

The Language Teacher

ISSN 0289-7938

¥950

3 Encouraging the use of strategies to improve communication in the EFL classroom

... *Ellen Scattergood*

A report on a study undertaken to combat the frustration of adult English conversation classes

11 Intercultural video presentations

... *Joyce Cunningham & Jim D. Batten*

Introducing exciting, student-generated projects that increase awareness of the students' own culture

17 A critical look at elementary school English in Japan from the perspective of the core French program in Ontario, Canada

... *Toshiyuki Takagaki*

A comparison of the government-mandated Period of Integrated Studies and an elementary French education program

20 The editors' perspective

... *Richard Blight*

An interview with two past editors of The Language Teacher

June, 2003 • Volume 27, Number 6
The Japan Association for Language Teaching
全国語学教育学会

6

Foreword

You may have noticed something a little different in our last issue of *The Language Teacher*. In addition to providing a very interesting introduction to the world of Pragmatics, we debuted the new face of TLT. Our new look is aimed to create a better medium for providing JALT members with thoughtful, useful information and enlightenment on language teaching in Japan. Drop us a line and let us know what you think.



In this month's issue, our feature article by Ellen Scattergood looks at how well English learners in two lower intermediate conversation courses were able to utilize communication strategies to overcome their lack of vocabulary and pragmatic awareness.

In the Readers' Forum, Joyce Cunningham and Jim Batten outline a successful video project with their students, who shared their cultural videos with English students in another country. Toshiyuki Takagaki brings us to the important topic of elementary English education in Japan with a brief comparison of the government-mandated Period of Integrated Studies and a well-established elementary French education program in Toronto, Canada.

As a special feature going along with our new look, Richard Blight interviews two figures with admirable experience in running *The Language Teacher*, Malcolm Swanson and Robert Long, to find out the present and future directions and needs of JALT's most prominent publication.

In our Working Papers column, Robert P. Lohmann shows how you can inform yourself better about the financial practices of private language schools in Japan before arranging that interview or signing that contract.

We have other improvements throughout this issue to go along with our makeover, including a message from JALT President James Swan. So give this issue a good look and see what's new with TLT. We hope you like it.

Scott Gardner
Co-Editor

Check out *The Language Teacher Online!*

June TLT Online Access Code:

Login: jalt
Password: focus

Use this code to access the TLT archives available at
<www.jalt-publications.org>

Note: This code will change each month

CONTENTS

Features

- 3 Encouraging the use of strategies to improve communication in the EFL classroom
- 11 Intercultural video presentations
- 17 A critical look at elementary school English in Japan from the perspective of the core French program in Ontario, Canada
- 20 The Editors' perspective: An interview with two editors of *The Language Teacher*
- 25 Conducting corporate research on a language school

My Share

- 27 An idea for using songs in the EFL/ESL classroom
- 28 Minidiscs: an aid for teachers and students
- 30 Finding mistakes in songs

JALT Focus

- 31 From JALT National
- 34 Perspectives: The annual JALT conference proceedings
- 37 Off the Presses: DynEd Japan

Departments

- 38 Book Reviews
- 41 Recently Received
- 42 SIG News & Contacts
- 44 Chapter Reports
- 47 Chapter Events & Contacts
- 51 Conference Calendar
- 52 Job Information Center
- 49 Bulletin Board
- 55 TLT Wired
- 58 Submissions
- 59 Staff List
- 60 Membership Information

- 2 Advertiser Index



JALT Journal

is the refereed research journal of the Japan Association for Language Teaching (全国語学教育学会).

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

For more information and submission guidelines see <www.jalt.org/jj/>

Foreword

TLTが先月号から少々変わったことに気づかれたでしょうか。語用論の特集でしたが、TLTが新しい表紙でデビューしました。新装した理由は、日本でJALT会員の皆様に語学教育についての思慮に富んで、有用な情報や啓発が提供できるようにするためです。皆様の感想をお聞かせ下さい。今月号では、Ellen Scattergood氏が、語彙不足および実用的意識の不足を克服するために、英会話コースの学習者がどのようにコミュニケーション・ストラテジーを利用したかを見ています。読者フォーラムでは、Joyce Cunningham とJim Battenout氏がビデオプロジェクトを説明し、Toshiyuki Takagaki 氏は、トロント(カナダ)のフランスの教育プログラムと日本の小学校の英語教育を比較しています。特集では、Richard Blight氏が、Malcolm SwansonとRobert Longの両氏に、JALTの現在と将来の方向性と必要性について、インタビューしました。コラムでは、Robert P. Lohmann氏が、日本の私立語学学校の経営課題について情報を提供します。JALT会長のJames Swanからのメッセージを含め、TLTの新装を行いました。皆様に喜んでいただければ、幸いです。

Scott Gardner
Co-Editor

Advertiser Index

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

- DynEd Japan.....37
Website: <www.dyned.com/japan>
Contact: <japan@dyned.com>
- Oxford University Press.....OBC
Website: <www.oupjapan.co.jp>
Contact: <elt@oupjapan.co.jp>

Please support our advertisers!

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



Encouraging the Use of Strategies to Improve Communication in the EFL Classroom

Ellen Scattergood

**Urawa Akenohoshi
Gakuen**

本論では、一般（子供向きでない）英会話クラスにおいて起こり得るフラストレーションにどう対処していくべきかを取り上げている。背景として、日本人EFL学習者は、様々なコミュニケーション方略を上手に駆使していないこと、また堪能でない学習者は結果的にコードスイッチングやアバンダメント（あきらめて黙ってしまうこと）を多用してしまうことが挙げられる。これらは彼らの英語能力に対する自己イメージを崩してしまう。まず、学習者達のコミュニケーション方略の実状を探り、次にそれに向けての更なる効果的な方略の指導を考察する。学習者に自分の方略の実際を認識させ、新たな方略を紹介する。それにより、どのレベルの学習者でも英語で話す流暢さと自信を同時に向上させることが望まれる。

The Place of Communication Strategies

“Speak what you think today in words as hard as cannon balls.”—Emerson

The interactive model of SLA is based on the theory that language learning occurs through active participation in speech events (Van Lier, 1988). In an EFL country like Japan, however, there is little opportunity to take part in authentic, meaningful speech events in English. Indeed, a common complaint of Japanese adult learners is frustration at not having the ability to communicate verbally despite many years spent “learning” English. Students frequently comment that living in an English-speaking country is the only way to become fluent. While there is a sort of pessimistic logic in that, I posit that because this is not feasible for most Japanese learners, teachers and learners alike need to consider

the quality of the communication that is occurring in the EFL classroom. One way to do this is to address the issue of strategic competence, the lack of which is at least partially responsible for the learners’ real and perceived lack of fluency (Dornyei & Thurrell, 1991).

To cultivate this strategic competence, it is necessary for teachers to create a language classroom that includes both consciousness-raising of communication strategies and ample opportunity to practice them. This paper will discuss the notions of strategic competence and communication strategies and report on a current study, which was undertaken in two lower intermediate conversation classes to establish the benefit of introducing and practicing these strategies.

The Nature of Strategic Competence and Communication Strategies

Strategic competence was first defined by Canale (1983) as compensatory in nature. He and other researchers (e.g., Tarone & Yule, 1989; Oxford, 1990) refer to this area of communicative competence as the ability to use communication strategies (CS) to compensate for pragmatic failure because of limitations in knowledge or inability to retrieve necessary linguistic structures. In the early literature, the notion of strategic competence suggested how an ideal speaker would behave, under the assumption that the language produced by native speakers is somehow uniform and correct (Yule & Tarone, 1990). It is obvious, however,

weblink: www.jalt-publications.org/tlt/articles/2003/6/scattergood

Feature: Scattergood

that even native speakers are incapable of understanding each other all of the time. Whether or not meaning is understood as we intend it is dependent not only upon language proficiency, but also on commonality of experience, and it is this aspect of language that must be strategically manipulated.

Although there is still disagreement regarding the conscious aspect of CS, they are generally considered to be undertaken at least in part consciously, and have been defined variously as:

“a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared” (Tarone, 1980, p. 419).

“plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (Faerch & Kasper, 1984, p. 47).

“patterns of acts that serve to attain certain outcomes and guard against certain others” (Smith & Meux, cited in Van Lier, 1988, p. 30).

“any conscious methods that result in communication” (Riggenbach, 1998, p. 12).

Tarone’s (1980) original definition of CS differed from production strategies (PS) because the former are based on the notion of negotiation of meaning, which includes adding and adapting information, asking for assistance, responding to requests for clarification, and checking for understanding (Bygate, 1987; Foster, 1998). PS, on the other hand, lack this interactional quality (Tarone, 1981). The interactional definition was criticized by Faerch and Kasper (1984) as focusing too exclusively on the notion of negotiation of meaning and the final product: the utterance. They formulated a taxonomy that takes into account the planning that is assumed to precede an utterance and the effects this planning has upon the execution. For them, CS involve a more obvious cognitive, or psycholinguistic process (Faerch & Kasper, 1984).

Recent literature has criticized previous definitions of CS for failing to define strategic competence in terms of actual communication. Skehan (1998) claims that for strategies to be significant they must not be merely temporary solutions to pragmatic failure, but contribute to longer-term language development. They must therefore leave a cognitive impression, or trace on the learner, be transferable to future situations, and be incorporated into the learner’s usable

linguistic repertoire.

Appendix A lists the CS taxonomy found to be most applicable to the learners participating in this study. It is based on the taxonomies that have been established in the field with one exception. While “code-switching” typically has been considered an “achievement strategy,” I have placed it in the “avoidance” section for the purposes of this study, because of my belief that reliance on L1 in these conversation classrooms should not be considered an achievement strategy unless it is accompanied by an attempt at an explanation in English. Although the use of code-switching is of course a natural and effective communication strategy among many bilingual people, the learners in the classrooms in question have joined the class because they want to communicate in English. Their continued use of L1 thus inhibits the use of other strategies that can be used in their development of an interlanguage more comprehensible to English speakers who do not understand Japanese.

The Current Study

A simple exercise in word and concept description was used in two separate classes to elicit learners’ CS. The learners (for profiles, see Appendix B) were given two sets of cards, the first of which included pictures of common objects, and the second included “Japanglish” words. This term refers to words incorporated into the Japanese language that many native Japanese speakers assume are English but are generally interpreted differently in English or are incomprehensible to most native English speakers. One reason for having this additional feature was to compare the CS used with simple nouns (the common objects) to more abstract notions, such as “energetic” and “feminist.” The students were split into two teams and asked to try, in turns, to explain the terms to the rest of their team, who could not see the cards. They were asked not to use the names of the objects or notions, but to try to explain them using any means possible except Japanese.

Prior to the start of the activity, the idea of communication strategies was briefly introduced and it was explained that the purpose of the activity was to try to use a variety of different linguistic and non-linguistic ways to convey the intended meaning. Although the list of CS (Appendix A) was not explicitly taught, strategies such as circumlocution, approximation, and generalization were explained through example. The results of this activity (the CS used by the

learners) were then compared to several free conversations both before and after the activity to gauge whether the practice of CS had an effect on the number and type of strategies used. (See Appendix C for selected pre-activity and post-activity utterances and strategies.)

Results

In an informal verbal report immediately after the activity, participants in both groups responded that they had enjoyed it not only because of its game-like aspect, but because of the instant satisfaction they felt when their intended meaning was understood by the rest of the group. Surprisingly, despite the inevitable amount of frustration, code-switching occurred only once during the activity with one group and not at all with the other. All strategies were apparent in the activity itself, although, predictably, circumlocution and generalization/approximation were by far the most utilized.

In classes immediately following the activity, there was a noticeable decrease in the use of code-switching. Moreover, there was a decrease in silence and a coinciding increase in time-gaining strategies, leading to a much more comfortable conversational atmosphere. I attribute the willingness to utilize other strategies to the awareness and concentrated use of these CS that the activity fostered.

One unexpected result of this experiment was the occurrence of lexical over-elaboration. Tarone & Yule (1989) refer to strategies of over- and under-elaboration, concluding that NNS tend to over-elaborate in their utterances; however, their research refers to sentence structure rather than vocabulary. In the current study, "lexical over-elaboration" is defined as the use of vocabulary that is unnecessarily or unexpectedly—considering the proficiency level of the speaker—complex. Lexical over-elaboration does not refer to whether or not the term used is appropriate in context or grammatically acceptable, but merely to the unusual nature of the attempts at circumlocution. While it may be better for an EFL learner to err on the side of verbosity, lexical over-elaboration can be detrimental by 1) conveying a false sense of fluency, 2) alienating other students who may be unfamiliar with the expressions used, and 3) contributing to the fossilization of some learners' assumptions that one "correct" word is available for any given meaning. The activity attempted to introduce the learners to strategies that emphasize simplification and quantitative verbosity—that is, trying to say the same thing

in many different ways. However, the sheer number of instances of lexical over-elaboration highlighted the apparent tendency of some learners to err on the side of affectation, which was almost certainly unintentional. Following are just a few examples (see Appendix B for participant information):

1. "This is a tool, we can see very small calligraphy." (S.S., level 2, describing a magnifying glass)
2. "If you have a weak eyes, you can see the thing bigger with it. It will be exaggerated." (K.A., J.K. group, level 2, describing a magnifying glass)
3. "It's a kind of tool, child, with page, I can write. We can use carbon." (I.Y., J.K. group, level 2, describing a mechanical pencil)
4. "It's a stationery and we write with it. It's the literature, looks like a literature wrote by a pencil." (A.O., K.P. group, level 2, describing a mechanical pencil)
5. "He absorbed himself in investigating." (Y.S., K.P. group, level 2, describing the author of a book)
6. "I have cultivated plants of tomato." (K.F., K.P. group, level 1)
7. "He refused his conviction." (I.Y., J.K. group, level 2, meaning "He didn't believe him")
8. "I derived from a dictionary." (T.S., level 4, meaning "I looked it up in a dictionary")
9. "It's glutinous." (S.U., level 1, describing soggy tempura)
10. "The extinguishers." (K.K., level 3, meaning "fire fighters")

Follow-up activities similar to the original object/notion description activity were incorporated into lessons periodically in the weeks following this initial introduction to CS. The learners continued to enjoy the game-like nature of the activity and most commented in self-reports that each time CS were reviewed in this fashion, they were reminded of 1) the importance of using a combination of production strategies to ensure comprehension of intended meaning, and 2) the importance of interactional CS, such as asking for clarification and checking for understanding. Adding this program of regular practice of CS has had beneficial results on the quality and quantity of English communication of these learners

Feature: Scattergood

within the classroom. The hope is, of course, that eventually the activity itself will no longer be necessary because the strategies will have left a trace.

Limitations of the Study and Suggestions for Further Research

The main limitation of this study is that it describes a single activity and the results of a small group over a limited time. A longitudinal study with more students featuring additional elicitation activities and other types of “real” communication might be expected to have even more beneficial results. In addition, a more effective study would be to have the Japanese learners try to convey their intended meaning to English speakers who do not speak Japanese, particularly in the “Japanglish” activity.

Recently, research in the area of communication strategies has focused more on the cognitive aspects of communication. The way a learner thinks—her cognitive style—has been discovered to affect directly the types of strategies she uses (Littlemore, 2001). Incorporating awareness-raising activities of individual cognitive styles and learning preferences with CS usage activities like the one described in this study, would likely provide a more comprehensive set of data from which to draw conclusions about the usefulness of teaching CS. In small adult classes like the ones in this study, metacognitive awareness raising activities focusing on this connection are certainly a possibility, provided the learners are interested.

A related issue that must be dealt with when organizing activities to learn and practice CS is that of planning in the retrieval process. Researchers have found that the “din in the head,” the realization of the learner that she has acquired the necessary language, may take time—1 to 2 hours sometimes—to activate (Krashen, cited in Cohen, 1998, p. 244). This is potentially more problematic for learners whose only opportunity to speak English is a once-weekly 90-minute class.

Pedagogical Implications—Can and Should CS be Taught?

While the authenticity of picture description tasks may be questionable, the activities used to teach achievement strategies can have the two-fold benefit of providing the learners with more opportunity to use their acquired language, and to encourage them to use multiple strategies in all communicative situations, both L2 and L1. Adults do not generally need help communicating in their own language, but their communication in

Japanese with non-native speakers may benefit from a heightened awareness of CS usage. Taking a direct approach to the teaching of CS entails more than simply increasing this type of learner awareness, however. The learners also need to have the opportunity to use the strategies in meaningful interactions. Turn-taking, back-channeling, and speech-act specific strategies are all necessary components of this type of effective communication (see Richards, 1990, pp. 79-80 for a more detailed list). The classroom can provide a relatively risk-free environment in which to practice using these strategies of negotiation of meaning as part of real communication.

Another aspect of negotiation of meaning that is necessary to keep in mind while teaching and researching in Japan is related to what Yamada (1997) refers to as “Listener Talk” and “Speaker Talk.” According to Yamada, learners—like some Japanese speakers—who follow a Listener Talk approach to conversation tend to value reticence, are orderly in taking turns, and are less inclined to occupy the floor. They therefore may be reluctant to utilize such speaker strategies as checking for understanding or such listener strategies as asking for clarification. The Listener Talk style of communication places the onus on the listener to understand, not to ask for clarification. Speaker Talk interlocutors, on the other hand, assume that both the listener and speaker will use these strategies to negotiate meaning. The onus is doubly on the speaker and on the listener to clarify. In other words, the concept of negotiation of meaning is more applicable to a Speaker Talk style of communication.

Students who have grown more accustomed to a Speaker Talk style of English conversation are better able to use these strategies, which are accompanied by both fluency (actual and perceived) and confidence. Learners who have become more comfortable with this type of conversational atmosphere seem to place less emphasis on “sasshi” (empathetic “reading” of what the speaker is trying to say without asking for clarification) and more emphasis both on producing comprehensible, complete utterances and on negotiating of meaning. This is not to say that all native Japanese speakers use Listener Talk, nor that those who do should necessarily forego that conversational style in favor of a Speaker Talk style in order to communicate more effectively in English. It does suggest that learners and teachers alike should be aware of the differences in individual conversational styles when learning about and using communication strategies and

that opportunities should be provided for learners to experiment with different styles.

Conclusion

“Knowing is not enough; we must apply.
Willing is not enough; we must do.” Goethe

It has been said that a person can communicate effectively with a repertoire of only about 100 words (Dornyei & Thurrell, 1991). However simplistic such communication may be, this is encouraging for EFL learners. If, as Hatch maintained, “language learning evolves out of learning how to communicate,” (Van Lier, 1988, p. 74), then teachers are obligated to spend less time on teaching the nuts and bolts of English and more time on teaching “how to English” (Hasan, 1997) with what has already been acquired.

This study was intended as a preliminary look into the use of communication strategies. Although the ability to use CS effectively is not synonymous with language learning and acquisition, strategic competence is an important aspect of effective communication. The question of whether the CS that these learners are using “leave a trace” remains for further exploration; however, it seems obvious at this stage that any available means must be exploited to enable often frustratingly reticent students, as well as those who have difficulty abandoning the crutch of their L1, to become more comfortable with their English voices.

References

- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 2-27). London: Longman.
- Cohen, A. (1998). *Strategies in learning and using a second language*. London: Longman.
- Dornyei, Z., & Thurrell, S. (1991). Strategic competence and how to teach it. *ELT Journal* 45(1), 16-23.
- Faerch, C., & Kasper, G. (1984). Two ways of defining communication strategies. *Language Learning* 34(1), 45-47.
- Foster, P. (1998). A classroom perspective on the negotiation of meaning. *Applied Linguistics* 19(1), 1-23.
- Littlemore, J. (2001). An empirical study of the relationship between cognitive style and the use of communication strategy. *Applied Linguistics* 22(2), 241-265.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Richards, J. C. (1990). *The language teaching matrix*. Cambridge: Cambridge University Press.
- Riggenbach, H. (1998). *Discourse analysis in the language classroom, Volume 1: The spoken language*. Ann Arbor: University of Michigan Press.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Tarone, E. (1980). Communication strategies, foreigner talk, and repair in interlanguage. *Language Learning* 30(2), 417-431.
- Tarone, E. (1981). Some thoughts on the notion of communication strategy. *TESOL Quarterly* 15, 285-95.
- Tarone, E., & Yule, G. (1989). *Focus on the language learner*. Oxford: Oxford University Press.
- Van Lier, L. (1988). *The classroom and the language learner*. London: Longman.
- Yamada, H. (1997). *Different games, different rules: Why Americans and Japanese misunderstand each other*. Oxford: Oxford University Press.
- Yule, G., & Tarone, E. (1990). Eliciting the performance of strategic competence. In R. Scarcella, E. Anderson, & S. Krashen (Eds.), *Developing communicative competence in a second language* (pp. 179-194). Boston: Heinle & Heinle.
- Cited in Appendix B:
- Underhill, N. (1987). *Testing spoken language*. Cambridge: Cambridge University Press.
- Cited in Appendix A:
- Cohen, A. (1990). *Language learning: Insights for learners, teachers, and researchers*. New York: Newbury House.
- Dornyei, Z. (1995). On the teachability of communication strategies. *TESOL Quarterly* 29(1), 55-85.
- McDonough, S. (1995). *Strategy and skill in learning a foreign language*. London: Edward Arnold.
- Paribakht, T. (1985). Strategic competence and language proficiency. *Applied Linguistics* 6(2), 132-146.

Ellen Scattergood teaches Oral English and English Composition at Urawa Akenohoshi Gakuen, Saitama Prefecture, in addition to adult English conversation classes in Saitama, Tokyo, and Yokohama. Her research interests are learner autonomy, goal-setting, classroom second language acquisition, and materials development. She is in the process of earning her MA in TESOL from Columbia University Teachers College, Tokyo.

Feature: Scattergood

Appendix A

(Based on the taxonomies of Tarone, 1977, cited in McDonough, 1995, p. 23; Faerch & Kasper, 1983, cited in McDonough, 1995, p. 24; Cohen, 1990, p. 57; Yule & Tarone, 1990, p. 191; and Paribakht, 1985, pp. 1335-1336. For a more elaborate taxonomy, see Oxford, 1990, p. 48; and Dornyei, 1995.)

	strategy	(subgroup)	example / explanation	
1	Abandon	word	"It's difficult for me. I can understand um, several, ummm."	Avoidance Strategies
		message (also "topic avoidance")	". . . Uh, it's difficult."	
2	Code-switching		"I must speak English. So! Uhhh, hitsuyou ni semarareta toiuka . . ."	
3	Circumlocution	appearance	"It's big and round . . ."	Achievement Strategies
		constituent features	"Made from iron . . . only head made from iron."	
		functional description	"Using this, the small things looks bigger."	
4	Approximation / Generalization	hyponymy / meronymy	"It's a kind of toy"; "It has handle . . ."	
		synonymy / analogy	"It's like a . . ."	
5	Restructure / Substitution		"I have two . . . one brother and one sister." (for "siblings")	
6	Word coinage		"He's a vegetarianer."	
7	Literal Translation		"sea grass" (seaweed); "eye power" (eyesight)	
8	Appeal for help	cooperative	asks someone (in L1 "How to say . . .?" or L2 ". . . tte nan toiundaro")	
		non-cooperative	looks in dictionary	
9	Non-linguistic	mime, gesture		
10	Gambits / Time-gaining	initiate topic	"By the way . . ."	
		repetition of self	"I went, I went to, I went to . . ."	
		repetition of others	A: ". . . fluent words . . ." B: "Ah, fluent, fluent."	
		use of fillers	um, er, etc.	

Appendix B

Participants

Group Name	# of students	Members (gender and age)	Type of class	Number of years spent studying English in current class	Proficiency level (scale based on Underhill, 1987, p.98)
K.P.	4	Female, late 40s,	Weekly 60 minute conversation group	5 years	1-3
J.K.	12	Co-ed, 30s-50s	Weekly 90 minute conversation group	1-4 years	1-3

Additional information on learners using “lexical over-elaboration”

Student Name	# of students in group	Members (gender and age)	Type of class	Number of years spent studying English in current class	Proficiency (of group)
T.S.	20	Co-ed, 30s-70s	Monthly 2 hour reading/ discussion group	8	3-5
S.S.	4	Female, 50s	Weekly 90 minute reading/ conversation group	4	1-2
S.U.	7	Female, 30s-50s	Weekly 90 minute conversation group	7	1-3
K.K.	5	Female, 50s-60s	Weekly 2 hour reading/ discussion group	8	3-5

Appendix C

Examples of Strategies Used in Free Conversation

	utterance	comments	strategy used	group / student name
Before CS activity				
1	Uh I use the subway so to come my office I yoru.		Code switching	K.P./A.O.
2	I get a cold but I . . . ma, no fever, only nose and uh, cough. (.4) Mawari ni meiwaku.		Code-switching	K.P./K.F.
3	Sho-short sentence I can understand. But uh um, oosugiru.		Code-switching	K.P./Y.S.
4	E: Why aren't you wearing a mask?		Message abandonment	K.P./K.F.
	L4: Uh, uh, mm, yesterday I was all right. This morn-from this morning (.2) I don't like masks.			
5	Sometimes in the train <i>んん</i> , I <i>んん</i> they <i>ん</i> come <i>ん</i> speaking English? <i>ん</i> . And I :) don't listen to their conversation. :) <i>ん</i> It's difficult for me, I can understand <i>ん</i> several hmmm.		Message abandonment	K.P./M.N.

Feature: Scattergood

6	L1 I, I get glass? And my glass is uh, smoke?	On why she doesn't wear a "cold mask."	Literal translation, rephrase, repetition	K.P./Y.S.
	E Foggy?			
	L1 Ah, foggy. Steam, steam.			
7	Touge tte nantoiundarou.	(How do you say "touge"?)	Asking for help (in L1)	J.K./I.Y.
8	There were many climbers, so, uh, the bus, the bus company, eh, bus company, eh, rinji basu wo dashita.		Repetition, code-switching	J.K./I.Y.
9	N.I.: Ah, serifu tte nantoiundarou? :) ah, speech words?	I couldn't really tell what I.Y. said, but it's apparent he's trying circumlocution.	Asking for help (in L1)	J.K./I.Y. & N.I.
	I.Y.: uh, uh, words which was used in xxx			

After CS activity

10	Main street side, water way, water street		Circumlocution	K.P./Y.S.
11	It's very famous for ... small river.		Circumlocution	K.P./K.F.
12	I had a very ... very not good day.	She's looking for "unfortunate" or "unlucky."	Rephrase	K.P./A.O.
13	They eat, like a rice plate. Sembei.	She switches to Japanese to clarify.	Circumlocution, code-switching	K.P./Y.S.
14	There area is very good, good water (mimes a spring).		Gesture, repetition	K.P./Y.S.
15	L1: Shrine ... shrine's ... (gestures)	She means the shrine itself.	Gesture, circumlocution	K.P./Y.S.
	E: Gate?			
	L1: Not gate. It's house.			
16	Hi ... um, aisatsu, hello.	To distinguish "hi" from "high"	Code switching, rephrase	J.K./S.S.
17	We had a line ... we had wait, we had waiting for one or two hours.		Rephrase, repetition	J.K./S.C.
18	I went to the temples, which, whose name are seven gods that are, that are fortunetellers.	Instead of just code-switching, he tried to explain Shichifukujin - trying very hard not to use L1.	Circumlocution, repetition	J.K./I.Y.
19	Italia has many, many, nandarou, many things, for example, cooking or shopping.		Circumlocution, repetition	J.K./Y.H.
20	Tra-tra, foot ... How do you say it, after he walked? I want to say after someone walks, his foot ...	She means "footprints" or "tracks."	Asking for help, circumlocution, gestures	J.K./Y.H.
21	Old ... old ... how do you say the name of old German and Austria ... Hungary ... Ro- Roman ... ?	She means "Roman Empire."	Asking for help, circumlocution	J.K./Y.H.

Key: foreign words in italics; time gaining "em" = λ ; xxx = incomprehensible; silence in seconds (.2) = 2 seconds; laughter = :)

Intercultural Video Presentations

Joyce Cunningham

Ibaraki University

Jim D. Batten

Ibaraki Christian University

Video exchanges between countries are certainly not a new phenomenon in teaching circles. References to making class videos can be found in "Tapping Students' Imaginations via Video Projects" (Sagliano & Sagliano, 1997), "So You Want to Be a Star" (Henderson, Lance, & Temple-Imel, 1991), or "The Group Video Presentation Project"

(Shinohara, 1997). Presentations are given from time to time at conferences such as "Student Video Recordings: Feedback and Heightened Cultural Awareness" (McGrath, 1998), or "Video Production as Mission Impossible" (Morris, 2000). However, in this paper, we will suggest how to develop these more fully into collaborative group projects fostering a rich learning environment wherein learners have more opportunities to use English and increase awareness of their culture. In addition, we will discuss how to assess these exciting, student-generated video projects. It is our belief that this project can motivate monolingual classes (Japanese in our case) to use more English because students are accountable both individually and to the group. Participants, working in small teams, are involved more directly in creative decision-making and in the development and organization of self-directed ideas into a tangible, final product for a real target audience.

The objectives of this activity are for small groups to choose, present and film aspects of their own culture. Selected clips of previous class-made productions (borrowed or kept) are useful to introduce the project. Aspects of superior productions can be pointed out, and groups can compare effective points and mistakes made. A tentative schedule can be distributed in the first week of the course outlining a week-by-week breakdown of steps, objectives, and deadlines for the project.

The procedure for making a class video is fairly flexible and can vary in complexity according to experience and time available. Steps and components can be simple or more elaborate. This project can last a whole semester of fifteen ninety-minute classes or be limited to approximately six to seven ninety-minute classes if fewer components are included and tightly organized schedules respected.

With regards to basic procedure, some initial brainstorming for topics related to the culture of the students' country should be done. Usual choices include festivals, food, fashion, traditional sports, lifestyles, and so on. Once classmates have discussed ideas in similar interest groups, they hand in a short written outline of the team's proposal, approximately one page in length. This first assignment helps learners to focus on their video, which of course can

weblink: www.jalt-publications.org/tlt/articles/2003/6/cunningham

Feature: Cunningham & Batten

be modified later upon negotiation with the teacher.

Then there is the portfolio, a useful tool to evaluate efforts of both the group and each member of the group. It should be explained in the first class what items should be included in the portfolio, such as progress reports, flow charts, group notes, dialogues, evaluations, and final project analyses. Examples of previous portfolios not only give students clear ideas of information to be collected, but also show the expected quality of work. A portfolio can be either simply constructed of entries loosely put together, or it can be more highly organized into a detailed binder. Depending on the level and objectives of your class, source materials, emails, and a bibliography can likewise be inserted. When the portfolio is returned, it can be discussed with the students.

At this stage, several problems can arise due to lack of vocabulary, of knowledge of the students' own culture, or of ability to use computers for research. All too often, students may not feel able to express their ideas adequately for the production (Shinohara, 1997), or may have only a superficial knowledge of their traditions. Sigler & Ockey (1999) state that it is important to fill these gaps in order to "provide the students with appropriate language support to complete the tasks and have freedom to say what they wish" about their culture (p. 13). It is helpful for students to make a vocabulary log of topic-specific words and expressions needed for discussions. Pertinent vocabulary gleaned from the web or elsewhere in the background study can be shared and filed in the portfolio.

We have found two books that can also assist in expanding students' knowledge of their own country. The first, *Explain Yourself: An English Conversation Book for Japan* (1982) features full-page drawings on such topics as temples, festivals, sushi shops, etc. The illustrations are thought provoking and learners soon realize that they need more background research. Groups can be given time to read and report back on unanswered areas. The second book, *Japanese Cultural Encounters and How to Handle Them* (1994), describes different social situations in Japan and asks the reader to choose the best of several options. Small groups can discuss the options and explain why one is more socially acceptable than others. These situations can be used as role plays for students to discuss cultural issues with "foreigners." Such books heighten students' awareness of culture and often motivate them to email similar queries to the participating

country (discussed in more detail below).

As soon as data from the background studies is completed and shared orally, groups can decide on main ideas and some details, sufficient for approximately five minutes of filming. Pertinent information should be collected in note form, and included in the portfolio. Decisions about props, music, locations for filming, etc. can be made as well.

Optional Activities

At this point, there are a couple of options for the class, depending on resources and time available.

Email

This component introduces students to their audience in another country. This activity renders the whole video project much more real, especially when exchanging digital pictures. It involves learners directly with the exchange class and motivates them to find out more about their new friends. It heightens curiosity about the new culture and people, and often brings about some truly delightful discoveries.

For example, our email correspondence with Professor Nathalie Rivard and her class in Dubai consisted of a minimum of two to three paragraphs exchanged at least three times a week over a six-week period. Since our goal was not to improve academic writing but rather to involve learners in the other culture and to encourage them to disclose information about themselves, we considered this quite successful. The length of correspondence was verifiable because copies were BCC-ed to us. We interacted with occasional comments and praise but, more importantly, we were able to show where ideas could be elaborated on.

While exchanging letters, students' details and plans gradually unfold, creating in learners a concern with doing at least as well as their new friends. Incredibly, students in Dubai went to great lengths to rent a helicopter to fly over their college and film it. This news astounded Ibaraki students and pushed them to redouble their efforts. Email is particularly enriching because, as mentioned above, students often do not know their own culture in much depth and are not very aware of differences or similarities. Email provides an opportunity to question exchange partners about ideas for filming and gives immediacy to the whole project. Hoelker (2000) states, "Students remain sustained by [the] excitement of exchanging opinions with overseas peers & the promise of being witnessed by [an] international audience of peers" (p. 4).

Storyboards

Another optional component of the video exchange is that of storyboards: simple student-made drawings of scenes in each production. This useful technique especially involves learners with heightened visual-spatial abilities. Storyboards focus on the general physical context to be created and on reasons for planned scenes. Storyboards encourage teams to decide how each scene can be broken down into shorter, more dynamic sections for, more often than not, unplanned scenes are lengthy and boring to the viewers. They are also helpful in limiting learners to key words, thus avoiding students becoming bogged down in grammar, vocabulary, and so on (see Balsamo, 1997, p. 4). Camera location, position of actors, and timing are noted. Displaying artistic talent is not a primary objective here but often, individual illustrations are a source of curiosity and fun. Finally, this kind of task bolsters the confidence of less fluent students allowing them to shine brighter through pictures as well as words.

It is worthwhile modeling storyboards first by selecting a movie with short, dynamic scenes such as *The Wizard of Oz* (see Appendix). Examples such as this will show how groups can discuss and draw concepts themselves, decide on key words, props, positions of the actors and camera, and so on.

Production

At this stage, dialogues for the final production can be created. A decision must be made as to whether to memorize a script or make group notes. The latter is quite feasible if, previously, one or two brief role-plays have been practiced and filmed. This lessens pressure on learners in front of the camera and familiarizes them with its use (for more details, refer to Cunningham, 2000). Secondly, if fluency is emphasized over accuracy, learners will be more motivated to communicate meaning (Almond, 2002). From the outset, establish clearly that each production should consist of a ratio of two-thirds group-made conversation to one-third narration. This challenges everyone to understand and discuss material in more detail to make the dialogue in their own words. Another rule of thumb is that all have equal time in front of the camera.

Periodic written/oral progress reports are required. These can be no more than a few sentences at the end of class, or longer, if assigned as homework. Such confidential reports ask learners to reflect on overall objectives,

work accomplished during class periods, time management, stumbling blocks, and group dynamics. It is especially important to account for how much English is being spoken each day not only in the group but individually as well. Insights provided by these details are invaluable to monitor and evaluate progress constructively. Later, such reports help to assess the work of the group and its members when giving final marks in the portfolio.

Rehearsals are another effective evaluative tool for students and teachers alike. Both dialogue preparation and final practices are taken more seriously if students say their lines in front of the teacher (the first taste of a real audience). During rehearsal, constructive ideas and small errors in positioning, filming into the light, poor delivery, etc., can be pointed out. As well, rehearsals permit the instructor to give healthy doses of praise to increase self-confidence just before the cameras roll. Several teams may finish at the same time. If this happens, projects can be performed to other waiting groups. A final benefit of rehearsals is that slower groups have more time to complete their productions.

Eventually, cameras must be reserved and a schedule organized. Depending on your situation, students may be filming in or out of class. If filming outside your institution, a word of caution: In commercial establishments, permission should be attained before shooting. After filming, it is only natural that groups are eager to watch their productions. While viewing, they evaluate strong and weak points and decide if scenes need to be re-filmed. Sagliano and Sagliano (1997) believe that "video playback allows both self-reflection on their performance as well as immediate peer and teacher feedback" (p. 4). Next, learners choose between standard dubbing or editing their video on a computer, if using a digital camera. Of course, in video editing, sufficient RAM and hard disk space are imperative. The length of each group production must be strictly adhered to—no longer than five minutes, especially when titles, background music and voice-overs are inserted. Music can be selected to enhance the production but not just as "filler" or dead space. Limiting music to background instrumental or an appropriate verse from a given song in English can enrich the project. This motivates students to listen closely to words of songs likely to capture the mood they want to convey.

Especially important is a final report wherein experiences, performances, learning, strengths and weaknesses, amount of English used, and

Feature: Cunningham & Batten

other details are reflected on and evaluated. Individual and group experiences should be discussed and reviewed therein. Students should also evaluate their own personal involvement, attitudes and what they brought to the project personally. One student wrote: "From this video project, I learned how important cooperation is. Of course, I really worked hard by myself but this achievement couldn't be without the others in the group. I really understand this now."

Once productions are sent off, and while waiting for the exchange video to arrive, watch your own final videotape. Students really love this step and it is one of the high points of the class year. Evaluations can be left temporarily aside to let students simply enjoy their efforts or each project can be reviewed while waiting for the cooperating school's video. This is not really evaluation . . . at this point . . . but rather watching each production and talking about the ideas it brings to our attention.

When, at long last, the exchange video arrives, it should be evaluated. Both classes judge and vote on the best three groups in each country

for an Academy Awards ceremony. After viewing, ideas are discussed in small groups and comments written down on evaluation sheets. A lot of excitement is generated in this mutual assessment. For once, learners are processing real information that has not come from the teacher. Together, students discuss and rate strong and weaker points, clarity, conversations among group members, speaking without prompter sheets, or other things they noticed, and then give an overall rating. As Fowle (2001) notes, "If the project can be displayed/given an audience when it is finished this will give students a sense of pride in their work and build their confidence in using English" (p. 32).

We believe that the evaluation process during the project can be as educational and challenging as the production itself and indeed, will motivate students to reflect and focus on their progress in English. Finch (1999) writes in "The Task-Based Classroom in Practice":

"When tasks are the means of learning, the target language takes on meaning . . . [S]tudents have a reason for learning.

JALT Publications Shop

Publications on CD-ROM

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

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

*JALT member/nonmember

Also available:

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

Library search services: ...¥500 per title

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

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

<jalt-publications.org/shop>

They can see that the new language is a means of communication and that they need to be able to transfer information and opinions in that language, i.e., teaching through communication rather than for communication." (p. 181, emphasis in original)

To this end, learners collaborate actively with one another and with the teacher from the initial brainstorming sessions through to the final production. Although, in the beginning, some discussions may be partly in the native tongue, interaction is purposeful and centred on reading information in English. After each class, students have jotted down the amount of English they and their group used that day. Their notes and reports with teachers and peer feedback all form part of the portfolio and can be referred to during formal and informal evaluations. Teams have viewed, discussed and evaluated their own productions, then those of other groups, and finally, the comments from the cooperating school abroad. In deciding the winners of the Academy Awards, there is yet another opportunity to actively reflect on not only the English used, but also all the various components of effective communication.

Conclusion

The future of such video exchange productions? First of all, we hope that teachers will join the International Video Exchange group.¹ We believe that teachers will recognize that students can gain confidence and pride in having worked in small groups independently and responsibly in the target language for a real world task. We hope that teachers will reach out and collaborate in developing new cross-curricular focuses through such activities and use of media. Certainly, digital cameras will become cheaper and students increasingly familiar with them. Projects will soon be copied and sent on DVDs. High resolution video streaming is still a little further down the road but, eventually, exchange partners will simply view productions on the web. Commercial video editing programmes will, in turn, become cheaper and easier to use. Already such programmes as iMovie2 for Macs and Video Studio for PCs are quite user friendly. More students will learn to use these, resulting in better visual quality (transitions and special effects) as well as background music and voice-overs. These are truly exciting times with exciting technology waiting to be exploited in inventive ways.

Useful Materials

- iMovie2 2.0.3 [Computer Video Editing Software]. (1999). Apple Computer, Inc.
- Kataoka, H., & Kusumoto, T. (1994). Japanese cultural encounters and how to handle them. Lincolnwood, IL: Passport Books.
- Nicholson, P., & Sakuno, R. (1982). Explain yourself: An English conversation book for Japan. Tokyo: Yohan.
- Video Studio. [Computer Video Editing Software]. (2001). Ulead Systems Inc.

References

- Almond, M. (2002). Curtain up. *English Teaching Professional*, 22, 13-15.
- Balsamo, W. (1997). From silent films to written words (Part II). *Video Rising*, 9(2), 3-6.
- Cunningham, J. (2000). We've got it on video tape!!!!" *Studies in Communication: Bulletin of the Faculty of Humanities*, Ibaraki University, 8, 1-22.
- Finch, A. (1999). The task-based classroom in practice. *Proceedings of KOTESOL PAC2*. Korea: Seoul. 179-190.
- Fowle, C. (2001). Creativity through project work. *ThaiTESOL Newsletter*, 14(1), 32-36.
- Henderson, S., Lance, J., & Temple-Imel, G. (1991). So you want to be a star. In H. Palmer (Ed.), *The best of Video Rising: Fifth anniversary special edition* (p. 5). Tokyo: JALT Video Special Interest Group.
- Hoelker, J. (2000, November). International email exchange motivates students. Handout of paper presented at JALT 2000, p. 1-4.
- McGrath, K. (1998, October). Student video recordings: Feedback and heightened communicative awareness. Paper presented at the annual conference of Korea TESOL. Seoul, Korea.
- Morris, B. (2000). Video production as Mission Impossible. Paper presented at the TESOL 34th annual Convention, Vancouver, Canada.
- Sagliano, J., & Sagliano, M. (1997). Tapping students' imaginations via video projects. *Video Rising*, 9(3), 4-7.
- Shinohara, Y. (1997). The group video presentation project. *The Language Teacher*, 21(7), 39-40.
- Sigler, S., & Ockey, G. (1999). Contextualization in long-term role-plays. *The Language Teacher*, 23(4), 13-16.

Joyce Cunningham is Co-Coordinator of the English language program in the Department of Communication Studies at Ibaraki University.

Jim D. Batten is Professor and Chair of the Department of British and American English at Ibaraki Christian University.

Note:


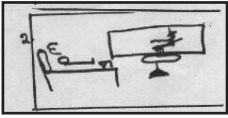


1. If interested in participating, please contact <joyce@mx.ibaraki.ac.jp>.

Appendix

Storyboard for Wizard of Oz Technique for Storyboards

This technique breaks down long scenes requiring too much concentration from an audience and make scenes shorter and more dynamic. It really doesn't matter if your drawings are good or not.

Scene: A cyclone is coming. Dorothy is in danger.

Parts of scene:	Key Words?	People/Props?	Actions?	Timing?
	#1	Twister Aunt Em!		
	#2	Inside the cyclone		
	#3	Saved us Wicked witch of the East The wicked witch is dead!		
	#4	Witch of the West Ruby slippers Get out of Oz		

?



Need to publish? Need support?

er's **Peer Support Group (PSG)** can help you make your writing clear, concise, and captivating in a friendly, cooperative environment for sharing ideas and feedback that will help you write a better paper.

So, pull out that rough draft you've been sitting on and contact us today at <tl_t_psg@jalt.org>!

The PSG is also looking for good, motivated writers who want to help others improve their writing.

Come work with a great team that's doing a great service!

Contact the PSG at <tl_t_psg@jalt.org>
or, for more information, visit
<www.jalt-publications.org/psg/>

A Critical Look at Elementary School English in Japan from the Perspective of the Core French Program in Ontario, Canada

Toshiyuki Takagaki
Onomichi University

2002年度から日本の公立小学校の多くで英語教育が始まった。数々の問題が指摘される中で、その現状の分析および改善のあり方を、カナダ・オンタリオ州の初等フランス語教育であるコア・フレンチの研究をベースに検討する

In 2002, numerous public elementary schools in Japan officially started to provide English lessons as part of “The Period of Integrated Study” in which lessons in English are one of various options for the purpose of enhancing students’ international understanding. Because of the infancy stage of these lessons and the lack of official teaching guidelines, elementary schools are reportedly at a loss for what to do, from lesson planning to curriculum design. Research on the core French program in Canada, to which little attention has been paid in relation to early English education in Japan, is a useful resource from which we can draw some implications for improving elementary school English instruction.

Elementary core French has been taught in Canada for over 30 years, during which time much research on the teaching and learning of French as a second language has accumulated (Foley, Harley, & d’Anglejan, 1988). About 90% of students who study French as a second language are enrolled in the core French program which has the general aim of developing basic communication skills, language knowledge, and an appreciation of French culture (Turnbull, 2000). Unlike French immersion programs in which students study French as a medium of instruction, French is taught as a subject in the core French program. Core French programs support the multi-dimensional syllabi that consist of communicative activities, language, culture, and general language education. These syllabi are based on a major research project established in 1985 called the National Core French Study (Turnbull, 2000).

As core French programs take various forms depending on the province, territory or school board, this article reviews the core French program in Ontario where extensive research has been conducted, and also examines the elementary school English program in Japan. I will review the effectiveness of current elementary school English in Japan and present some implications based on the problems of the core French program in Ontario.

weblink: www.jalt-publications.org/tlt/articles/2003/6/takagaki

Core French in Ontario and Elementary School English in Japan

In this section, selected aspects of L2 learning are highlighted with the use of Carrol's language learning model in order to holistically understand the core French program in Ontario and elementary school English in Japan. Carrol's language learning model consists of language knowledge at time of study, cognitive and biological factors, motivation, and opportunity for learning the language (Spolsky, 1989). In the ensuing discussion, it is assumed that there is little difference between Canadian and Japanese students in terms of cognitive and biological elements.

First of all, we should consider students' L1. Students in Canada are predominantly English speakers while students in Japan are Japanese speakers. Linguistic similarity between L1 and L2 is an important factor in learning L2. The greater the similarity between L1 and L2, the more likely learners succeed in acquiring L2 (Spolsky, 1989). Thus, Canadian students studying French are considered more advantageous than Japanese students studying English.

Secondly, the status of the target language in the country plays an important role in motivating students to study the language. French being an official language in Canada, Canadian students are more likely to develop both integrative and instrumental motivation (Gardner & Lambert, 1972), which help them acquire and retain L2, than Japanese students studying English in a foreign language context.

Most relevant to the program evaluation in Carrol's model is the opportunity for learning the target language. The striking difference, first of all, is the difference in total instructional hours. In Ontario, where core French is mandated from Grade 4 to Grade 8, 120 instructional hours are accumulated every year, with a 40-minute class every day. In contrast, in Japan, it is up to the individual elementary schools how much time to spend for English within the framework of the Period of Integrated Study which provides for a maximum of about 100 45-minute class units (75 hours) annually, from Grade 3 to Grade 6. The Ministry of Education, Culture, Science, Sports, and Technology (2003) found that little more than 50 percent of the public elementary schools surveyed teach English. About 65% of those that teach English provide less than 11 instructional hours, and 23 percent of them provide 11 to 22 instructional hours per year for each grade.¹

Another noticeable difference is that there are

no teaching guidelines for Japanese elementary school English. On the other hand, Ontario has The Ontario Curriculum: French as a Second Language—Core French, Grades 4-8 (1998), claiming to help students “advance through an organized sequence of learning experiences that permits a steady growth of knowledge and skills” (p. 2). Clearly, elementary school English in Japan is not provided with clear, specific methods which lead to students' language improvement, while core French is.

Lastly, teacher quality is different. Most Japanese elementary school teachers are not trained to teach English. In class, they often need help from an assistant language teacher who is a native speaker of English. In Ontario, French teachers must be properly qualified to teach French, either as specialists or generalists.² Regardless of these differences, however, both programs are in favor of a communicative-experiential approach that integrates cultural elements. The lack of a sufficient number of qualified English teachers at elementary school, as well as the absence of guidelines, is mostly due to the fact that elementary school English is still in its infancy. Until 2002, elementary school teachers in Japan had no reason to take training in teaching English.

In short, core French in Ontario is more likely to produce better L2 outcomes than elementary school English in Japan, given current circumstances.

Implications for Elementary English Programs in Japan

Despite the strengths of the core French program, it has been, in fact, seen as unsatisfactory because many students fail to acquire basic French communication skills (Calman & Daniel, 1998). In response, issues such as instructional time, distribution of program time, teaching content, and teacher training have been examined (e.g., Calman & Daniel, 1998; Carr, 1999). Most importantly, Lapkin, Hart, and Harley (1998) revealed that intensive or compact core French instruction is superior to the traditional approach of short daily instruction for improvement in language skills and attitudes toward learning the language, given the same number of instructional hours.

Likewise, researchers and teachers in Japan are seriously addressing issues related to the improvement of elementary school English. However, what is most lacking, in my observation, is the consideration of total annual instructional time and weekly instructional time distribution.

If students are expected to develop basic communicative skills in L2 at all, we should know that even daily 40-minute instruction for five years is not good enough even in a second-language context like Canada's. Furthermore, intensive English programs should be seriously taken into account. For instance, Lapkin et al. (1998) report the effectiveness of half-day core French instruction over a ten-week period.

A program revision like this in Japan would necessarily involve turning English into an independent subject, instead of its current status as one part of the Period of Integrated Study. In addition, we need appropriate teaching guidelines. Ontario's curriculum (Ontario Ministry of Education and Training, 1998) describes expectations for each grade concerning oral communication, reading, writing, and grammar. With such guidelines, we could continuously review and improve the program at both the micro level (e.g., lesson plans) and the macro level (e.g. program evaluation), as well as better monitor students' learning.

Conclusion

This article reviewed the core French program in Ontario and Japan's elementary school English instruction in the Period of Integrated Study to find that the Canadian program is more likely to produce better L2 outcomes than the Japanese counterpart. Then, I questioned the effectiveness of current elementary school English in Japan and presented some implications based on the problems of Ontario's French program.

Core French in Canada has a long history of practice and has been accumulating an interesting body of research. The Canadian government continues to explore more effective ways to implement the program. I believe we should keep an eye on the core French research so that we can critically look at our elementary school English programs here in Japan.

Acknowledgements

This paper was inspired by Professor Sharon Lapkin who kindly welcomed me to her graduate seminar on French education at OISE/University of Toronto in the fall of 2001.

Notes

1. The Chu-o Institute for Educational Research (2002) reports that 45.8% of the elementary school students surveyed also study English at juku schools.

2. Specialists teach French exclusively in one or more schools, while generalists teach French, along with other subjects, to their own homeroom class (Carr, 1999).

References

- Calman, R., & Daniel, I. (1998). A board's-eye view of core French: The North York Board of Education. In S. Lapkin (Ed.), *French second language education in Canada* (pp. 281-323). Toronto: University of Toronto Press.
- Carr, W. (1999). Challenges faced by generalist teachers. *The Canadian Modern Language Journal*, 56 (1), 155-179.
- Chu-o Institute for Educational Research. (2002). *Shogakusei no eigo no gakusyu-jokyo to rikairyoku no chosa-kenkyu* [Survey on English study of elementary school students and their English recognition abilities]. *Kenkyu-hokoku*, No. 61.
- Foley, K. S., Harley, B., & d'Anglejan, A. (1988). Research in core French: A bibliographic review. *The Canadian Modern Language Review*, 44, 593-618.
- Gardner, R. C., & Lambert, W. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Lapkin, S., Hart, D., & Harley, B. (1998). Case study of compact core French models: Attitudes and achievement. In S. Lapkin (Ed.), *French second language education in Canada* (pp. 3-30). Toronto: University of Toronto Press.
- Ministry of Education, Culture, Sports, Science and Technology. (2003). *Heisei 14 nendo koritsu sho/chu gakko ni okeru kyoiku katei no henseijokyo ni suite* [Survey of educational practices at public elementary and junior high schools in 2002]. Retrieved April 28, 2003, from <www.mext.go.jp/a_menu/shotou/houdou/index.htm>.
- Ontario Ministry of Education and Training. (1998). *The Ontario Curriculum: French as a second language: Core French Grades 4-8*. Toronto: Queen's Printer for Ontario.
- Spolsky, B. (1989). *Conditions for second language learners*. Oxford: Oxford University Press.
- Turnbull, M. (2000). Second language education in Canada: A focus on core French in elementary schools. In M. Nikolav & H. Curtain (Eds.), *An early start: Young learners and modern language in Europe and beyond* (pp. 173-188). Graz, Austria: European Center for Modern Languages.

Toshiyuki Takagaki is an associate professor of English at Onomichi University, Hiroshima. He has conducted research on TESOL and bilingualism in Japan, the United States, and Canada. He can be reached at <ttakagaki@hotmail.com>.

The Editors' Perspective: An Interview with Two Editors of *The Language Teacher*

Richard Blight

Ehime University

The Language Teacherは現在リニューアル中である。インタビューでは、TLTの元編集長2人がその経験やこれからの展望を語る。Malcolm Swanson (現在TLT Onlineの編集長)はTLTの形式変更について語る。Robert Long (TLT査読委員)は論文投稿に関する問題点を語る。

With The Language Teacher currently undergoing a major process of renewal, we invited two former TLT editors—who still play very active and important roles in TLT—to share their experiences and perspectives on a range of topical issues. First, Malcolm Swanson (currently TLT Online Editor) explains the changes being made to the TLT format.

New Directions of The Language Teacher

RB: Malcolm, could you start by describing the recent changes to the format of The Language Teacher, and explain the reasons for these changes?

MS: The layout has been changed to make navigation easier, and to also give the columns a distinctive look so that they stand out from each other. We've added photos and comments from the editors to give TLT more of a personal touch. Structurally, a new column has also been introduced (TLT Wired), and there may be some more new columns coming later.

We've made the design changes for two reasons. The first is simply that it was time for a change. The current layout has been in place for many years, and even good designs get dated. Secondly, with the change of layout vendors from WordWorks to Pukeko Graphics, rather than the new company trying to duplicate the existing layout, we felt it would be more productive to use the opportunity to upgrade the look of TLT.

RB: I guess a critical factor in these changes has been the requirement to work with reduced budgets, which became apparent last year. Could you talk about the JALT funding situation, and how this has affected The Language Teacher?

MS: All the different areas of JALT have taken a hit in recent years. Chapters and SIGs get significantly less in grants, and the national office budget has been trimmed as well. Likewise JALT's publications have had to cut back their expenses. JALT Journal has reduced page counts, the excellent JALT Applied Materials series is on ice, and TLT has had to reduce page counts and change cover stock to reduce costs.

weblink: www.jalt-publications.org/tlt/articles/2003/6/blight

At this stage, the problem is not so much reducing the cost of producing JALT's publications—as we have succeeded in doing that anyway—but in increasing income. Most of TLT's income is derived from advertising, but with the current economic climate, plus a reduction in the number of ELT-related companies (mostly through takeovers), we've seen big drops in revenue. TLT's challenge is going to be in attracting more revenue, possibly from a more diverse range of vendors.

RB: Could you also explain how the production costs have been reduced, particularly on account of the scale of the reductions that were being contested last year? And have the editors been required to implement major changes as a consequence of the financial situation?

MS: I think the editors have their hands full with just producing TLT each month, and hats off to them for managing to maintain production and quality during "the troubles" last year. As TLT Assistant Editor, Paul Lewis, often states, not many people realize that TLT is the world's only monthly, refereed language education journal, and if it was ever reduced in frequency or content from what it is now, JALT loses something very unique. TLT is JALT's face . . . it's what EVERY member receives as part of his or her membership package. I think when every member looks at the 10,000 yen they pay annually, this is something concrete they can see as a return for that.

Still, with the financial realities facing JALT, steps have had to be taken, and recently these have included two big items for reducing costs. The first has been a process of competitive bidding for JALT's printing and layout work—as opposed to the old system of simply selecting a vendor. This was recently concluded, with Pukeko Graphics being awarded the layout contract and Koshinsha Printing getting the print contract. Secondly, JALT Central Office recently finished arrangements for fourth-class postage rates, which will almost halve distribution costs. It's too early to say exactly what the total savings will be from these measures, but they will be in the millions!

RB: That's good news! And as you said, implementing cost reductions is just one aspect of the editors' work. Most JALT members probably also don't want to see major quality sacrifices introduced. Yet it must be difficult to meet the conflicting requirements of budget constraints and production quality?

MS: Yes, this is always an issue, and it formed the basis of much of our resistance to the cuts last year. At the time we stated that, while we understood the need to reduce costs, we felt that we were the most qualified to do this—kind of a "give us a budget and let us do it" approach. The advantage with Pukeko Graphics taking the layout contract is that, not only is it going to save JALT significant money, but it means the work is being done by a company very familiar with the editorial needs of the publication, and as JALT members themselves, being committed to the health of the organization. A nice symbiosis. As it stands this year, TLT and JJ can be produced with quality being maintained, while still saving millions in production costs.

RB: A TLT readership survey conducted several years ago revealed the diverse interests of the JALT community (Swanson, 2000). So your comment at that time is likely to be just as relevant today: "It's impossible for us to please every reader, every time . . . but we sincerely hope to give all readers something of interest in every issue" (p. 6).

MS: JALT has always been synonymous with diversity—go to any Executive Board Meeting and you'll see this in practice! Our readers are just as diverse, and it would be impossible to satisfy every reader. However, TLT has always strived to cover the field, and if you flip through past issues, you'll see how wide an offering TLT provides.

The unfortunate reality is that, like any publication, TLT is dependent on submissions for material. As editor in 2000-2001, I sometimes received comments that TLT was too tertiary-oriented and should cater to other groups. The answer to that is simple—it does cater to every language-learning area, but it can only publish what it gets. I know the current editors would be delighted to receive material on areas that receive little coverage currently.

RB: You made the same point in the survey analysis, that the editors had received substantially fewer submissions from non-university educators and other major interest groups. Has this situation changed, and can the editors do anything to increase representation from other interest groups?

MS: Some, but not much, unfortunately. It's an understandable reality. Tertiary educators have the time and incentives to publish . . . teachers of children or teachers in language schools do

Feature: Blight

not. We've run a number of SIG-related issues, and these have worked well, but trying to keep the momentum rolling on them is difficult. Some work was begun on a column or special issue for language-school teachers, but I'm not sure if that went anywhere.

RB: TLT, JALT Journal, and the various SIG publications each fulfill complementary roles in providing a professional profile to the JALT organization. So for the TLT editors, does maintaining a relevant content focus remain both the primary purpose and the key to broadscale acceptance?

MS: TLT's "broadscale acceptance" is reliant on a couple of issues: that readers find articles of interest to them and contribute articles or opinions of their own, or that they find news, notices, information, and reports that are relevant to them as members, and contribute their own. The current dilemma TLT faces is the belief that the publication is simply a service provided for members. Yes, it is that, but it should be more. Maintaining a "relevant content focus" is part of what TLT is, but more than that, TLT is a framework or outlet that a volunteer team of around 30 people maintains for members to use.

I hear the occasional comment that "I seldom bother reading TLT because there's nothing in it for me." My response is: Have you actually read it? (Surprisingly, the answer is often "No.") What would you like to see? Have you told the editors what your needs are? Have you contributed anything yourself? Personally, I think TLT does a very credible job of covering the ground between a formal research journal and specialised publications. But, there's always room for more.

RB: Another finding of the readership survey was that: "TLT's online presence should be developed" (p. 6). Could you describe the work currently being done on the TLT website in relation to the concept of developing an "online presence," and explain how this will benefit JALT members?

MS: I started with TLT about 8 years ago. At that time, we did all our editing and proofing with hard copy mailed and faxed around the country. Now, TLT is totally electronic, and we do everything by email or online delivery. We have a "virtual staffroom" where we post notices, view schedules, and read production manuals. That's our "online presence" behind the scenes.

Our plan is to bring a similar experience to our

readers. With the site averaging around 3,000 hits from about 240 visitors a day, it's obvious that it has a lot of appeal to both members and researchers. This year, we are committed to having the online version of TLT echo the printed version as a service to our members. We have already password protected the site so that it is available to members only, and we are currently developing an in-site search engine that will be a powerful research tool. Other planned projects for this year include archiving material from JALT Journal, JALT Applied Materials, and JALT's Conference Proceedings.

You can also expect to see a tighter integration between the website and the printed TLT: opinion articles linked to online forums to discuss any issues raised; feature articles linked to online resource pages for follow-up; columns with their own web spaces for browsing or submitting material. I guess that in the future we can expect to see TLT move to an e-zine format for online delivery only, but that's a way off yet. People still like to hold paper, and writers definitely prefer a printed article. And, believe it or not, there are members still out there with no computer or Internet access. As the website grows, I feel the printed version will develop into a portal to an extended resource online. This is good news for members. They will still receive a TLT containing articles and news they need, but through the online version, they will be able to explore their areas of interest more fully.

RB: Malcolm, thank you for sharing your experience and insights with the TLT community.

Getting Published in *The Language Teacher*

In this second part, Robert Long (TLT Editorial Advisory Board) discusses common problem areas in article submissions.

RB: Robert, could you first describe the review process, which commences when an article is submitted to the editors?

RL: Usually, I received an article as an email attachment (highly recommended as hard copy slows up the process enormously). I would then go through the article, and this could take anywhere from a few days to two weeks, depending on how many submissions have come in, if I was working on a special issue on

top of the regular submissions, and my own class schedule. I next decide whether to send the paper on to two reviewers, who would take around four weeks to analyze it and give feedback. Based on their feedback, and my own second thoughts, I then either accept or reject the submission. Usually, there is also some need for revision, and this generally takes authors one or two weeks to complete. Then, I go through the paper once again, to see if the necessary revisions have been done, edit it, and make sure it follows APA guidelines before sending it on to layout. Keep in mind that we work two to three months in advance; many people feel that once their article is accepted, it will show up in the next TLT.

RB: Do contributors generally follow the submission guidelines?

RL: Usually, contributors have difficulty in following the APA format, and most tend to forget the 3,000-word limit for featured articles, and the 2,500 words for Readers' Forum articles.

RB: Are many papers accepted directly, without requiring any form of revision? How many revisions are usually required for the other papers?

RL: I don't think I have ever had an article that wasn't revised in some way. Almost always, one set of revisions does the trick.

RB: Writers might sometimes not agree with the reviewers' comments and suggestions for improving their paper. Sandra McKay (the past editor of TESOL Quarterly) talked of the need for authors to get some personal distance on the writing process, and to try to be as objective as possible about the reviewers' criticisms (Cornwell, 1998). What advice would you give in such circumstances?

RL: Yes, writing is a very personal thing. I have had my share of upset authors who disagreed with my comments or with those of the reviewers. The best way to get some personal distance is to view the editors and the reviewers as your "friends," who are giving you the advice that you really need to hear. A second thing is to focus yourself more on the "process" of writing instead of so much on the "product" (getting an article published). If you value the process more than the product, then you will get a lot more out of it, and it will be more enjoyable. There is no sense of "killing yourself" to get a few articles published.

RB: The evaluation criteria used by TLT reviewers refer to the "suitability for TLT readership," and the "relevance of problem addressed" (Swanson, Long, & Jungheim, 2001). Did you often receive papers that were of publishable quality, but that were unsuitable in the content area?

RL: Most of these papers tend to be a direct take-off of the author's master's thesis. I have received a number of these, and the problem is that the writer makes no attempt whatsoever to follow the guidelines, or to make the article truly relevant to Japanese EFL or to have a more practical focus to it.

RB: But how is it possible to determine the relevance of a paper to a community of readers? Could you give an example of unsuitable content?

RL: In one case, I received a paper comparing the Turkish language to Japanese. Besides not following the guidelines and being straight out of some master's thesis, I made the determination that it was better suited to the JALT Journal. Also, as there is not a large Turkish element in English language education here in Japan, I thought it wasn't the best article to go ahead with. But, you are right, the issue of "interesting" reading is one that is always in the back of my mind. The best way is to show in one's introduction and conclusion how your findings (and topic) are really important to most EFL teachers. If you have a hard time showing this, then this is one area that you might want to concentrate on more.

RB: What were some common problems that you encountered in the academic standard of submissions?

RL: Usually, there is the issue of thoroughly understanding the theory, problems, and the data. Most writers tend to give a superficial analysis of the problem, and treatment of the literature. A review of literature is not a cut-and-paste quotation process, but a critical review of the more relevant literature to your study. It should also point out a problem or gap (most writers fail to do this). Writing style also tends to be colloquial.

RB: There are many difficulties in conducting quality research projects. Do you have any suggestions for improving the way that research is often undertaken?

Feature: Blight

RL: The best way is to first identify a really interesting problem that is important. Then, think about the logistics of your study. Take a long look at your goals and ask these questions: How many people will need to be interviewed, or surveyed? How long will this take? How many people can you count on to cooperate? How will you triangulate the research? Once you get these questions answered, before you begin, then you are halfway home. I think too many people get halfway through a study, and realize that it can't be finished, or it will take a lot longer to finish.

RB: What are some new trends in research, which might be relevant to TLT readers? And do these trends improve the quality of the research?

RL: This is a good question, but frankly, I don't see any "trends" other than more writers discussing attitudes and motivation. Unfortunately, the quality of research seems to have declined over the past three years that I have been involved in the TLT. This might relate to the quality of education that teachers are getting in the research classes in their graduate courses. A second problem is that it does take a LOT of time to get the sufficient number of subjects for a serious study. Writers often tend to use just their own classes. Another issue is that of really reviewing the literature. Most writers don't take the time to go over the 20 to 30 odd articles in their subject areas, and to identify a real problem that is both relevant and interesting to the EFL community.

RB: What advice would you give to readers doing formal study programs, who may be considering submitting their M.A. assignments to TLT?

RL: Take a long look at your research study, and summarize only those things that the reader needs to know. Then get five people who are not your friends to give you some serious feedback on your draft. Go through and rewrite two or three times before submitting it.

RB: Do you have any other suggestions for readers wishing to get published in TLT?

RL: I would like to tell potential contributors to look at what has already been published in the TLT before writing an article. I think that there is a real need for articles relating to video, CALL, psycholinguistics, cross-cultural interactions, intralingual and interlanguage errors to name just a few. Come up with some ideas for a study

and see which ones interest teachers the most before starting. When you finish, try not to give an unduly glowing account of your findings, instead keep a balanced and objective distance to what you really discovered in your study, and its value to the EFL community.

RB: Robert, thank you very much for this interview with *The Language Teacher*.

References

- Cornwell, S. (1998). Advice for writers: An interview with Sandra McKay. *The Language Teacher*, 22(10), 13-15.
- Swanson, M. (2000). What is *The Language Teacher*? TLT readership survey results and analysis. *The Language Teacher*, 24(4), 3-6.
- Swanson, M., Long, R., & Jungheim, N. (2001, November). Getting published in JALT. Presentation given at the 27th Annual International Conference on Language Teaching, Kitakyushu, Japan.

Richard Blight is Associate Professor at the English Education Center, Ehime University. He has worked in the tertiary sector in Japan for four years, and prior to this taught ESL for two years in the tertiary and further education sectors in Australia. He commenced his TESOL career as an English teacher in a private language school in Adelaide, and subsequently worked for three years as an ALT on the JET Programme. He has been President of JALT Matsuyama for the past two years, as well as editor of the Chapter Reports column of *The Language Teacher*.

"Pssst.. did you hear about this year's JALT conference?"

<jalt.org/jalt2003>

Pass it on!!"



Conducting Corporate Research on a Language School

Robert P. Lohmann
Chiba University

This article represents John McLaughlin's final effort as editor of our Working Papers column. He writes: "With this paper, I officially step down from my position as editor of this occasional column on employment-related matters over the past two years. I am pleased finally to see an article on the private language school sector and am sure that the new editor, Debito Arudou (né David Aldwinckle) will continue to expand the range of issues addressed in this column."

The corporate language sector is a huge industry in Japan and many teachers may not

be aware of the kinds of information publicly available in English and Japanese about their schools. In this article, I would like to report on efforts I undertook on behalf of a Tokyo union to uncover financial information about Berlitz International and its owner, the Benesse Corporation, in order to engage more effectively in collective bargaining. After giving some background information on these companies, I will explain how I located financial information on them, a process which may be of use to others teaching for corporate language schools.

In the case of Berlitz, much information is available to shareholders. In the course of a century, Berlitz grew from a small private U.S. company to a subsidiary of a major international corporation based in Japan. Berlitz International is the descendant of the company established by Maximilian Berlitz in Providence, RI, USA, in 1878. The enterprise enjoyed considerable success in propagating the Direct Method of language instruction over the following decades. The company underwent changes in ownership, to Macmillan, Inc., in 1966, and subsequent purchase by Maxwell Communications in 1988. The company started trading shares on the New York Stock Exchange in 1989, a practice which ended with the achievement of 100% ownership by the Benesse Corporation in 2001. Class action suits brought by shareholders challenging the share price offered in the transaction complicated the process. The settlement resulted in an increase from the initial offer of \$12.00 to \$16.50 (Crandon Capital Partners v. Fukutake, 2001).

weblink: www.jalt-publications.org/tlt/articles/2003/6/lohmann

WORKING PAPERS

Feature: Lohmann

The year 1993 marked the beginning of the acquisition of Berlitz International, by Benesse, through a merger with a U.S. subsidiary in which it acquired 71.6% of the common stock of Berlitz International (Berlitz, 1997). The Benesse Corporation started out as a small publishing company. From its origins in Okayama, Japan, Benesse has acquired subsidiaries in correspondence instruction, real estate management, personnel services, telemarketing, elderly care, truck transport, and warehouse storage (Benesse Corporation, 2003). Benesse was listed as the 517th largest company in Asia in 1999 ("Asia's Largest," 2001) and the President, Mr. Soichiro Fukutake, was listed as the 445th richest person in the world ("World's Richest," 2002). Berlitz International alone operates in 60 different countries and one can find information about Benesse in the business media. An independent source of figures for Benesse is the Wright Investors' Service, an American consultancy firm that offers information for investors on thousands of companies after a simple registration procedure. Although Benesse and Berlitz are international in reach, reports on Nova Corporation, another publicly traded language instruction company with operations largely limited to Japan, are also available (see Wright Investors' Service, 2002).

Both the Benesse Corporation and Berlitz have received attention in the domestic and overseas English media. In the Daily Yomiuri ("Firm Fined," 1998) was a report of a failure to declare about ¥600 million in taxable income by Benesse Corporation for a three-year period ending in March 1997. Benesse was found liable for payments of ¥300 million, plus a fine. A Benesse spokesperson referred to the review of tax reports as a "difference of opinions." In a vein similar to the action in the Daily Yomiuri report above, the 1996 Berlitz Annual Report (1997, p. 27) records the issue of a deficiency notice relating to the 1989, 1990, 1992, and 1993 federal tax returns. According to this report, although the action could have resulted in additional tax payments of approximately \$9.3 million, the 1998 Report (Berlitz, 1999, p. 24) reported a final settlement of only \$2.1 million plus interest.

Numerous magazine and newspaper articles are available from paid electronic news services. One is an electronic magazine subscription service, eLibrary at <ask.elibrary.com/index.asp>. The service offers access to a list of mostly American mainstream periodicals. The New York Times offers a paid archive service (summaries of articles

are available at no charge) which also provided information about Berlitz. This site offered a January 27, 1996 report ("New Fraud Charges," 1996) of charges against a Maxwell heir for improperly putting up Berlitz stock as collateral for loans.

Financial data regarding Berlitz is available through its Annual Reports. Berlitz data such as Total Language Instruction Sales, Lesson Volume, and Average Revenue Per Lesson (ARPL) show the scale of worldwide operations. The ARPL figures for 1995 (Berlitz, 1996, p. 17), for 1996 (Berlitz, 1997, p. 22) and for 1999 (Berlitz, 2000, p. 22) show Japan's to be the highest in the world. Although figures are not always broken down by country, they offer the alternative to accepting without question figures and characterizations furnished by management negotiators in Japan, and as check or parry to managers' claims of poverty.

We can see, even from this informal survey, an impressive array of financial and other information of varying usefulness. While financial figures can be instrumental in informing the stance of a labor negotiator, labor law (Labour laws, 1995), the company's code of corporate conduct (Berlitz, 1993), and clauses in a contract can be more immediately and strictly applied in actual bargaining. Nevertheless, teachers need to know more about the financial practices of schools in the corporate sector. For our unions, the next important step forward is to lessen dependency on English language sources and to examine in greater depth print and web materials in Japanese.

References

- Asia's largest companies 1999. (2001). [Electronic Version]. Asiaweek. Retrieved June 25, 2002, from <www.asiaweek.com/asiaweek/features/asiaweek1000/content/list/501-520.html>.
- Benesse Corporation. (2003). Corporate information. Retrieved January 14, 2003, from <www.benesse.co.jp/IR/english/profile/02.htm>.
- Berlitz International, Inc. (1993). Code of corporate conduct. Princeton, NJ: Author.
- Berlitz International, Inc. (1996). 1995 annual report. Princeton, NJ: Author.
- Berlitz International, Inc. (1997). 1996 annual report. Princeton, NJ: Author.
- Berlitz International, Inc. (1999). 1998 annual report. Princeton, NJ: Author.
- Berlitz International, Inc. (2000). 1999 annual report. Princeton, NJ: Author.
- Crandon Capital Partners v. Soichiro Fukutake, Index No. 6000007/01 (Sup. Ct. N.Y., N.Y. Co. 2001).

Firm fined for falsifying tax returns. (1998, December 3). Daily Yomiuri, p. 2.

Labour laws of Japan 1995. (1995). Tokyo: The Institute of Labour Administration.

New fraud charges to be filed against one of Maxwell's sons. (1996, January 27). New York Times. Retrieved January 14, 2003, from <query.nytimes.com/search/advanced>.

The world's richest people 2002. (2002, March 18). [Electronic version]. Forbes Magazine. Retrieved January 13, 2003, from <www.forbes.com/static_html/bill/2002/print/alpha.html>.

Wright Investors' Service. (2002). Corporate Information.com. Retrieved January 14, 2003, from Wright Investors' Service Web site: <www.corporateinformation.com/home.asp>.

My Share

...with Erin Burke <my-share@jalt-publications.org>

This month's My Share looks at three different activities to freshen up your classes. Morris Kimura looks at developing vocabulary through using songs. Iain Lambert talks about the usefulness of minidisc recorders in language classrooms. Finally, Heidi Evans Nachi introduces an activity based around finding mistakes in songs.



An Idea for Using Songs in EFL/ESL Classrooms

**Morris S. Kimura, School for International Training,
SIT TESOL Certificate Program
<morris.kimura@worldlearning.org>**

Quick Guide

Key Words: Songs, EFL/ESL

Learner English Level: High beginner and above

Learner Maturity Level: High school and above

Preparation Time: One hour to rewrite a song to fit your class

Activity Time: 90 minute lesson, depending on level and how many details or variations are included

Materials: Depends on which options you choose

Using music in your ESL/EFL classroom is a great way to motivate students and generate enthusiasm for what they are learning. In this activity, students learn about U.S. American culture through a song. They develop their vocabulary through practicing and singing the original song. Students then personalize their learning as they write and share their own simple lyrics to the same tune. Through this lesson, students will have fun learning through music. For this activity, I selected the song This Land is My Land, although many other songs will also work well. I used only the first verse, which is short and easy to learn. The song is a good level for beginners, as it does not have too many high-level vocabulary words. Here are the lyrics for the song:

This land is your land,
This land is my land,
From California
To the New York Island,
From the redwood forest,
To the Gulf stream waters,
This land was made for you and me.

Procedure

Step 1: Eliciting background knowledge

The first part of the lesson is designed to generate vocabulary and work with what students know relevant to the song's topic. Ask students to share where they all come from. Students then talk in pairs to describe the neighborhoods/areas where they live now or in their home country.

Step 2: Introduce the song

This part of the lesson introduces the students to the tune and the lyrics. Prepare a copy of the lyrics for students to read and follow along as you play the song. Play it a few times until students can get the tune and feel comfortable singing it or mouthing it on their own.

Variations:

Higher level students can do a cloze while they listen and fill in the gaps in the lyrics with the words on the blackboard.

or

Have the lines of the song cut up into single strips. While they listen to the song, students work in pairs or groups to put the lyrics in order.

Step 3: Vocabulary check

With *This Land is Your Land*, students are put into groups, given maps of the U.S.A., and are asked to find the geographic locations of California and New York. An explanation of redwood forests and Gulf Stream waters along with their general locations will need to be provided by the teacher. Students then try to come up with the meaning of the song in their own words and share it with their group. The teacher can share his/her own meaning of the song with the class.

Variations:

For songs with a more complicated vocabulary, you can also create a vocabulary and definition matching sheet, where students try to guess the meanings of new vocabulary words through the context of the lyrics.

or

Assign each student to be an expert on one of the vocabulary words. Students find out the meaning of their word in the dictionary and prepare to explain it in their own words to a partner. They then explain their vocabulary item to each other in their own words and provide an example sentence.

or

Students can draw pictures or images of the meaning of the song and present it to the class.

Step 4: Sing the song together

Once the students know the meaning of the lyrics, they can work on pronunciation and rhythm through singing the song together with their classmates. Teachers can add a kinesthetic element by asking them to create a set of matching gestures to go along with the song lyrics while they sing.

Step 5: Write your own song!

This is the fun part of the lesson, where students create their own lyrics and personalize the song. For my beginning level students, I gave them a template of the new lyrics where they could fill in the gaps with their own information and be creative with the language.

Here are the new lyrics for *This Land is Your Land*:

This is our classroom
We are learning English
My name is Morris
I live in Brattleboro
I like to play tennis
I enjoy teaching English
This class was made for you and me.

Where it is underlined, students fill in their own information. In the second to last sentence, students must come up with a new sentence of their own. Depending on the level of the students, you can grade the task by having the students write more or fewer lines or verses with guiding questions or fewer prompts. At the end of the lesson, students can present their songs in pairs or groups by singing their lyrics. If a student is too shy to sing, I ask permission to sing their lyrics to the class myself. At the very end, you can let your students know that they are now songwriters in English! This lesson structure can be plugged into any song that you want to use in the classroom. I have found that personalizing the song allows students to be creative with English, share information about themselves, and learn about their classmates.

This lesson was adapted from Lisa Varandani's community/team building activity, which was presented at Tokyo Jogakkan Junior College/SIT project in 1999 in Tokyo, Japan.

Minidiscs: An aid for teachers and students

Iain Lambert, Tokyo Denki University <iain@naa.att.ne.jp>

Quick Guide

Key Words: Minidisc

Learner English Level: All

Learner Maturity: Young adult and above

Preparation Time: None, however, you should take time to familiarize yourself with the equipment

Activity Time: Open-ended

Materials: Minidisc player, external microphone, speakers, headphones

Minidisc (MD) players are popular in Japan and may eventually replace standard audiocassettes. Here are some suggestions for using them in the EFL classroom.

Benefits of MD

Although you can do much the same with MDs as you can with cassettes, when it comes to basic functions like record and playback, MDs have the following advantages and extra functions that the

teacher might find useful.

MDs provide higher quality recordings than cassette tapes and can be erased and re-recorded any number of times with no noticeable loss of quality. Normal stereo recording on a 74/80-minute disc can be doubled to 148/160 minutes in mono. MDs are also easy to edit. Recordings can be divided (given track marks), labelled, and named electronically so it's easy to find what you're looking for. Tracks can be moved, erased, or split/merged. You can, for example, record ten seconds of silence to put into a recording so that a student can listen and respond, insert comments into a student's recording, or delete stretches of silence at the touch of a button. Shuffle/memory/single repeat functions also allow you to play tracks at random, in the order you choose, or repeat a track any number of times. MDs are more portable than cassettes and cassette recorders. Leading on from this, here are some practical uses I've found for MD players in and out of the classroom.

Student-centred activities

In class: With just an MD player and speakers/headphones, you can set up a portable Self-Access Centre in the classroom. Set up two or three desks at the back of the room with MD players. Students can work solo using headphones or in pairs/small groups if there are small, external Walkman speakers (such as those available from Muji for ¥2,000). This is particularly useful for students who finish assigned tasks early. Just give them a prepared MD and a worksheet, and off they go.

For dictation, the single repeat function allows students to listen to one section of the recording as often as they like. For dialogue practice, one-sided dialogues/phone calls can be easily made up by adding track marks, then editing out one side of the conversation and replacing it with silence. For listening comprehension, record and edit stories or conversations and make accompanying worksheets.

Outside the class: For projects, students can use MD players with external microphones to record and edit audio guide commentaries for gallery/factory tours. Other students can visit the site using the prepared guides and report on how useful they were.

Prediction activities

Select a scene from a movie and record the dialogue to MD. Add track marks and check

the running time of each line of dialogue, then replace certain sections with an equal amount of silence and play the video/DVD using the prepared MD as the soundtrack. This helps prediction skills and lets students play one of the characters using their own made-up dialogue. Conversation jigsaws can also be created by recording a conversation or story and adding track marks after each turn or section. Put the MD player on shuffle mode and have students try and guess the context or reconstruct the text from what may initially appear to be a series of unrelated utterances. Alternatively, delete certain parts, replace them with silence, and ask students to fill in the gaps with their own ideas.

Assessment activities

When recording oral interviews or other examples of students' work, the date/time stamp on some MD players conveniently lets you know exactly when a recording took place and thus measures students' progress. You can record feedback regarding pronunciation or grammar, for example, onto a student's disc, and insert it at the appropriate spot.

Problems/caveats

- It's important to check sound levels before recording.
- You can't conveniently record from one MD to another.
- It's difficult to save MD recordings on a PC.
- MDs may be superseded, but by most estimates will probably be in use for the next 15-20 years.

For an in-depth discussion of the medium see: minidisc.amulation.com/

Know About IATEFL?

You can join the **International Association of Teachers of English as a Foreign Language (IATEFL)**, as well as any number of IATEFL SIGs, through JALT.

Check the postal cash transfer form at the back of this issue for more information!

MINISHARE: Finding Mistakes in Songs

Heidi Evans Nachi, Kwansai Gakuin University,
School of Policy Studies <heidi-nachi@gol.com>

Quick Guide

Key Words: Listening, songs, identifying mistakes

Learner English Level: Any

Learner Maturity Level: Youth to adult

Preparation Time: 30 minutes

Activity time: About 30 minutes

Materials needed: Recorded music, handouts

Many teachers and students alike enjoy listening to music, and using songs in the classroom can provide a nice break from the typical listening lesson. The following activity can be used to raise students' awareness of lexical and grammatical errors, build vocabulary, and teach word collocation.

Procedure

Step 1: Locate a copy of song lyrics. Shorter songs with lyrics that are easy to understand are generally more successful. To reduce preparation time, download lyrics from the Internet as an alternative to typing lyrics yourself. Typing song lyrics into any search engine will yield many lyric sites including Complete Album Lyrics <www.completealbumlyrics.com/>, which contains over 80,000 songs, searchable by artist, lyric text, or album or song title. The site also allows you to select print versions of song lyrics or buy the CD.

Step 2: Insert a variety of mistakes, such as words that rhyme with the original words but are wrong, words that collocate correctly but are wrong, words that have similar meanings but are wrong, extra words, incorrect verb tenses, missing or incorrect prepositions, or subject-verb or singular-plural agreement mistakes. Limit mistakes to the lexical or phrasal level.

Step 3: Pass out lyrics before listening and give students a chance to identify mistakes. To focus their search, tell students the number of mistakes and types of mistakes (i.e. words with similar meanings but are wrong, words that sound the same but are wrong, grammar errors, extra words, or any other categories you have selected.)

Step 4: Listen to the song and have students circle mistakes. After listening students can correct the mistakes and then check their efforts during a second listening. Encourage peer work.

Step 5: Proceed by eliciting mistakes or showing the original lyrics for students to self-check. Give students a chance to listen with the correct lyrics.

Extension: Personalize this activity by asking students to download lyrics of their choice and create their own handouts (and music) to bring to class.

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

「すばらしい授業!、これを他の人にも試してもらいたい!」



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

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor.

詳しくは、へご連絡ください。

<my-share@jalt-publications.org>

FOCUS

Welcome to JALT Focus! This new column contains information vital for all JALT members and begins with an inaugural message from our president, Jim Swan. Following his formidable challenge to all readers is the agenda for the next Ordinary General Meeting, open to all. Then we have some announcements of general interest to the JALT community at large. In our new Perspectives section, an article by the editors of the JALT2002 Proceedings gives us some insight into the production of JALT's largest publication. This is followed by an update on some of DynEd's latest offerings to the educational community.

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



Joseph Sheehan <jalt-focus@jaltpublications.org>

From JALT National

Greetings to you all,

It is my honor and pleasure to inaugurate this new TLT column, a forum where your National Officers can address the entire membership of JALT on a regular basis.

JALT Benchmark Study

JALT is now presented with an unprecedented opportunity for service to the language teaching profession. The



Japanese Ministry of Education, Sports, Science and Technology recently instituted a policy encouraging exposure to foreign language and culture in the elementary school years, but left the implementation

pretty much up to the discretion of local school boards nationwide. This authorization of early FL training in the formal Japanese education system is a policy shift of tectonic proportions, comparable only to the restoration of English to the national curriculum after

World War II. The threads that intertwine to make this new research opportunity historically unprecedented are: the concomitant loose implementation guidance, which would predict an uneven experience across the nation; the ubiquity of modern communications and computer networks, ideal for massive data collection; the vastly improved statistical tools now available for data analysis; and the increasing number of primary and secondary educators with modern research training, able to design and execute sophisticated research studies.

When we consider what groups in Japan might possess the size, resources, expertise, and position necessary for conducting a large-scale study of the effect of this new education policy, only a few organizations come immediately to mind: the Ministry itself, of course, and perhaps some of the big tutoring-school chains or correspondence course publishers.

And JALT.

While governmental and corporate organizations may indeed conduct research on Japan's newest body of foreign language learners, they will surely do so under the impetus of their own particular internal agendas, with government agencies seeking vindication of their policies and corporations seeking commercial advantage over their competitors. Only an independent academic society can maintain the appropriate professional detachment, and of all the academic societies in Japan, JALT is the one most perfectly positioned to be the hub of such a research effort. In the breadth of its membership and the

range of its specialized experience—spanning the whole SLA spectrum from teachers of young children through teachers of post-graduate adults, including authorities on the cutting edge of such specialties as materials writing, scientific language testing, and the computerized delivery of educational content, in 40 chapters covering the entire country, from Hokkaido to Okinawa, and with many more sources of expertise readily available through its extensive international affiliations with FLT groups around the world—JALT is uniquely suited for an undertaking of this magnitude. At its January meeting, the JALT Executive Board authorized me to establish an exploratory committee to assess the feasibility of precisely such a project—a longitudinal, nationwide benchmarking study of changes in the English language proficiency of freshmen entering junior high school.

As of this writing, the ELT-Benchmark Study exploratory committee has grown to twelve members—the Chairs of four SIGs (Teaching Children, Jr-Sr High, CALL, and Materials Writers), the President of Nagoya Chapter, and several testing specialists, including prominent members of the Testing and Evaluation SIG. The committee's consensus seems to be that a research study of this scale would be enormous, of course, but achievable and valuable—perhaps even essential. If its washback effect provided appropriate cues for the hapless elementary school teachers suddenly thrown with inadequate preparation into the role of foreign language teacher, then JALT's position in Japanese society would be immeasurably enhanced.

Even a group of JALT's size, composition, and coverage could not undertake such a massive job alone, however. Currently, the weakest link in the chain is JALT's relatively underdeveloped relationships with other domestic academic societies, and we are now hard at work trying to rectify this weakness. By this time next year, I hope that JALT's outreach efforts will have developed good working relationships with other Japanese teachers' groups on a par with our extensive international relationships, and that these colleagues will be eager to join us in our

quest to raise the level of language teaching in Japan through research. It is my personal opinion that if this benchmarking project is not out of the talking stage and well into the implementation stage very soon, we will be missing a once-and-forever window of opportunity.

What can you do to help?

At the chapter level, I ask you all to discuss the ideas behind this project at your chapter meetings. How would you imagine your chapter participating in a study of all the junior high freshmen in Japan? The immediate suggestion that springs to my mind is for each chapter to prioritize membership outreach to elementary and junior high school teachers in its area, perhaps in conjunction with teacher education workshops for elementary school teachers. Vastly increasing the number of these members is in JALT's long-term best interests.

As you read this issue of *The Language Teacher*, it is the beginning of June. At its January meeting, the Executive Board tabled a slew of different motions for amending JALT's membership categories, and created a committee to reconcile them and return a votable motion by the upcoming June meeting. If all goes as planned, there should be some attractive new membership incentives in place before summer vacation.

I would like to challenge every JALT member to make it his or her personal goal to attract at least one new active member into the organization before the beginning of summer vacation. The watchword here is active member. Encourage your protege to get involved in local JALT activities as a precursor for bigger responsibilities, and encourage him or her to attend the national conference in Shizuoka this November. I hope to have more news of the ELT-Benchmark project for you by then, and I hope each and every one of you will want to invest something of yourself into it.

Phoenix, anyone?

Yours for a resurrected JALT,

Jim Swan



The committee's consensus seems to be that a research study of this scale would be enormous, of course, but achievable and valuable—perhaps even essential.

The June 2003 Ordinary General Meeting

Date: June 29, 2003
 Time: 1:00 - 2:30 p.m.
 Place: Sophia University in Tokyo
 Room: 9-256

Agenda:

- Item 1. Business Report (2002/04/01-2003/03/31)
 - Item 2. Financial Report (2002/04/01-2003/03/31)
 - Item 3. Audit Report (2002/04/01-2003/03/31)
 - Item 4. Business Plan (2003/04/01-2004/03/31)
 - Item 5. Budget (2003/04/01-2004/03/31)
 - Item 6. Other important issues
- Jim Swan, JALT National President

2003年度6月通常総会

日程: 2003年6月29日
 時間: 午後1:00-2:30
 場所: 上智大学(東京)
 部屋: 9-256

議案

- 第一号。平成14年度事業報告
 - 第二号。平成14年度決算報告
 - 第三号。平成14年度監査報告
 - 第四号。平成15年度事業計画
 - 第五号。平成15年度予算
 - 第六号。その他の重要事項
- ジム・スワン全国語学教育学会理事長

Peace as a Global Language II and Featured Speaker Tour

Four JALT SIGs (GALE, GILE, PALE, and TC) are sponsoring Peace as a Global Language II at Seisen University, Tokyo, September 27-28, 2003. Plenary speakers are Spencer Kagan, world-renowned expert on cooperative learning, and Japanese Diet member and human rights lawyer Mizuho Fukushima. Prior to the conference, Kagan will give experiential teacher-training workshops in cooperative learning. The Nagoya, Toyohashi, and Gifu chapters, along with the TE and TC SIGs, will cosponsor a workshop on cooperative learning and language teaching on September 15, 2003 in Nagoya. For further details, including other pre-conference workshop engagements, please contact one of the sponsoring group leaders or visit the conference website: <www.eltcalendar.com/PGL2003>.

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 <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 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 TLJ 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 a 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.

The Language Teacher

... needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience,

Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of The Language Teacher trains proofreaders in TLT style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with TLT's operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best-qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, TLT recruits publicly for proofreaders and translators, 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>.

Perspectives

...with Joyce Cunningham & Mariko Miyao <perspectives@jaltpublications.org>



This month, JALT2002 Proceedings Coeditors, Malcolm Swanson and Kent Hill, give us a fascinating look behind the scenes on how the conference proceedings are made. The coeditors of this column invite you to submit 750-word reports of interest to JALT members in English, Japanese, or both.

The Annual JALT Conference Proceedings



What is JALT's biggest publication? The Language Teacher? JALT Journal? While JALT's flagship publications—along with all the SIG efforts—do produce a steady stream of published material each year,

the title of "biggest" actually goes to JALT's annual Conference Proceedings. In fact, the most recent proceedings from the PAC3 at JALT2001 conference tipped the scales at a record 935 pages, with 110 articles by 147 writers! Every year, soon after the national conference is over, work begins on the annual conference proceedings. The first step is soliciting articles,

with a Call for Papers going out to all conference-goers. Then, there are two teams to prepare: a reading committee and an editorial team. For JALT2002, we advertised for readers on JALT's mailing lists, plus contacted the previous year's committee members, and ended up with a team of almost 30 readers. Our editorial team this year consists of two editors—Kent Hill and myself—and five sub-editors (Amanda O'Brien, Kim Bradford-Watts, Robert Long, Coleman South, and Joseph Sheehan) all drawn from The Language Teacher's ranks. We also have a German editor, Michael Schart, and a Japanese editor, Megumi Kawate-Mierzejewska.

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

Who gets selected?

By the end of December, all the submissions are in and the difficult process of selection begins. The first step is to farm the articles out to the members of the reading committee, trying to match topics with interests. Each article is read by at least two people, and the comments sent back to the editors. At this stage, the editors weed out any articles which are obviously unsuitable for publication. Factors that would bring on a rejection include lack of clarity, insufficient research to support an article, or a lack of originality. The rest of the articles are divided into three categories: publishable as is, needing minor editing, or requiring major rewriting. All the articles in the last two categories are divided between the seven members of the editorial team, and a collaborative process of writing and review begins with the writers. Our aim is that by the end of the revision stage, every article will be suitable for publication, plus be correctly formatted and proofed. This is a very intense period for the editors, who, in between juggling the revision work on six or seven papers, are also preparing for their upcoming school year. However, by the end of April, the papers are generally ready, the final selections made, and the writers informed of the outcomes (it is very rare at this stage for a paper to be refused).

With all decisions made about content, work can then begin on layout—how to divide the articles into different categories, what formatting is necessary, and so forth. Indexes have to be prepared, forewords written, listings of all the people involved collated, and everything checked, rechecked, and checked yet again. With so many people and so much material involved, it is easy for details to be missed, and that is something we seek to avoid at all costs!

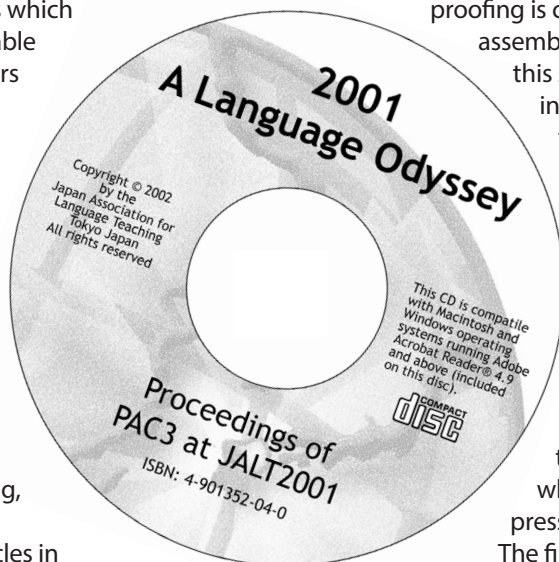
When everything has been collated, all the

material is passed over to the layout people at Pukeko Graphics. A draft layout is prepared and forwarded to the editors for approval. Once approval is granted, all the articles are laid out and PDF files prepared for proofing. These are made available to both the editors and the writers, giving everyone a final chance to make any necessary changes or corrections. Once final proofing is complete, the whole package is assembled and a master disk prepared. At this stage, extra graphics are brought in; last year, we offered readers for the first time a virtual photo and video album, and I'm pleased to announce that this will be included again this year. Tim Newfields has been hard at work collating digital photos and has created a very attractive album to stand as a visual record of JALT2002. With the master disk prepared and checked and the sleeve graphics complete, the whole package is then sent off for pressing and distribution.

The final part of the project is an evaluation of what worked, what didn't, and how everything could be improved. Then, we begin all over again. It's a demanding task, but when the finished product turns up in the mail, it is extremely satisfying. If any part of this process sounds of interest to you, please get in touch with the proceedings editor for JALT2003 at <proc2003@jalt.org> and offer to help. The more, the merrier!

Malcolm Swanson
Kent Hill

JALT2002 Proceedings Coeditors



JALT Shop
Copies of past JALT Conference Proceedings are also available from JALT Central Office. More information, along with a downloadable order form, can be found at:

<www.jalt.org/main/shop>



On the Road to Distance Learning?

DAE 10
+ MAP

Get the *DynEd* MAP

DynEd's

Multimedia Advantage Program

On DynEd Japan's 10th Anniversary as Japan's Premier ELT Multimedia Publisher, we introduce a new program to our schools, students, and teachers as never before.



Kids MAP

Japan's
Favorite Course

Elementary ELT for kids is among Japan's greatest challenges. Why not use the most honored multimedia program with your kids? Let's Go is proven effective, comprehensive and award-winning. This multimedia course not only integrates lesson and review in a complete classroom program. Perfect for junior and private language schools, our Kids MAP with Cat's Go is the right start for English study and is the best way to help schools build a strong community team with their families.



School MAP

Award-Winning
Courseware

For a full range of courses from EFL-12, university, FLU, and JETS for the School MAP. Course installed to the school LAN can be later learned for home study. All special learning is done on DynEd's Internet Server. Teachers access the program package course and run any Internet linked computer. DynEd's Award Winning Remote Manager and the new on-line Intelligent Tutor support teachers and students.

Business MAP

AETD
Certified



DynEd's adult course comprise the Business MAP suite, the only CERTIFIED program awarded the e-Learning Courseware Certification (ELCC), meeting standards set by the American Society for Training & Development Certification Council. Used in several learning programs, these courses provide a motivating, balanced approach to improving language proficiency. This is the solution for academic and programs that are serious about quality and results.

Go the Distance with DynEd



DynEd Japan

Tel: 03-5572-7400, 03-5572-7401, 03-5572-7402
03-5572-7403 Fax: 03-5572-7404
e-mail: jpmail@dyned.com
Internet: <http://www.dyned.com/japan>

Get DynEd's
COPY 704

Private School Owners

Ask how to make MAP a
profit center for your school.



Off the Presses

...with Mark Zeid <off-presses@jaltpublications.org>

DynEd Japan: We've Come a Long Way!

As DynEd International begins its 16th year, DynEd Japan and JALT CALL have both come a long way as they celebrate ten years of

service here in Japan.

So what's new? First, DynEd continues to grow with new offices in Hong Kong, Beijing, and Kuala Lumpur to support and coordinate projects throughout Asia. The most significant of these projects is in Malaysia. DynEd is at the core of a three-year Ministry of Education project to improve the English of 30,000 public school teachers per year. One of the selected courses is DynEd's newest course, English for Success, which was released at just the right time. English for Success is a content-based, secondary school program that combines three language courses in one: a general English course; a communicative school life course; and a school subject course with language typically used in math, science, geography, history, and English. This lively mix thoroughly engages students and never underestimates their intelligence. Perhaps this is why English for Success has been

awarded the All Star Software award by the Children's Software Revue and named a finalist in the Software & Information Industry Association's 18th Annual Codie Awards as the Best K-16 Educational Special Needs Solution—quite an honor for a brand new course.

Value and Quality Assurance

In 2002, DynEd won other awards. The American Society for Training & Development awarded DynEd's business English course certification

through their ASTD Certification Institute. DynEd is the only technology-based ELT courseware to earn this award. (ASTD is the world's premier professional association and leading resource on workplace learning and performance issues.) Also in 2002, the DynEd Records Manager received the EdPress Distinguished Achievement Award in the Educational Technology (Administration) category, while our Clear Speech Works pronunciation course won in the Instructional Materials (Software) category.

FLASH UPDATE: DynEd has won BESSIEs (9th Annual Best Educational Software Award from CompuED Gazette) in all categories entered, including:

- Best Early Elementary ESL for Let's Go
- Best Middle School ESL for English for Success
- Best High School ESL for New Dynamic English
- Best Post Secondary ESL for Advanced Listening

What do such awards mean? DynEd continues to pursue the Japanese industrial standard of kaizen in the never-ending goal of continuous improvement. In the confusing world of CALL, recognition of consistent quality is your best sign of value that you can trust.

Opportunities for Improved ELT in Japan

We all know the difficulties inherent in ELT in Japan. There is too little time in the class and insufficient student practice between classes. One solution is e-learning integrated with lab and class work and supported by an online management and tutoring system. The strengths of CALL include frequent quality opportunities for practice and the advantages such practice gives to teachers for creating more dynamic classes. If students have good courseware and classroom activities, they will study and make significant progress, as our courseware completion data confirms. But integrating CALL and the ELT classroom can be confusing. Teacher

Guides, teacher training programs, tests, and the sharing of experience at conferences such as JALT are highly recommended and have been provided by DynEd since its inception.

MAP: Multimedia Advantage Program

In addition to releasing new courseware, DynEd continuously improves its technology, following a solid development path that recognizes the practical limits of available technologies. We are releasing these new products at JALT CALL's 10th annual conference. The theme of the conference, CALL for ALL, indicates that technology must serve democratic goals and ideals, and DynEd is working



weblink: www.dyned.com/japan/

to help make CALL for ALL a reality, with new capabilities in our delivery and business models.

The Multimedia Advantage Program allows schools and teachers to provide a distance, home-study, multimedia advantage for all levels and ages. MAP is for schools that wish to offer more frequent and intensive practice, have dispersed student populations, or seek to build and improve their learning community with the latest and most effective means of language learning. MAP can also support those schools that wish to extend their own business model into online learning.

How does the DynEd MAP work? Consider online and distance education as an interactive broadcast medium. Unfortunately, the current Internet infrastructure does not yet support the interactive broadcast of such a medium, even though it is precisely this medium that helps motivate students. MAP delivers DynEd's

award winning combination of courseware and management system online without creating debilitating Internet dependencies. In that sense, MAP is DynEd's kaizen for the Internet, your guarantee of a clear and reliable path to a secure blended e-learning system with the most reliable and proven ELT courseware. For more information on DynEd's MAP, please consult our homepage or call us directly. We will be happy to help you get started.

We cannot say it enough—we at DynEd Japan thank you for your interest and support during our first decade. Throughout our tenth anniversary year, we will offer special DynEd MAP Introductions and other opportunities for our clients. You can register for our mailing list on the website at <www.dyned.com/japan>. Onward to the next decade!

Book Reviews

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

Are you looking for books on public speaking? In this month's Book Reviews column, Kay Hammond reviews a book on speechmaking and James Llewelyn reviews a textbook covering speeches, debate, and discussion. We hope they will be useful.

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



Speaking of Speech

[David Harrington and Charles LeBeau. Tokyo: MacMillan Language House, 1996. pp. vi. + 105. Textbook. ¥1,835. ISBN: 4-89585-211-3 C3082. Teacher's Booklet. pp. 27. ¥2,100. ISBN: 4-89585-214-8. Audio cassette. ¥2,625.]

Reviewed by Kay Hammond, International Christian University

If you are looking for a comprehensive book on teaching students of any level to make effective presentations, then *Speaking of Speech* would be an asset to your teaching materials. The *Speaking of Speech* set includes a textbook, teacher's booklet, and cassette tape. The textbook is clearly divided into the three main components of speeches: the physical message, the story message, and the visual message. The physical message section covers posture, eye contact, gestures, and voice inflection. The story message section covers speech structure, the introduction,

body, conclusion, and the use of transitions and sequencers to connect these. The visual message section introduces types of visuals and how to make them effectively. It also provides phrases to use when explaining the visuals during the presentation. Additionally, there is a fourth section, titled "Final Performance." This provides step-by-step instructions with fill-in lines and boxes for a final speech that incorporates all skills covered in the three main sections.

The sections follow the same format throughout the book. Each section begins with an

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

introduction of the meaning and the importance of that element in speech making. Following this are effective tasks for students to complete in order to help them recognize each skill and then practice and develop it themselves. After each of these elements, a suggested assignment is offered for students to practice and demonstrate that specific skill. Evaluation sheets are also provided for students to practice peer evaluation. A final assignment in each section gives students the opportunity to use all the skills covered in that section.

The teacher's booklet contains the cassette tapescript and brief teaching notes that are useful for assisting teachers with lesson planning and listening to the tape. The latter is especially useful if teachers are nonnative English speakers. This information is clearly set out by chapter and page number. In the teacher's booklet, tape icons are placed next to the corresponding page numbers of the student textbook and clearly distinguish tapescript from teaching notes.

This book aims to provide basic presentation skills for beginners. The term "beginners" should not be confused with low-level language learners. I used this text effectively with high-level university students. Although their English abilities presented no problem, many of them were beginners in terms of presentation skills. Thus, this book would be useful for a wide range of students. The materials are detailed enough to work through slowly with low-level language learners, and some of them can be skipped with higher level learners. For example, my students

were eager to listen to the examples of voice emphasizing, stretching, and pausing, but were not interested in practicing along with the tape, whereas lower level learners might prefer the extra practice before using these vocal variety techniques in their own speeches.

A potential limitation of the book is its brief coverage of gestures. My students rapidly acquired the basic ones provided, but then tended to overuse them. For example, they made the same gesture, repetitively, of arms stretched out sideways for the word "big." They also tended to hold up a number of fingers for every number in their speech. This looked effective for indicating the number of points in their speech, but it looked awkward when used to show time or amounts of money. Furthermore, one of the illustrations shows a person holding up two fingers with the palm facing toward the speaker (p. 16). This is an impolite gesture in some countries. Another limitation of this text is the evaluation form for the final assignment in the book. This form contains all the elements to be evaluated; however, in practice, it is very difficult to evaluate many elements at the same time.

In general, I would recommend this book as a useful text for introducing students to the basic skills of presenting. The clear explanations, structure, and cartoons combine to make this an accessible tool for both native and nonnative English teachers. In my term-end course evaluation questionnaire, the students typically described the text and tape as "useful" and "easy to understand."

Taking Sides—Critical Thinking for Speech, Discussion and Debate

[Stephen Hesse, Hideaki Motegi, and Katsuyoshi Suzuki. Tokyo: Kinseido, 2001. pp. iv. + 73. ¥1,550. ISBN: 4-7647-3710-8]

Reviewed by James Llewelyn, Kobe University Faculty of Law

Stephen Hesse states from the outset that this textbook aims to "help individuals develop the ability to think about and logically debate various issues in contemporary society" (p. II). As such, Hesse's text focuses chiefly on providing a resource for discussion and debate, placing a clear emphasis on enhancing learners' verbal communication skills, but not at the expense of the other macroskills. As this text requires a

relatively advanced level of communicative ability from the outset, it seems best suited for learners from intermediate levels upward.

In comparison to Hesse's earlier work, such as *Debating the Issues, Opposing Views on Value Topics*, the more recent *Taking Sides—Critical Thinking for Speech, Discussion and Debate* is more user friendly for learners and teachers alike. There are three key reasons behind this

overall improvement. First, the units are two pages shorter in length, meaning that learners are less likely to be overwhelmed by the sheer volume of material. Second, unit topics are generally more Japan focused, ostensibly giving learners more opportunity to contribute in discussions and debate. Last, each topic is introduced in a relatively authentic dialogue, rather than through a standard reading comprehension exercise.

This text also caters to nonnative EFL teachers, containing unobtrusive translations in the overview, instructions for answering questions, and a useful phrases and glossary section in each unit. In fact, the text commences with a useful bilingual introduction stating the aims of the book and also has an explanation for each of the sections within each unit.

This text has 12 units somewhat graded in difficulty, ranging from general topics to more complex Japan-specific topics (such as “Should commercial whaling be resumed?”). Each unit has five distinct but interlinking sections outlined as follows: (1) a model dialogue introducing the topic with comprehension questions, (2) a for and against section where learners assess whether a series of statements support or negate a set of arguments, (3) a reading section where learners match written texts or data to corresponding arguments, (4) an exercise requiring learners to insert key vocabulary and a sentence into “blanks” within 2 texts (which model for and against speeches), and (5) a glossary and expressions reference section.

Building on a concept I recently introduced to the class in which I piloted Hesse’s text, (i.e., that

opinions should ideally be supported by some evidence in English), Taking Sides—Critical Thinking for Speech, Discussion and Debate became a timely and useful supplement to this course. Over the course of two hours, my class successfully completed all five sections of the unit, ending with an informal debate on the topic (“Should cell phones be banned in public?”). We began at the end of the unit, with a thorough review of the vocabulary in the glossary, as covering this first is essential for the reading and writing sections. Each unit topic naturally becomes a springboard for some type of concluding discussion of the topic, though I should state that this class required more than expected preparation time for this task. By working through the unit’s reading comprehension and “matching argument to data” exercises, however, all my learners had absorbed enough of Hesse’s readymade package of vocabulary, expressions, and data by the end of the class to express a clear opinion on the unit topic.

In short, this is an effective text for classes aimed at improving communicative ability through debate and focused discussion, while reminding us that the skills required to achieve this goal can also be gleaned from suitable reading and writing preparatory exercises (a notion sometimes forgotten in the rush to embrace communicative approaches). The chief strength of this text, however, is that it explicitly demonstrates to the learner through practical exercises that arguments are much more persuasive in English discourse if they are bolstered by evidence.

Moving?

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

Name: _____

New Address _____

Tel _____ Fax _____

Email _____ New Employer _____



Recently Received

...with 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

- *Advanced Learner's Dictionary of Current English (6th ed.). Hornby, A. 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). Loughheed, L. Tokyo: Macmillan Languagehouse Ltd., 2003.
- *Oxford Wordpower Dictionary. Steel, M. (Ed.). Oxford University Press, 2000.
- People Like Us: Exploring Cultural Values and Attitudes. Greenall, S. Tokyo: Macmillan Languagehouse Ltd., 2003.

- Reading Keys (Silver & Gold). Craven, M. Tokyo: Macmillan Languagehouse Ltd., 2003.
- Really Learn 100 Phrasal Verbs. Oxford University Press, 2002.
- *Reason to Write: Strategies for Success in Academic Writing (Low Intermediate). Miller, J., & Cohen, R. Oxford University Press, 2001.
- *Reason to Write: Strategies for Success in Academic Writing (Intermediate). Miller, J., & Cohen, R. Oxford University Press, 2003.
- Success With College Writing. Zemach, D., & Rumisek, L. Tokyo: Macmillan Languagehouse Ltd., 2003.

Books for Teachers

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

- *Applied Linguistics. Cook, G. Oxford University Press, 2003.
- *Intercultural Communication in Japan: Making it Happen Effectively. B-Ikeguchi, C. Ann Arbor, MI: Robbie Dean Press, 2003.
- *Task-based Language Learning and Teaching. Ellis, R. Oxford University Press, 2003.

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.

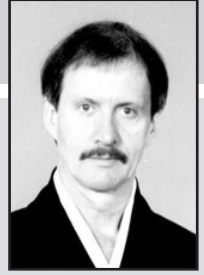
weblink: www.jalt-publications.org/tlt/reviews/

RECENTLY RECEIVED

Special Interest Group News

...with Coleman South <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.



SIG Events

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—Check the LD SIG info below.

GALE, GILE, PALE, and TC—These SIGs 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.elcalendar.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>.

Learner Development—We are holding a mini-conference, Learner Development: Contexts, Curricula, Connections at the Mount Rokko YMCA, Kobe, from October 17 to 19. The conference will look at: 1) how learner development fits into overall educational contexts and into students' overall learning experiences, 2) how it can be extended from the classroom to the broader curriculum, and 3) its role in other aspects of language teaching in the learning of different languages and across the various levels of the education system. For more details and to register, see the conference website at <www.kobeconference.com>.

SIG Contacts

Bilingualism—Peter Gray;
t/f: 011-897-9891 (h);
<pag@sapporo.email.ne.jp>;
<www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>

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

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

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

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

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

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

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

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

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

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

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

Pragmatics—Sayoko Yamashita;
t/f: 03-5283-5861; <yama@tmd.ac.jp>;
Yuri Kite; <ykite@gol.com>;
Bill Hogue; <whogue@almuni.indiana.edu>;
<groups.yahoo.com/group/jaltpragsig>

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

Teaching Children—Aleda Krause;
t/f: 048-787-3342; <aleda@tba.t-com.ne.jp>

Testing and Evaluation—Jeff Hubbell;
<jkh@twics.com>; <www.jalt.org/test>

Forming SIGs

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

Pronunciation—Veronika Makarova;
t: 0298-567862(h); f: (except university
vacations/holidays) 047-350-5504(w);
<makarova@etl.go.jp>; Elin Melchior;
t: 568-76-0905; f: 568-71-8396; <elin@gol.com>

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



JALTCALL 2003: CALL for All

“CALL is hot, CALL is cool”
Kinjo Gakuin University, Nagoya
June 7-8, 2003

On the occasion of the 10th Anniversary of the CALL SIG we present an INNOVATIVE, NEW conference experience which builds on the successes and strengths of past conferences, yet incorporates many new features.

What's the Same

At JALTCALL2003, you will experience the same quality presentations, the same quality networking, and the same friendly staff you have come to expect at JALTCALL conferences.

What's New

We have added new things to make the conference easier to navigate, more interesting, more pleasant for the body and mind In short, this will be a WHOLE NEW conference experience!

New topics: Pre-school, Elementary School, Business, Conversation Schools, Research, and Theory.

New formats: Debates, discussions, and video presentations

Amenities: Gourmet coffee and tea, and a food court called *Mega-Bytes*

Atmosphere: The theme will be *Hawaiian*, so don your *aloha* shirts!

See you there!!

<www.jaltcall.org/conferences/call2003/>

Chapter Reports

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

The Chapter Reports column features reports of presentations held at local chapter meetings throughout Japan each month. Chapters are invited to submit reports that describe their meetings in a clear and informative way, which will be interesting to readers from other chapters. For more information, please check the submission guidelines page.



Hiroshima: February—Language Awareness and International Understanding through English by Kip Cates. For several years, Cates has been developing content-based lessons for university classes that are directed toward both language learning aims and education in global issues. He showed us an example of a lesson based on the theme of world languages, which had two parts: writing systems and spoken languages. As a warmup, Cates gives a quiz in which students try to match short passages written in 10 diverse languages with the names of the writing systems, languages, and countries where those languages are used (e.g., Hangul, Korean, Korea). This is followed by a short question and answer practice, done in pairs. Then the students scan short descriptions of the languages and work together to find the answers to a series of simple true-false statements and comprehension questions. The readings also recycle a number of words and patterns that are useful in talking about languages. The handouts are rather elaborate, and clearly some time and effort are needed to develop a successful lesson of this kind.

In the second part of the lesson, students work together to match common spoken greetings with their corresponding languages and examine similarities within the major language families. They also read and talk about the origins, present day distribution, and major features of several languages, try to identify the languages spoken in taped excerpts, and finally choose a homework assignment from a set of language-related research and writing projects. The multiple choice homework assignments are devised to accommodate a variety of interests and talents among the students. In all, this lesson works to promote language awareness among the students while providing some of the English they need to talk and write about the subject of languages. Courses of this type may be attractive to many students, as they provide two benefits: English language learning and increased general knowledge.

Reported by Gordon Luster

Hiroshima: March—(1) Reflectivity and Reflexivity in Developing Teachers' Practices by Stuart Ruttan. Ruttan opened with a writing assignment. Everyone spent five minutes writing a story about a memorable classroom experience, then told the story to a partner. The next step, left to us to finish on our own, was a theme writing exercise in which we were to reflect upon this experience in order to draw personal practical knowledge from the experience. Ruttan contributed one of his own early (and stressful) experiences, and the lessons he drew from it, as a model. He pointed out that such a procedure needs to be critical, though not necessarily negative, and that it is more effective when carried out in a community of teachers than done in isolation. Well considered knowledge gained from experience can be a valuable supplement to the received knowledge obtained from more academic sources.

Hiroshima: March—(2) L2 Lexical Processing: A Prerequisite for Language Learners' Development by Tomoko Nakamura. Nakamura reported on her research into the difficulties that Japanese EFL learners, particularly the large population of false beginners, have in processing English vocabulary. Mistakes often occur in both print-to-sound and sound-to-print processing of lexical input, and some insight into the nature of these mistakes can be gained by controlling the input and carefully observing the resulting output. Nakamura studied three groups of thirty students: high-proficiency university freshmen, low-proficiency freshmen (false beginners), and high-proficiency ninth-graders. The false beginners showed notably slower reaction times in recognizing words, lower scores in sounding out printed words (particularly irregular words with difficult spelling), and also lower scores in spelling and understanding dictated words. The high-proficiency freshmen showed better scores overall and little difference in performance between regular and irregular

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

words. It was clear that false beginners' difficulty with recognition of words from the complicated English lexicon was a major impediment to their comprehension of written and spoken English. Nakamura concluded that "effective processing of single words seems to be a prerequisite for text comprehension" in the early stages of language learning, and that teachers need to be sensitive to some students' difficulties with languages having more complex phonological and orthographic structures than their L1.

Reported by Gordon Luster

Kitakyushu: March—Research into Educational Philosophy by Roger Fusselman. Fusselman discussed recent research and shared classroom materials on the philosophy of education. The Objectivist Epistemology of Ayn Rand (1990) was favourably compared with Howard Gardner's theory of Multiple Intelligences and some ideas from it were incorporated into flash card design and TPR-style activities for grammar and pronunciation instruction by the speaker. These were packaged for us into a hefty handout, including samples and extra material to provide some basis and background for what we teach, integrated with ideas of how to go about it. The Five Essential Building Blocks of Cognition, identified as Differentiation, Integration, Abstraction from Abstractions, Concretisation, and Unit-Economy, were first presented as examples applied to language and then applied to teaching. While the theoretical background may have been somewhat inaccessible to some of us, Fusselman also produced a plethora of teaching ideas. We all got something to take home, including the Language and Pedagogy Integration Worksheet, which requires some hard thinking about "connections between the mind, the English language, and classroom techniques."

Reported by Dave Pite

Nagasaki: March—My Share / Bring Your Own Idea by various presenters. Participants were asked to bring any ideas or short materials for first classes, any interesting ideas from the JALT Shizuoka conference last November, or any authentic materials drawn from Nagasaki life. Karen Masatsugu first reported on Curtis Kelly's Shizuoka presentation on Training Japanese Elementary School Teachers to Teach

English. She explained issues discussed at his presentation, including questions about who should teach English to children, what kind of training or support teachers need, suitable methods, and lists of training needs. She also outlined in detail her own class, which is designed as a one semester, twelve topic training course for college students who wish to know how to teach younger learners.

Tomoko Maekawa and Tim Allan also provided a roleplay demonstration based on first class Personal Profile forms and bilingual Useful Expression worksheets. We also looked at photocopiable activities and games from Linda Lee's Transitions textbook, and referred to authentic local sources such as Nagasaki Beat, Foghorn, Chikyushiminhiroba newsletters, and Brian Burke-Gaffney's An English Nagasaki Reader.

Reported by Tim Allan

Omiya: March—Genki English by Richard Graham and Will Jasprizza. For the Genki English team, the key to devising a successful English program at elementary school level is to "think like kids." Kids like action, noise, songs, and more songs, with movement and communicative interaction. These elements provide the motivational elements upon which the Genki English program is based, and this presentation provided them nonstop. With participants taking the part of students throughout, we began with a TPR warmup in which we stood, sat, spun, and clapped, saying the words as we did the actions. This approach gets the students not only speaking but, just as importantly, motivated to listen. Graham and Jasprizza then introduced their method of teaching the songs which are the main component of the program and which present short chunks of easy English, mostly in the form of a statement and response (My name is Aya. My name's Naomi. Nice to meet you!), or question and answer (Where's the television? It's over there). The vocabulary is taught first, then the song is practiced a cappella with actions, building up to a speed faster than that on the CD so that the students will have no trouble keeping up with the music. Finally the full song is performed with the CD. The verses are repeated several times with kids changing partners each time, so that there is constant

movement and interaction and everyone has time to consolidate the language and “get it right.” Positive reinforcement is another key component of the Genki English method, aimed at eliminating the belief held by many students (and teachers) that English is difficult and that the Japanese can’t speak English. With constant cries of *dekiru!* and always another chance to get it right, students build confidence and the English lesson becomes enjoyable. Words and materials are adaptable to suit the changing interests of five- to twelve-year-olds, and songs are provided to address common problems such as students repeating everything the teacher says and the fine thank you and you roundabout. The presenters also demonstrated their useful technique for decibel control and a multi-purpose game which can be used with the question-and-answer songs to introduce an element of motivational competition. This program provides plenty of material and fun for kids; my only reservation is the agility required of the teacher!

Reported by Amanda Everaert

Tokyo: March 16—Faulty Bridges:

Strengthening the Interplay between Theory and Classroom Practice by Marshall R. Childs. Childs discussed relations between the theory of language learning and classroom practice. The bridge between the two has been weak, primarily because the theory side has rested on an inadequate foundation, the stored-program model of mental processing. Proposed with excitement in the 1950s when it was transferred from computing theory, this model actually shed little light on how people’s minds do language. Childs explained how, in the absence of sensible theory, makeshift versions have thrived, pushed to the fore by an overabundance of poker players and bad statisticians. Working on the premise that a good bluff is worth a good hand, these poker playing theorists have glossed over critical flaws in their conceptual frameworks, serving up half truths to teachers and fellow academics hungry for neat answers. Those who have considered the ideas of scholars such as Chomsky, Krashen, and Schmidt (among others) may have had nagging theoretical doubts, but until recently, few suitable alternatives.

Childs described the impact of the wrong-headed use of parametric statistics as a “statistical

tyranny” that has sometimes excluded valuable but theoretically inconvenient data, and, through reliance on averages, neglected individual learner differences. Childs envisions a language learning theory based on findings in such fields as neurology, psycholinguistics, and chaos theory. The new theory will rest on the principle that language is handled not by rules, but by huge networks of neural connections, rendering much of language processing unconscious. In this new theory, perhaps to be named attractor theory, there will be a greater understanding of, and respect for, automatic language habits over explicit learning. Childs said that this already emerging new theory draws on a wider range of disciplines than the old theory, has greater transparency (and accountability for error), and allows for augmented exchange between practitioners and theorists. With such a backdrop, teachers of tomorrow may find themselves less plagued by worries that their methods fall outside theory-based imperatives.

Reported by Stephen C. Ross

Tokyo: March 23—Academic Writing and Advancing English Language Learning: Criterion (SM) & Online Writing Evaluation by Megumi Kawate-Mierzejewska. The Educational Testing Service (ETS), the organization behind such widely used tests as the TOEFL, SAT, and GMAT, has in recent years introduced computer scoring of student essays—a development that has provoked fear and objection, as well as opportunities for learning. Kawate-Mierzejewska first described how a variety of ETS services and software packages assess student writing. As one might expect, the Criterion service utilizes criteria distilled from the experiences of veteran essay scorers. Under the guidance of their home institution instructors, students can now write essays and submit them at any time for virtually instantaneous online scoring and critiquing. ETS maintains that this institutional subscription service allows students to accelerate their improvement in academic writing.

Criterion’s e-rater software works with essay questions and data drawn from actual past test administrations. Thus, students can find out how they would have scored on past writing assessment sections, and such scores are highly accurate predictors of performance on future

tests. The e-rater meshes neatly with an online student portfolio and is able to give specific feedback on grammar, usage, punctuation, and spelling. It can also offer feedback on student discourse style, a valuable feature in Japan as students attempt to alter their internalized kishoutenketsu model to fit the English language paradigm. A number of pedagogical conveniences were apparent from the real-time,

online demonstration. Students would be able to work at their own time and pace, and the system provides instant, reliable feedback. Use of such systems would appear to liberate teachers from labor intensive marking, thus freeing them to coach students in those areas where computers, for the moment, still dare not tread.

Reported by Stephen C. Ross

Chapter Events

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

Chiba—Creating Confident Creative Conversationalists With Communication Circles by Thomas C. Anderson. This presentation will begin with an examination of four problem areas that exist for EFL teachers in Japan. We will then turn to communication circles, an easy to organize activity which has become the cornerstone of the presenter's Oral English classes. Functions and the effects of using communication circles will be examined. Variations and evaluation/testing will also be discussed. Audience participation/discussion will be warmly encouraged. Sunday June 22, 14:00-16:30; Bunka Hall at SATY, 4F, Room 2 (1 min. walk from Inage Station east exit on JR Sobu Line); one-day members ¥1000.

Gifu—Proactive and Resonant Teaching for Value Perception Enhancement in the EFL Classroom by Paul Raymond Doyon. This presentation will initially focus on beliefs and perceptions—and how these can be shifted in order to enhance the perception of value in the EFL classroom. Raffini's psychoacademic needs and how these spark and fuel intrinsic motivation in the classroom will be examined with connections drawn to the following key concepts: empowerment and engagement, learned helplessness, compliance and defiance, resistance, reciprocity, and the relinquishing of control. Sunday June 29, 14:00-17:00; Heartful Square (southeast section of JR Gifu Station); one-day members ¥1000.

Gunma—Taking the Dialogue Out of the Textbook by Mark Frank. The dialogue is a staple of language learning textbooks. In this workshop, ways of taking dialogues out of the textbook will be explored.



As directors and actors in the living dialogue, students become creative participants in the class and active negotiators of meaning. This interactive, hands-on workshop will feature a variety of games, activities, and approaches appropriate for all ages and ability levels. Sunday June 22, 14:00-16:30; Maebashi Kyoai Gakuen College; free for all.

Kitakyushu—Putting Words in Their Mouths: Taking Dictogloss, Shadowing, and Summarizing by John Small. This presentation will cover three activities that give students structured language practice: dictogloss (grammar dictation), shadow talking, and summarizing. With dictogloss, students actively recreate the spoken text, discuss differences and missing information with partners, and participate in a review of the grammar of individual sentences. Shadow talking and summarizing exercises, which are easy to prepare and paperless, will also be explained. Saturday June 14, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥1000.

weblink: www.jalt.org/calendar/

Kobe—Recent Developments in Monkasho's English Educational Policy; Where are We Headed? by Kensaku Yoshida. The presenter, who is a member of one of the research groups created for the "Strategic Plan to Educate Japanese Who Can Use English," as well as a member of the Super English Language High School Assessment and Advisory Committee, will present his views on the Monkasho initiatives. He will also provide his views on the factors which must be considered in bringing about positive changes in English education in Japan. Sunday June 22, 13:30-16:30; Shigakukaikan; one-day members ¥1000.

Matsuyama—Comparison of Meanings of English and Japanese Expressions by Shinji Miyauchi. Expressions which are often translated directly between languages often have quite different meanings and structures. So it's important for teachers to explain the linguistic and semantic differences of various expressions. This can help learners to increase their language awareness, develop cross-cultural understanding, and improve their motivation for learning. A useful system of classroom instruction, and difficulties which are sometimes encountered, will be discussed. Sunday June 8, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members ¥1000.

Nagasaki—Playful Communication! Drama in the Classroom Workshop by Kristie Collins, DramaWorks Group. Stories in StarTaxi and PopStars, presented by DramaWorks, make both learning and teaching easy and fun. The stories are told in 20 scenes of simple yet authentic dialogues and can be used as a complete course or as supplementary material. This workshop style presentation will show participants how to block the scenes and will introduce language activities and warm-up games that reinforce language functions, vocabulary, and natural intonation. Sunday June 15, 13:30-16:30; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre Free Space; one-day members ¥1000.

Nagoya—TOEIC Test by George Van Horn. The presenter will describe this popular English proficiency test: its history, current use in business and academia, and comparison with

other tests. He will give an overview of the test structure, example questions, and testing techniques. Finally he will lead a discussion on test "wise-ness." Sunday June 22, 13:30-16:30; Nagoya International Center 3F (near Kokusai Center Station on Sakuradori line); one-day members ¥1000.

Okayama—Three MA Postgraduates From Okayama University by Chikako Shimobayashi, Kyoko Burden, and Noriko Matsuda. Three very interesting 30-minute presentations on a range of topics. 1. Collaborative listening: Using dictogloss tasks to foster learners. 2. The role of L1 in Japanese nonnative teachers. 3. A story-based approach to teaching English to primary school children. There will also be a discussion on introducing a "Local Membership scheme." Date is subject to change. Contact <burden-p@osu.ac.jp>. Saturday June 14, 15:00-17:00; Sankaku A. 2F; one-day members ¥1000, students ¥500.

Shinshu—Team Teaching Panel Discussion by various team teachers. This panel discussion will focus on the current issues concerning team-teaching at the junior and senior high school level. The audience is invited to engage in informal discussion with the panelists who are working in Nagano Prefecture. Sunday June 22, 14:00-16:45; ILF Plaza, 3F, Okaya; one-day members ¥1000.

Shizuoka—My Share by publishing rep or author. Exact details of meeting TBA. Sunday June 15, 13:30-16:00; Kyoiku Kaikan (across Kita Kaido from the Shin-Shizuoka Centre next to Mr. Donuts, check lobby for details); one-day members ¥1000.

Tokushima—Jazz Chants by Maho Yamada. Contact Noriko Tojo. Sunday June 8, 17:30-19:30; Tokushima Catholic Church (in front of Jyoto High School); one-day members, TBA.

Toyohashi—The Impact of Performance Tests on Teacher and Student Learning by Kazuyoshi Sato and Keiko Takahashi. The speakers will present data about how teachers and students learn to use performance tests in a Japanese public high school. The study delineates how students have made progress

in their performance tests as teachers have collaborated toward more coherent assessment criteria. They will show a video of students' presentations and demonstrate some of the activities. Sunday June 22, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus; one-day members ¥1000.

West Tokyo—Enabling, Shaping, and Enhancing Expression by Peter Ross. The presenter will suggest a different approach to what is usually described as “error correction,” and demonstrate using some of the tools he has developed. This is the second in a series of EfJET (English for Japanese English Teachers) workshops. Native speakers of English are invited to observe the first part of the workshop, and offer their comments during the feedback session at the end. Sunday June 22, 14:00-16:30; Tachikawa Shimin Kaikan (Tachikawa Citizens' Hall); one-day members ¥1000.

Yokohama—LIOJ (Language Institute of Japan) Mini Conference in Odawara: Creative Teaching Ideas (seven presenters). Topics include using story books, teaching beginners, and self-learning strategies...for kids to adults. There'll be three 45-minute time slots with two or three presentations each. Free bus from Odawara Station at 12:40 and a return bus leaving LIOJ at 16:10. Sunday June 8, 13:00-16:00; one-day members ¥1000.



Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <chap-events@jalt-publications.org>.

Akita—Takeshi Suzuki; t: 018-422-1562;
<takeshis@mail.edinet.ne.jp>

Chiba—Waconda Clayworth;
<wclayworth@yahoo.com>; Joseph Falout;
<falout@penta.ge.cst.nihon-u.ac.jp>

Fukui—Takako Watanabe; t/f: 0776-34-8334;
<wtakako@vesta.ocn.ne.jp>

Fukuoka—Jack Brajcich;
<jackb@jcom.home.ne.jp>; J. Lake;
<jlake@jcom.home.ne.jp>; website
<www.kyushu.com/jalt/fukuoka.html>

Gifu (Affiliate Chapter)—Margaret Yamanaka; <myama@gijodai.ac.jp>; website
<gifujalt.org>

Gunma—Wayne Pennington;
t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>;
website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649;
<bren@gol.com>; website <hamamatsujalt.com>

Himeji—William Balsamo;
t: 0792-54-5711; <balsamo@kenmei.ac.jp>;
website <www.geocities.com/yamataro670/
Himeji-JALT.htm>

Hiroshima—Takeuchi Takami;
t: 0829-36-0252; <takami54@hyper.ocn.ne.jp>;
Timothy Gutierrez; <timothy@gutierrez94580.com>;
website <hiroshimajalt.com/>

Hokkaido—Alan M. Cogen;
t: 011-571-5111; <cogen@di.htokai.ac.jp>;
website <englishforum.sgu.ac.jp/~jalthokkaido/>

Ibaraki—Martin Pauly; t: 0298-58-9523;
f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>;
Kunihiko Kobayashi; <kunihiko@cc.ibaraki-
ct.ac.jp>; website <www.kasei.ac.jp/JALT/
Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-662-8816;
<iwatejalt@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844;
<david-juteau@mailcity.com>

Kagoshima—Nick Walters;
<kagojalt@hotmail.com>; website
<www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153
(w); <holden@nsknet.or.jp>; website
<www.hokuriku-u.ac.jp/p-ruthven/jalt/>

Chapter Contacts

Kitakyushu—Dennis Woolbright;
t: 093-583-9997 (h), 583-5526 (w);
<ldw@jcom.home.ne.jp>; website
<www.jalt.org/chapters/kq/>

Kobe—Yukio Hirayanagi; t/f: 078-794-0401;
<hirayanagi@gol.com>;
website <asia.geocities.com/wm_hogue/kobejalt>

Kumamoto—Christopher A. Bradley;
t/f: 096-346-1553;
<dkchris@shokei-gakuen.ac.jp>; website
<www.kyushu.com/jalt/kumamoto.html>

Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>; website
<ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/>

Matsuyama—Richard Blight; t/f: 089-927-8341;
<rgblight@hotmail.com>;
website <MatsuyamaJALT.50megs.com/>

Miyazaki—Marilyn Books; t: 0985-20-4824;
<mbooks@miyazaki-mu.ac.jp>; Toyota Hiro; t:
0985-50-7485; <htoyota@miyazaki-mic.ac.jp>;
website <www.miyazaki-mic.ac.jp/faculty/
sdavies/Miyazaki_pgrm/officers.html>

Nagasaki—Tim Allan; t/f: 095-824-6580;
<allan@kwassui.ac.jp>; Katsunobu Shiina; t/f:
095-861-5356; <aab28032@pop16.odn.ne.jp>;
website <www.kyushu.com/jalt/nagasaki.html>

Nagoya—Tim Newfields; t: 052-861-2465;
<newfield@dream.ocn.ne.jp>

Nara—Eamonn O'Dowd; <eamonn@ares.eonet.
ne.jp>; website <homepage.mac.com/eamonn_
nara/JALT/index.htm>

Niigata—Angela Ota; t: 0250-41-1104;
<angela@cocoa.ocn.ne.jp>

Okayama—Peter Burden; t/f: 086 293 3545;
<burden-p@osu.ac.jp>

Okinawa—Lyle Allison; t: 098-946-1764;
f: 098-946-1241; <llallison@ocjc.ac.jp>

Omiya—Chikahiko Okada; t/f: 047-377-4695;
<chikarie@orange.plala.or.jp>; Phil Julien;
t/f: 0492-31-9896; <phjulien@pg7.so-net.ne.jp>;
website <jalt.org/chapters/omiya/index.htm>

Osaka—Robert Sanderson;
<sanderson808@gol.com>

Sendai—John Wiltshier;
t: 0225-88-3832; <johnw@sda.att.ne.jp>;
website <www.geocities.com/jaltsendai>

Shinshu—Kaneko Tami; t: 0266-53-7707;
f: 0266-73-3899; <tami@clio.ne.jp>

Shizuoka—Masahiko Goshi;
<goshimms@mars.dti.ne.jp>

Tochigi—Jim Chambers; t/f: 028-627-1858;
<JiMiCham@aol.com>

Tokushima—Meg Ishida;
<ys-meg@mse.biglobe.ne.jp>

Tokyo—Stephen C. Ross; t: 090-8486-8044;
<tokyoross@yahoo.com>

Toyohashi—Laura Kusaka; t: 0532-88-2658;
<kusaka@vega.aichi-u.ac.jp>

West Tokyo—Etsuo Kobayashi;
t: 042-366-2947; <kobayasi@rikkyo.ac.jp>;
website <koby.rikkyo.ac.jp/jaltwest/>

Yamagata—Fumio Sugawara; t/f: 0238-85-2468

Yamaguchi—Yukiko Shima; t: 0836-88-5421;
<yuki@ed.yama.sut.ac.jp>

Yokohama—Scott Bronner; t/f: 045-982-0959;
w: 03-3238-3768; <bronner@iname.com>



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

Conference Calendar

...with 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 June 15th is the deadline for a September conference in Japan or an October conference overseas, especially for a conference early in the month.



Upcoming Conferences

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: <www.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: <www.lc.ust.hk/~centre/conf2003/>; enquires: t: +852-2358-7850; f: +852-2335-0249; <lcconf03@ust.hk>; <www.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 26, pre-conference sessions will be organized by KATE's SIGs, either in the form of lectures or workshops. Contact Hwa-ja Lee, Conference Chair, Suncheon National University of Education; f: +82-61-750-3327. <Lhj@suncheon.ac.kr>;

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: <www.LET-kansai.net/LET2003information-e.html>.

August 3-8, 2003—The 35th Annual LIOJ International Summer Workshop for Teachers of English will be hosted by the Language Institute of Japan in Odawara, Kanagawa for

teachers who want to improve their language skills and get ideas for their classes. Participants attend a language or special focus class in the mornings, and select from more than 60 presentations in the afternoons. Guest presenters include Shari Berman, Alan Maley, Barry Tomalin, and Kensaku Yoshida; and participants from TESOL affiliates in Korea, Malaysia, Russia, and Thailand. The English-only program also includes an international festival, parties, and a book fair featuring the latest ELT materials. For information, please contact LIOJ, t: (0465) 23-1677; <lioj@basil.ocn.ne.jp>.

August 6-8, 2003—Second International Conference on Speech, Writing, and Context at Kansai Gaidai University, Osaka. Contact Hiromi Murakami, Conference Secretary, Kansai Gaidai University, 16-1 Nakamiyahigashino-cho, Osaka 537-1001; <hiromim@kansai.gaidai.ac.jp>; website: <www.kansai.gaidai.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: <www.icconf.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.



of

Kanagawa-ken—Keio SFC Junior and Senior High School, the newest high school associated with Keio University, is seeking applicants for full-time teaching positions in the English Department, starting April 1, 2004. Contract renewable up to three years. Qualifications: MA in TESOL or a related field. Junior/Senior high school experience (particularly in Japan) a strong advantage, computer skills and experience teaching with CAI an advantage, conversational Japanese an advantage, native speaker of English. Duties: Teach up to 19 hours per week (16 core English classes, two electives, and one homeroom class). Full-time staff work five days per week (Sunday and one other day off), and are occasionally asked to attend school on holidays for school events and other duties. Share typical homeroom responsibilities with a Japanese partner, including one hour per week supervising homeroom class; assess students in accordance with school guidelines; participate in all school events, and supervise students during school trips, sports days, club activities, etc.; play an active role in departmental functions such as curriculum development, test writing, coordination of exchange programmes, and coaching students for speech contests. Salary: Based on age, qualifications, and year of graduation. Benefits and Options: Commuting allowance, annual book allowance, optional health insurance plan, and furnished apartments close to school available for rent (no key money required). Application Materials: Cover letter, curriculum vitae, transcripts from all post-secondary schools attended, details of publications and presentations, if any, at least one letter of recommendation from a recent employer and/or professor in TESOL. Deadline: September 30, 2003. Application materials to arrive as soon as possible by post. Contact: Paul Gibson, English Department, Keio Shonan-Fujisawa Junior & Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111; f: 0466-47-5078; <englishdept@sfc-js.keio.ac.jp>.

Tokyo-to—The Faculty of Law 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. Application 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 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

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

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 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 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 Ryukoku University regulations and depend on age and years of teaching experience (mandatory retirement at 68). Application Procedure: These are explained in 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. 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 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 extracurricular 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 108-8636. Questions regarding the appointment may be directed via email: <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 <www.ohayosensei.com/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com>
13. World English Jobs <www.englishjobmaze.com>
14. Hokkaido Insider: A subscription service for news and jobs <www.ne.jp/asahi/hokkaido/kenhartmann/>

THE LANGUAGE TEACHER WIRED

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

technology in educational settings. 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>.



Upgrade to XP?

At the end of 2001, we saw the Windows XP release come and go with lots of hype and little to show. Sure, Windows XP has a few extras that make it attractive but I still prefer Windows 2000 as it has less baggage and is more reliable. A comparison report by <infoworld.com> found that Windows 2000 significantly outperformed Windows

XP in multitask operations. One XP add-on that I did find useful was Windows Movie Maker. Movie Maker is a quick and easy way to edit and add video content to a webpage or presentation. Another advantage of XP is that it is quick to boot-up, but on the other hand it seems to hang quite often and suffers from the usual memory bloats that Microsoft is famous for. In conclusion, if you like attractive desktops and wizards that step you through common tasks consider an upgrade to XP, but if you are more interested in productivity, stick to Windows 2000.

Whether you are using Windows 95, XP, or something in between, several applications exist to help improve productivity. Focusing on the applications we use most—email, web browsers, and text editing—below are a few favorites from the ever-increasing collection of freeware and shareware available to Windows users. First and foremost lets tackle the ugly side of the Internet, advertising.

Fight Spam

We've all experienced those messages from the cousin to the Senate President of the Federal Republic of some country who has stumbled upon millions and is seeking business partners. Fighting spam or junk mail is consuming more and more of our time and experts believe it is just the beginning. The best way to fight spam is to stay off advertisers' lists. Online Message Boards and Online chat sites prove to be the worst culprits. You can cut down spam considerably by removing your email address from web pages. Do a search for your email address on google.com and you may be surprised to find your email address appearing on so many web pages. Another alternative is to use software that scans and deletes incoming spam.

Last month's column introduced readers to several productivity solutions for Mac users. This month, Paul Daniels will continue the *teachers and technology* theme, focusing on applications for Windows users.

As well as our *TLT Wired* feature columns, we would also like to answer reader queries on

• Spam Alarm

<www.dignitysoftware.com/>
(shareware \$25): Claims to block "99% of spam with zero false positives."

Kill Pop-Ups

Pop-up ads are quickly becoming as much of a nuisance as spam. Luckily, the fight for stopping pop-up ads is as fierce as ever. Below are some applications that may help kill those pop-ups.

• Pop-Up Stopper

<www.panicware.com> (freeware)

• MereSurfer <www.meresoft.com> (shareware \$20)

Improve Web Browsing

• Opera <www.opera.com>

(freeware): A fast and lean Internet browser with built-in newsreader, search, and email functions. It allows you to use your keyboard to surf the net faster.

Copy and Paste

Ever copied text from an Outlook email message or a PDF document to Microsoft Word? Cleaning up those unwanted line breaks and formatting the text can be quite a tedious task.

• Text Cleanup

<www.customsolutions.us/cleanup/index.htm> (shareware \$24.95): A simple solution to clean up unformatted text.

Let's Play "Going to JALT2003"

1 Grab your July TLT and read the included preconference supplement cover to cover!

2 Complete the pre-registration form and send it to JALT before the deadline!

3 Don't forget those pre-conference workshops! Go back and add them to the form ...

4 Read up on the hotels that will be available, and fill out the accommodation form.

5 Figure out the best way to get to Shizuoka (train? bus? bicycle?), and book tickets.

7 Visit the conference website and read up on everything that's planned:
<jalt.org/jalt2003>

6 Don't forget to tell your work you're going to be away on those days—lie if you have to!

8 GOAL: You are ready to go! Remember, comfy shoes, water bottle, name cards. ...



- **FixMail** <www.pcworld.com/downloads/> (freeware): A simple word macro that will clean up email message text or other ASCII text when pasted into Microsoft Word.

Find the Meaning

- **Babylon-Pro** <www.babylon.com> (subscription \$24.50/year): Try a clever dictionary, translator, converter, and more. Click on any word to access information either on- or offline. The Japanese translations are quite rough but you can usually figure out the main idea of a passage. Try the free trial version.
- **Babel Fish** <world.altavista.com/> (freeware): Alternatively, you can use Alta Vista's free translation service for webpages and raw text.
- **WordWeb** <wordweb.info/free/> (freeware): Spice up your Word dictionary with this free English thesaurus and dictionary that can be used within word processors or as a stand alone program.

Other

- **DocCommander** <www.utilityplanet.com> (shareware \$19.95): A useful utility that pops up whenever you Open or Save documents. It gives quick and easy access to frequently used files, folders, and applications and also allows

users to search and preview files from the Open File window. A trial version of this shareware is available.

- **Sygate Personal Firewall**

<soho.sygate.com/products/> (freeware): Stop hackers from accessing your DSL or cable-connected PC with the use of this free firewall. The firewall will prompt you with a window to allow or deny outside access to your computer. It also allows you to block out all network traffic from your computer while you are away from your computer or not accessing the Internet.

Useful links

- **ZDnet** <downloads-zdnet.com.com/> Downloads, news, reviews, and tech tips.
- **Download.com** <download.com.com/> One of the best sites for finding shareware.
- **PC World** <www.pcworld.com/downloads/> Helpful reviews of popular downloads.
- **Annoyances** <www.annoyances.org/> Find a fix that for that PC bug.
- **Microsoft** <support.microsoft.com/> Windows OS support search. Very likely 1000s of others are having the same problem you are. Find the solution here.

We Need You!

JALT is run solely by volunteer efforts. The more people who pitch in, the less work there is for everybody. Please consider volunteering to help out. Every hand helps!

What Can You Do for JALT?

Volunteer to help out at JALT2003:

"Keeping Current in Language Education"

Shizuoka, Granship: November 21~24

SIGs, Chapters, Registration, bag stuffing, recruiting, Information Desk, Job Information Centre, Handout Centre, catering, site, EME, photocopying, editing, proofreading, writing, funding, PR, advertising, signs, speakers, reporters, photographs, hospitality, accommodation, translation, interpretation, transport, supplies, coordinating, cleaning up, setting up, monitoring, website, layout, inputting, printing, badge checking, tearing down, designing, accounting, planning, researching, organising, gophering . . .



Contact: volunteers@jalt.org

Submissions

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

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

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

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (not tabbed), word count noted, and subheadings (boldface 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巻、計3巻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 the 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-recognized Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

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

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title - usually the presentation title, (c) have a by-line with the 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。原稿の始めに支部会名を明記し、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・ファクス番号を簡潔書きしてください。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。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 Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。The Language Teacher 及び JALT は、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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

The Language Teacher

JALT Publications Board Chair

Brad Visgatis
pubchair@jalt.org
t: 06-6902-0791, ext. 2422 f: 06-6902-8894

Co-Editor

Scott Gardner
tlt-editor@jalt-publications.org
t: 086-270-7101

Co-Editor

Nigel Henry
tlt-editor@jalt-publications.org
t: 03-3890-8103

Japanese-Language Editor

小野正樹 (Masaki Ono)
tlt-editorj@jalt-publications.org
t: 029-853-7475 f: 029-853-6793 (w)

Japanese-Language Assoc. Editor

稲森美穂子 (Mihoko Inamori)
tlt-editorj2@jalt-publications.org
t/f: 042-774-7414

Assistant Editor

Paul Lewis
tlt-assist@jalt-publications.org
t/f: 052-709-1307 (h)

TLT Online Editor

Malcolm Swanson
webadmin@jalt-publications.org

Contributing Editors

Robert Long
Amanda O'Brien
Linh Pallos

JALT Focus Column

JALT Focus Editor

Joseph Sheehan
jalt-focus@jalt-publications.org

JALT News Liaison

Mary Christianson
jalt-news@jalt-publications.org

Perspectives

Joyce Cunningham
Mariko Miyao
perspectives@jalt-publications.org
Joyce Cunningham: Faculty of
Humanities, Ibaraki University, 2-1-1
Bunkyo, Mito 310-8512
t: 029-228-8455 f: 029-228-8199

Off the Presses

Mark Zeid
off-presses@jalt-publications.org

Other Columns

My Share

Erin Burke
my-share@jalt-publications.org
t/f: 052-851-0034

Book Reviews

Amanda O'Brien
reviews@jalt-publications.org

Publishers' Review Copies Liaison

Jennifer Danker
pub-review@jalt-publications.org
t: 089-925-7111 ext. 431 f: 089-924-5745

Letters

Scott Gardner (See Editor)

SIG News

Coleman South
sig-news@jalt-publications.org

Chapter Reports

Richard Blight
chap-reports@jalt-publications.org

Chapter Meetings

Tom Merner
chap-events@jalt-publications.org
t: 045-822-6623 (w)

Conference Calendar

Linh T. Pallos
conferences@jalt-publications.org

Job Information Center/Positions

Jennifer Danker
job-info@jalt-publications.org

Occasional Columns

Educational Innovations/ Creative Course Design

Daniel J. McIntyre
djm@tkg.att.ne.jp

SIG Focus

Aleda Krause
sig-focus@jalt-publications.org

Working Papers

Debito Arudou
tlt_wp@jalt.org

TLT Wired

Malcolm Swanson
Paul Daniels
tlt-wired@jalt-publications.org

Production

Proofreading Team Leader

Paul Lewis (see Assistant Editor)

Proofreaders

Kim Bradford-Watts, Mary Hughes,
Mihoko Inamori, Aleda Krause, Richard
Lavin, Masaki Ono, Linh Pallos, Joseph
Sheehan, Jerry Talandis

和文要旨作成協力者

(Japanese abstracts)
阿部恵美佳 (Emika Abe)

Design & Layout

Pukeko Graphics
graphics@pukeko.ws; www.pukeko.ws

Printing

Koshinsha Co., Ltd., Osaka

Editorial Advisory Board

Kim Bradford-Watts
(Kyoto Tachibana Womens University)
Torkil Christensen
(Hokusei Women's Junior College)
Shawn Clankie
(Hokkaido University)
Steve Cornwell
(Osaka Jogakuin Junior College)
Michael Furmanovsky
(Ryukoku University)
Shaun Gates
(Shiga Women's Junior College)
Amanda Gillis-Furutaka
(Kyoto Sangyo University)
Masataka Kizuka
(Tokyo Woman's Christian University)
Robert Long
(Kyushu Institute of Technology)
Laura MacGregor
(Gakushuin University)
Chieko Miyanaga
(Osaka Prefecture University)
Bern Mulvey
(Fukui National University)
Tim Murphey
(Yuan Ze University, Taiwan)
Brett Reynolds
(Sakuragaoka Girls' Jr. & Sr. High School)
Jill Robbins
(EnglishDotCom.org)
Keiko Sakui
(Kwansei Gakuin University)
Steven Sheldon
(Senshu University)
Mayumi Shiozawa
(Ashiya Women's Jr. College)
Tamara Swenson
(Osaka Jogakuin Junior College)
Sachiko Takahashi
(Okayama Notre Dame Seishin
Women's University)

Peer Support Group

Coordinator

Torkil Christensen
tlt-psg@jalt.org

Members

Paul Beaufait, Torkil Christensen,
Robert Croker, Mary Lee Field,
Mark Hamilton, Dan Kirk,
Wilma Luth, Steve McGuire,
Judith Shaw, Malcolm Swanson

The Japan Association for Language Teaching (JALT)

JALT Central Office

Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016;
T 03-3837-1630 - F 03-3837-1631
jalt@gol.com

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.

Central Office: Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
Tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

Join or renew

JALT (全国語学教育学会)について

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

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

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

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

分野別研究部会: バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、ジェンダーと語学教育、グローバル問題、日本語教育、中学・高校外国語教育、学習者ディベロップメント、教材開発、語用論、外国語教育政策とプロフェッショナリズム、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が、個人会員(10,000円)、学生会員(6,000円) - 日本にある大学・大学院・専門学校の学生を対象。ジョイント会員(17,000円) - 同じ住所で登録する個人2名を 対象とし、JALT出版物は2名に1部。団体会員(6,500円/人) - 同じ住所で登録する5名以上を対象とし、JALT出版物は5名毎に1部。入会・更新申込みは、例会で行うか、*The Language Teacher*に綴じこまれている郵便振替用紙を利用してください。ジョイント及びグループ会員は、全員まとめて入会又は更新の申込みをして下さい。海外からは国際郵便為替をJALT事務局に送るか、又はCitibankより送金してください。詳しくはJALT事務局に問合わせください。

JALT事務局: 〒110-0016東京都台東区台東1-37-9アーバンエッジビル 5F
Tel. 03-3837-1630; fax. 03-3837-1631; jalt@gol.com

weblink: www.jalt.org

**What will you be doing on
November 21–24 this year?**

**If you're connected with language education,
and are interested in keeping up to date with
the field, there's only one place to be . . .**

"Keeping Current in Language Education"

The 29th Annual JALT International Conference

**Three days of presentations, workshops, & seminars
The largest Educational Materials Exposition in Asia
Featured Speaker Workshops (Nov. 24)**

Learn

Share

Network

Grow

**Granship Conference Centre, Shizuoka, Japan
November 21~24, 2003
<www.jalt.org/jalt2003>**