing the role of education in society: centralization, adult education, a shift in pedagogical focus from content to process, and e-Leaning. Sunday May 25, 13:30-16:30; Shigaku Kaikan (t: 078-331-6623); one-day members ¥1000.

Matsuyama—Mother Tongue Acquisition vs. Foreign Language Learning by Kiyoshi Shioiri, Matsuyama Shinonome College. Mother tongue acquisition and foreign language learning are vastly different processes. Children are born hard-wired for language acquisition, and are also malleable enough to rapidly acquire language they are exposed to in the environment. On the other hand, adult learners lose the malleability and instead have the mother tongue deep in their minds. The mother tongue will constantly be transferred when learning a foreign language. Sunday May 11, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members ¥1000.

Nagasaki—Elementary School English: Teaching Through Songs and Games by Richard Graham and Will Jasprizza of Genki English. The presentation will discuss the Monbukagakusho guidelines for English at the elementary school level and how to implement those guidelines in a fun, motivating way. The presenters will cover a range of topics including thinking like a kid, making use of games, how to use songs, class control, and motivation techniques. The last part of the presentation will be open for questions. Sunday May 11, 13:30-16:30; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre Free Space; one-day members ¥1000.

Okayama—1) Attributions of Success and Failure; 2) Is L2 Oral Test Performance Affected by Audio Stimulus Genre? by 1) Peter Burden, 2) Paul Hullah. 1) How do Japanese learners interpret and construct reasons for their success and failure in learning a foreign language and make sense of their learning situation? Results of a questionnaire of 231 university students suggested that learners saw ability and effort as being principal attributions for success and failure. 2) Research findings demonstrate that written stimulus genre affects L2 written test performance. Current L2 testing elicits spoken language using audio prompts, but the effect on learner spoken performance of audio prompt genre remains unstudied. This paper describes an experiment, conducted with Japanese university subjects, which investigated this hitherto unmapped area. Saturday May 17 (date

weblink: www.jalt.org/calendar/

is subject to change), 15:00-17:00; Sankaku A. 2F; one-day members ¥1000, students ¥500.

Omiya—Using Movie Scripts, Lyrics, and Pictures from the Internet by Rich Porter, Mie University. The presenter will demonstrate how to access and use movie scripts in the classroom. Attendees will see how to quickly match the text on the Internet to a movie scene for a cloze exercise. They will also learn a similar application for lyrics. In addition, attendees will see how to spruce up handouts with pictures, mostly for free. Sunday May 18, 14:00-17:00; Omiya JACK (near Omiya Station, west exit), 5F, conf. rm. #1; one-day members ¥1000.

Shinshu—14th Annual Suwako Charity Walk with Yuichi Miyabara. The 14th Annual Suwako Charity Walk offers an opportunity to walk around part of Lake Suwa while talking with experts from Shinshu University about the local ecology. It is followed by a forum and other events. The event is open to all, especially families with children. Please bring your own packed lunch. Saturday May 3, 8:00-13:30; meet at the Yagai Ongaku-do (the outside music auditorium) of Katakura Fureai Nagisa (the lakeside park across from the Katakura bldg) in Suwa City; free for all.

Toyohashi—Annual Potluck Picnic. All are welcome to attend and to invite guests. Please bring something to eat and drink. There are convenience stores near the picnic site, and we plan to have a barbecue. See you there! Sunday May 18, 11:30-14:00; Ryokuchi Koen, Toyohashi (nearest station is Takashi); one-day members free.

West Tokyo—How to Make Your Own Webpages and How to Make Web-Based Online Drills for Learning and Teaching by Etsuo Kobayashi. A workshop in which participants will learn how to make web-based online drills on the Internet and how to use them in their classes. First you will learn how to make simple webpages and then to create online drills to be linked to these pages. You will be able to use the webpages and drills at your own school even after the workshop. Saturday May 31, 13:30-16:00; Rikkyo University Niiza Campus (near Niiza station on the Musashino line or Shiki station on the Tobu-Tojo line);one-day members ¥1000.

Yamagata—England in Terms of its History, Culture, Education, Language, etc. by Kevin Payne. The presenter will speak on the above mentioned topic focusing on English as a means of global communication in the 21st century. Saturday May 10, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members ¥800.

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**See you at this year's national conference:
JALT2003 in Shizuoka – November 21~24, 2003
"Keeping Current in Language Education"
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Conference Calendar

...with Linh T. Pallos <conferences@jaltpublications.org>

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

Upcoming Conferences

May 7-10, 2003—World CALL 2003 Conference will be hosted jointly by the University of Alberta and University of Calgary, Banff, Alberta, Canada. This second worldwide conference aims to link the global community of those who use or who wish to benefit from the use of technology in learning languages. Contact: <bgill@ucalgary.ca>; website: <worldcall.org>.

May 10-11, 2003—2003 Kyoto JALT Pan-SIG Conference, at Kyoto Institute of Technology. The three themes of the conference are fluency, pragmatics, and testing/evaluation. Conference information: <jalt.org/test/conference.htm>.

May 14-16, 2003—3rd ASIA CALL International Conference, in Bangkok, Thailand. Theme: Information and Communication Technology and Education in Asia. Subthemes: IT and University Education; IT and Language Education; IT and Literature Education; IT and Culture Education. Contact: Larry Chong; <chongld@yeongju.ac.kr>; website: <asiacall.org>.

June 6-7, 2003—Information Technology & Multimedia in English Language Teaching (ITMELT) 2003. The main theme is Computer-Enhanced Language Learning: Secondary and Tertiary Environments, Processes and Products. Website: <elc.polyu.edu.hk/conference> or contact: ITMELT 2001 Conference, c/o Ms. S. Fitzgerald, English Language Centre, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong; f: +852-2766-7576; <itmelt2003@elc.polyu.edu.hk>.

June 24-28, 2003—Fostering Partnership in Language Teaching and Learning. This international conference will be organised by the Language Centre, Hong Kong University of Science and Technology, together with the English department and the International College of Chinese Studies, Nankai University. Website: <lc.ust.hk/~centre/conf2003/>; enquiries: <lcconf03@ust.hk>; t: +852-2358-7850; f: +852-2335-0249; <lc2003en@ust.hk> (for English papers); <lc2003ch@ust.hk> (for Chinese papers).

June 26-28, 2003—2003 Summer International Conference of the Korea Association of Teachers of English (KATE): English Language Policy and Curriculum. On June 26th, pre-conference sessions will be organized by KATE's SIGs, either in the form of lectures or workshops. Contact: Hwa-ja Lee, Conference Chair, Sunchon National University of Education; <Lhj@sunchon.ac.kr>; f: +82-61-750-3327.

July 31-August 2, 2003—Japan Association for Language Education and Technology Annual Conference, at Kansai Gaidai, Hirakata, Osaka. Theme: Media, Cognition, and Communication. Website: <LET-kansai.net/LET2003information-e.html>.

August 6-8, 2003—Second International Conference on Speech, Writing, and Context at Kansai Gaidai University, Osaka, Japan. Contact: Hiromi Murakami, Conference Secretary, Kansai Gaidai University, 16-1 Nakamiyahigashino-cho, Osaka 537-1001; <hiromim@kansaigaidai.ac.jp>; website: <kansaigaidai.ac.jp/teachers/toyota/ICSWC2.htm>.

September 3-6, 2003—EUROCALL 2003: New Literacies in Language Learning and Teaching, at the University of Limerick, Ireland. The theme aims to focus attention on the changing concepts and practices concerning literacy brought about by technological developments, particularly in relation to language learning and teaching. Website: <iccconf.ie/eurocall/pages/details.html>.

Call for Papers/Posters

Deadline: June 1st, 2003 (for October 10-12, 2003)—7th INGED International Conference: Multiculturalism in ELT Practices: Unity and Diversity, at Baskent University, Baglica Kampusu, Ankara, Turkey. It is hoped that participants will share and compare their own teaching practices and collaborate in finding solutions to common problems. Contact: Eda Isik Tas; <taseda@softhome.net>; t: + 90-312-234-1010/1336; f: + 90-312-234-1177; website: <inged-elea.org.tr/conference.htm>.

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

Job Information Center

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

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

>>**Tokyo-to—**The Faculty of Law of Aoyama Gakuin University is seeking a full-time tenured teacher of English at the lecturer or associate professor or professor level to assume duties on April 1, 2004. The successful applicant will also have a seminar class. Qualifications: (1) Specialty in TEFL/TESOL/TESL/ELT, applied linguistics, linguistics or communication; (2) doctoral degree or all doctoral course work finished as of April 1, 2004; (3) sufficient ability in Japanese and English to carry out all job-related duties inside and outside the classroom; (4) no nationality requirement; (5) acceptance of Aoyama Gakuin University's educational policy. Materials: Either Japanese or English (1) CV with photo; (2) a copy of the diploma for the highest degree received or a letter of certification from the institution; (3) list of publications and presentations, and copies of three representative publications (photocopies acceptable); (4) a sample syllabus for an English class; (5) letter(s) of recommendation. Conditions of Employment: Salary and other working conditions are determined by Aoyama Gakuin rules and regulations. Contact: Mr. Itsuo Nakamichi, C/O Academic Affairs Office, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366; f: 03-3409-4575. Application Deadline: All materials must arrive no later than June 10, 2003, addressed to Toshihiko Yamazaki, Dean, Faculty of Law, at the above address by registered mail with English Position written in red on the front of the envelope. Further Information: All materials will be reviewed in strict confidence and returned to applicants after the completion of the screening process. For information about the Faculty of Law, see our homepage (Japanese only) at <www.als.aoyama.ac.jp>.

>>**Tokyo-to—**The School of International Politics, Economics, and Business at Aoyama Gakuin University invites applications for the position of tenured lecturer (sennin-koushi) or tenured assistant professor (jo-kyouju) in Linguistics and related fields (e.g., English Linguistics, Linguistics) beginning April 1, 2004. Position: The successful applicant will be expected to teach English and seminars at the undergraduate level and graduate courses in his/her field of expertise. Qualifications: Required qualifications include a doctor's degree, or a master's degree and three years of post-master experience in teaching and/or research with a record of excellent scholarship; TESL/TEFL experience; demonstrated competence in spoken and written English and Japanese; respect for the University's Christian mission. Salary & Benefits: Similar to other private universities in the Tokyo area. Application Procedure: The following materials are required for the first screening process: (1) a curriculum vitae; (2) a list of publications; and (3) abstracts of three major publications (e.g., refereed journal articles, conference papers, books, and dissertation chapters). Only those who are short listed will be contacted and requested to submit the following materials for the second screening process: (4) three major publications along with a one-page (A4-size paper) summary of each work; (5) a 10-15 minute audio-taped speech on the applicant's view of English education; (6) photocopies of degree certificates; and (7) two letters of recommendation. Those who are selected as finalists will be invited for interviews. Deadline: July 15, 2003. Contact: To apply send materials (1), (2), and (3) to Shigeki Hakamada, Dean, School of International Politics, Economics, and Business, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366. Please write kyouin-koubokankei-shoruizaichuu on the envelope.

>>**Shiga-ken—**Ryukoku University is seeking a full-time, tenured teacher of English at the lecturer or associate professor level beginning September 15, 2003, in its Faculty of Intercultural Communication (Otsu campus). Qualifications:

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44 years or younger, Masters Degree in an English-related field or equivalent academic publications, three years or more of Japanese university teaching experience, ability to teach in an area related to intercultural communication, ability to participate in committee work and conduct other administrative duties in Japanese. Duties: Teach five English language classes per week, participate in all required administrative and curriculum committees and meetings. Salary and Benefits: Salary and benefits are according to the Ryukou University regulations and depend on age and years of teaching experience (mandatory retirement at 68). Application Procedure: These are explained on the university homepage. Use the standard Ryukoku University employment form. Follow the links in Japanese to recent announcements starting at <www.ryukoku. ac.jp> for the Japanese application, and use your own CV format in English. All documents must be submitted, typed, in both Japanese and English on A4-size paper. Deadline: All documents must be received by May 6, 2003. The selection committee will read materials, and a list of candidates to be invited to an interview will be drawn up. Interviews will be in English and Japanese. Candidates may be asked to bring a videotape with a sample of their teaching. Notification of acceptance will be made in mid- to late June 2003.

>>Shiga-ken—Ryukoku University is seeking a full-time tenured teacher of English at the associate professor or full professor level beginning April 1, 2004, in its Faculty of Intercultural Communication (Otsu campus). Qualifications: 45 years or older, PhD or equivalent research achievement in an English-related field, five years or more of Japanese university teaching experience, ability to teach in an area related to intercultural communication, ability to participate in committees conducted in Japanese. The successful candidate must have Japanese language ability in reading and speaking sufficient to supervise student graduation theses and to lecture in Japanese. Finalists will be asked to demonstrate this ability during an interview. Duties: Teach four or five English language classes per week as well as a graduation seminar and/or graduate class, participate in all required administrative and curriculum committees and meetings.

Salary and Benefits: Salary and benefits are according to the Ryukou University regulations and depend on age and years of teaching experience (mandatory retirement at 68). Application Procedure: These are explained on the university homepage. Use the standard Ryukoku University employment form. Follow the links in Japanese to recent announcements starting at <www.ryukoku.ac.jp> for the Japanese application, and use your own CV format in English. All documents must be submitted, typed, in both Japanese and English on A4-size paper. Deadline: All documents must be received by September 20, 2003. The selection committee will read materials, and a list of candidates to be invited to an interview will be drawn up. Interviews will be in English and Japanese. Candidates may be asked to bring a videotape with a sample of their teaching. Notification of acceptance will be made in early November 2003.

>>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 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.

>>Tochigi-ken—The Faculty of International Studies, Utsunomiya University, is seeking a full-time associate professor or lecturer in the area of Comparative Culture Study or East-West Comparative Culture Study to assume duties on October 1, 2003. Position: Associate Professor or Lecturer, Department of International Culture Studies, Faculty of International Studies, Utsunomiya University, Japan. Teaching subjects include specialized education at the graduate level (master's course): Comparative Modern Culture Study; specialized education at the

undergraduate level: Comparative Culture Study or East-West Comparative Culture Study, and English Conversation; general education at the undergraduate level: English as a common subject for all university students; and an intensive program in the form of an English training camp. Employment begins on October 1, 2003. Qualifications: Ability to lecture at the graduate school level of International Studies, Utsunomiya University, achievements relevant to essential teaching subjects, teaching duties carried out in English, age no older than 40 as of April 1, 2003, doctoral degree preferred, native English speaker, and a reasonable command of Japanese daily conversation. Application Materials: Please submit the following documents in Japanese or English: certificate of highest degree earned, curriculum vitae (signed with photo glued on), and a list of publications in order of publication date, categorized into books, academic papers, reports, and miscellaneous. (Submitted documents will be returned, if requested, after the screening.) Please indicate whether each publication is individual or joint work. In case of joint work, clarify the part which is your own work, mark three major works with an asterisk on the list, and write a description for each of them (around 200 words in English). Please also submit all publications (published articles, off prints, or copies available), future research plan (around 500 words in English), and a description (around 500 words each in English) of Comparative Modern Culture Study, and Comparative Culture Study or East-West Comparative Culture Study. Application Address: Kazuko Fujita, Dean of the Faculty of International Studies, Utsunomiya University, 350 Mine-machi, Utsunomiya, Tochigi, Japan 321-8505. Please write Teaching Staff Application Documents Enclosed in red on the front of the envelope and send by registered mail. Screening Process: selection by the documents submitted, interview (candidates are responsible for their own travel expenses), decision by the general professors' meeting of the faculty. Contact for further information: The administration office of the Faculty of International Studies; t: +81-028-649-5164; f: +81-028-649-5171. Deadline: 5 p.m., Tuesday, May 20, 2003.

>>Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. Qualifications: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; 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, Japan 150-8366.

>>Tokyo-to—Meiji Gakuin University is seeking a full-time teacher of American literature and culture at the Lecturer or Associate Professor level. The appointment will start on April 1, 2004. Duties: Teach American literature and culture and English language courses at Shirokane and Yokohama campuses, serve on various administrative committees, and participate in various on-campus activities, including extra curricular activities. Salary & Benefits: Salary and benefits are provided according to standard Meiji Gakuin University policies, depending on qualifications, age, and years of teaching experience. Qualifications: The applicant's first language should be English with a PhD degree or a PhD candidate certificate (ABD), in an area of American literature or comparative literature or cultural studies relating to America. Sufficient ability in Japanese to carry out all job-related duties is also required. The applicant must be less than 41 years old at the time of the appointment and have a good understanding of Christianity. Application Process: The envelope should be marked Application for a teaching position in red. It should contain the following documents: photograph-attached curriculum vitae with email address, list of publications, three sample publications

with abstracts (photocopies are acceptable). Deadline: The application must be received by June 30, 2003. The application package should be sent to the following address: Masao Okamoto, Chair, English Department, Meiji Gakuin University, 1-2-37 Shirokane-dai, Minato-ku, Tokyo, Japan 108-8636. Questions regarding the appointment may be directed via email to <english@Ltr.meijigakuin.ac.jp>.

Web Corner

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

1. EFL, ESL, and Other Teaching Jobs in Japan at <www.jobsinjapan.com>

2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>

3. ELT News at <www.eltnews.com/jobsinjapan.shtml>

4. JALT Jobs and Career Enhancement links at <www.jalt-publications.org/tlt/jobs/>

5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>

6. ESL Cafe's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>

7. Ohayo Sensei at

8. NACSIS (National Center for Science Information Systems' Japanese site) career information at

9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>

10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>

11. Jobs in Japan at <www.englishresource.com/index.html>

12. Job information at <www.ESLworldwide.com>

13. World English Jobs <www.englishjobmaze.com>

14. Hokkaido Insider: A subscription service for news and jobs <www.ne.jp/asahi/hokkaido/kenhartmann/>

Bulletin Board

...with Joseph Sheehan <bboard@jaltpublications.org>

Contributors to the Bulletin Board 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 should be made by the 15th of the month. To repeat an announcement, please contact the editor. For information about upcoming conferences and calls for papers, see the Conference Calendar Column.

Hokkaido Journal—The JALT Hokkaido Journal, produced by the local Hokkaido chapter, invites papers, especially those related to language teaching research, from authors all over Japan. Authors do not need to be planning to present at the Hokkaido conference, and all papers will be vetted by the Journal Review Board. Papers must be no longer than 3,200 words including two abstracts (maximum 200 words in English, 400 characters in Japanese) and a reference list. We will only accept submissions by email attachment formatted as MS-Word documents. The deadline for submitting papers is June 30. Please contact Paul Stapleton at <paul@ilcs.hokudai.ac.jp> to receive a copy of the submission guidelines.

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

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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; <editor-e@jalt.org>.

Staff Recruitment—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, 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 minimum two-year commitment, with an extension possible. The assumption of duties is tentatively scheduled for autumn of 2003, with advancement to the post of Editor in autumn of 2004. Applicants should submit their curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become Associate Editor (and later advance to Editor) of TLT to: Brad Visgatis, JALT Publications Board Chair, Osaka International University, 6-21-57 Tohdacho, Moriguchi, Osaka 570-8555; <pubchair@jalt.org>. Deadline for receipt of applications is June 23, 2003.

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

JALT Central Office Research Services

Photocopy Service

On request, the JALT Central Office will provide photocopies of past or current articles from The Language Teacher and JALT Journal. Please include as much bibliographic information as possible: author name, article title, year, issue number, and pages.

Library Search Service

JALT Central Office will also search for The Language Teacher and JALT Journal articles in the JALT library. Provide keywords, approximate date, author, title or other information in as much detail as possible.

Back Issues

Back issues of The Language Teacher, JALT Journal, JALT Applied Materials, and Conference Proceedings are also available. Please inquire by fax or email whether the publication is in stock before ordering.

Payment

Photocopy Service
   up to 10 pages.................¥500 per article
   over 10 pages...............¥1,000 per article
Library Search Service ....¥500 per article
Back Issues ....¥500 per issue

In Japan, please pay by postal stamp (郵便切手); overseas, by bank check in yen, with an additional ¥1,500 bank charge, or by international postal money order. Please include ¥500 postage for all international orders. Please include payment with order, and allow two weeks for mailing after receipt of request.

THE LANGUAGE TEACHER
WIRED

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

In this column, we explore the issue of teachers and technology—not just as it relates to CALL solutions, but also to Internet, software, and hardware concerns that all teachers face. In fact, our first two columns will begin at the very roots—teachers using computers in everyday situations in their offices as they prepare, plan, and research. This month, Malcolm Swanson looks at productivity solutions for teachers using OS X on Apple computers. In the next *TLT Wired*, Paul Daniels will look at similar solutions from a Windows perspective.

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

When Apple first released their much-awaited OS X two years ago, it was almost unusable for the average user. Slow, buggy, with little in the way of compatible software, it was only for the brave-at-heart or just plain curious. Now, with the recently released Jaguar 10.2 version, OS X's potential is finally being realised. Much faster, very stable, and with compatible releases of all major software titles and most printer drivers, there is little reason for the average user not to upgrade – provided, of course, they have compatible hardware (visit Apple's website <www.apple.com/macosx> to check). As a sweetener, Apple has also launched a full suite of superb (and free!) iProducts. Movie editing, digital photo cataloguing, scheduling, backing-up, internet browsing, and emailing packages are now all included with the base operating system.

For teachers with a fully-loaded Macintosh computer running OS X and an office suite such as AppleWorks or Microsoft's Office X, it is possible to create multimedia and teaching projects that were previously only doable by so-called power users.

However, getting to know a new system is more than learning how to use the software. It's also about working efficiently and customizing it to your needs. Fortunately, the Mac faithful have responded as usual, and there are hundreds of shareware and freeware solutions now available (I recommend <www.versiontracker.com> for searching out new titles and keeping up to date). This month, I'd like to introduce some of the add-ons that I've found have helped me be more productive in my work.

Editor's Choice:
Top Ten Productivity Solutions

System Utilities

1. **FruitMenu** <www.unsanity.com> (shareware $10): Navigation can be a nightmare, especially if you have hundreds of files and applications on your system. FruitMenu allows you to customize both your Apple menu and your contextual menu (what you get when you control-click or right-button-click) so you can access regularly needed applications or files with ease.
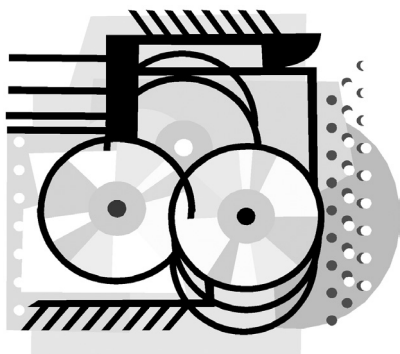
2. **KeyXing** <www.lumacode.com> (shareware $7): Also a navigation aid, KeyXing enables you to define keyboard commands for opening files or applications, running 'actions' (such as shutting down), or even opening a Google search box.

3. **Default Folder** <www.stclairsoft.com> (shareware $35): You've written "The Great Novel" and have filed it somewhere. . . but where? This application adds a menu to the Open & Save dialogue boxes that remembers where you've visited recently, where your favourites are, plus much more. This is an essential piece of software for anyone who works with large numbers of files!

4. **FoldersSynchronizer** <www.softobe.com> (shareware $40): If you've ever lost work because of a computer glitch, you'll know that backing-up is something that can't be done often enough. There are many different back-up applications out there, but this is the one I like. It's fast, simple, cheap, and can be programmed for automation.

Text Utilities

5. **CopyPaste** <www.scriptsoftware.com> (shareware $20): If you have to cut and paste multiple pieces of

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text, you'll love this piece of software. It gives you multiple clipboards so you can copy all the separate items, then paste them in one by one. It has many other features as well. One I find particularly useful is its ability to strip out email addresses or URLs from a block of text. (Note: another product, PTH Pasteboard <www.pth.com>, offers a simpler feature set, and it's free!)

6. **TypeIt4Me** <www.typeit4me.com> (shareware $27): For one-finger typists like me, this software is a must. Type in a preprogrammed abbreviation, and it expands it automatically (e.g. if I type 'sw' it will type out my full name, 'addr' expands to my postal address, etc).

7. **SmartWrap** <www.selznick.com> (shareware $18): How often have you copied an email message into a text file, then had to go through and manually remove all the returns or quoted-email marks? With SmartWrap, one click and you have clean text, ready for pasting into your word-processing application.

Other

8. **WordLookup** <www.lindesay.co.jp> (freeware): A simple-to-use translation dictionary for English, Japanese, and other languages.

9. **iLabel** <www.brunoblondeau.com> (shareware $20-$50): Useful for repetitive printing tasks like labels, business cards, etc. It can also work with a database to produce individualized labels, or can be set to print only certain labels on a sheet – useful if you want to reuse any leftover labels.

10. **GraphicConverter X** <www.lemkesoft.com> (shareware $35): The Swiss Army Knife of the graphics world, this application will open and allow you to work on almost any graphics file. Priceless!

Of course many other applications and utilities exist, and everyone has their favourites. If you'd like to add your suggestions to what is listed here, then please visit our website <www.jalt-publications.org/tlt/wired/> You'll also find other resources such as useful links and access to past columns (when we have some!).

Malcolm Swanson

Submissions

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

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

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

Feature Articles

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

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

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

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

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

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

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

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

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

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

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

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

Departments

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

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

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

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

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

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

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

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS　編集者にご相談ください。締切は、掲載をご希望にな

る号の発行月の2カ月前の15日　に　SIGS編集者必着です。

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

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

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

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

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

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

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

求人欄です。掲載したい方は、Job Information　Center/Positions　　編集者にAnnouncementForm　を請求してください。締切は、掲載をご希望になる号の発行月の　　2カ月前の15日に Job Information Center/Positions 編集者必着です。The Language Teacher 及びJALTは、この欄の広告の内容を保証すること

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

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

　分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用язы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事務局に問合せてください。

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