

The Language Teacher

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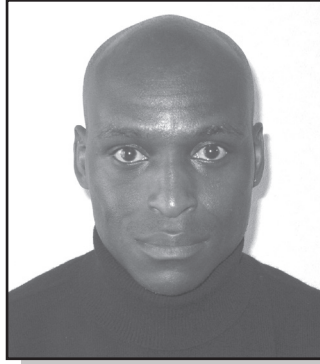
Foreword

This month's Language Teacher features articles on the value of test preparation materials, how choice of texts can benefit learners, and a look forward toward the annual JALT conference in Shizuoka and what it holds in store. To start off, Michael Narron, Kiyoshi Hirase, Taichiro Minami, et al., present the results of research which investigated whether classes taught using standard test preparation materials fared better on tests than those using standard English materials. Paul Hullah follows with a discussion on his extensive survey of Japanese university students, who evaluated the appropriateness and effectiveness of a selection of EFL coursebooks. These results should be significant to teachers involved in selecting classroom materials. In our monthly Readers' Forum, Christian Jones comments on the pedagogical implications of using representational texts, or texts with meanings open to interpretation, as opposed to using purely referential texts in English classes.

In a pre-conference exclusive, Dave Magnusson interviews Alan Mackenzie, Conference Chair for JALT2003, to get a feel for what we can expect at this year's conference in Shizuoka. With plenaries by Jack C. Richards, Simon Greenall, and Dave Willis; featured speaker workshops by Richard Day, Marc Helgesen, David Nunan, and others; the largest Educational Materials Exposition in Asia; and a plethora of presentations and seminars, this year's conference will keep you current and connected to the world of language education in Japan. Don't forget to book your hotel early and register well in advance for the November 24 workshops. Accommodations and seating are limited. For details, take a look at the July issue of TLT, or go to <jalt.org/jalt2003>.

Last but not least, it's that time again. Elections for National Officers are coming up, and the final postmark date for ballots is October 24, 2003. Candidates for national offices have provided TLT Readers with outlines of their goals for JALT in the coming year. Please read their mandates and make an informed choice when you vote. Do it now!

Nigel Henry, Co-Editor



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September TLT Online Access Code

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



月号は、テスト対策教材の評価、そして、どのように教材を選択すれば学習者に効果をもたらすか、さらに静岡でのJALTの大会について特集しています。初めに、Michael Narron, Kiyoshi Hirase, Taichiro Minami氏による、標準的な英語教材を使用するクラスに比べて、標準的なテスト対策教材を使用したクラスの学習者の方がテストの結果が良いという調査結果を報告します。そして、Paul Hullah氏による、日本の大学生によるEFL教材の適性および有効性の評価についての調査が続きます。これらの結果は教材の選択に関わる教師にとって重要な意義を持つことでしょう。読者フォーラムでは、Christian Jones氏が、英語のクラスの中で単に参考となる文章を用いることと相対して、参考となり且つ解釈可能な文章を用いることについて、コメントします。

Dave Magnusson氏が、JALT2003の会議議長Alan Mackenzieに静岡の大会がどのようなものになるかの感触を得るため、インタビューしました。Jack C. Richards, Simon Greenall, Dave Willisの3氏の全体会、Richard Day, Marc Helgesen, David Nunan氏らによるワークショップなどと共に、アジアで最大の教材エキスポ、多くの発表とセミナーがあります。今年の大でも、皆様を日本で最新の語学教育の世界のご案内いたします。宿泊施設を予約し、11月24日のワークショップの登録手続きをしてください。宿泊設備と席数は限られています。詳細はTLTの7月号か、<jalt.org/jalt2003>をご覧ください。

全国役員選挙が近づいています。投票締め切りは2003年10月24日消印です。全国役員の候補者は、TLT読者にJALTにおける意気込みを述べていますので、是非ともお読みになって、今すぐ投票なさってください!

Corrections

In our July issue (Vol. 27, No. 7), the upper right photo on Page 47 incorrectly identified the JALT2002 Main Party sponsors as Oxford and Banner. The caption should have said that the sponsors of the party were Oxford University Press and Towry Law International. The Language Teacher regrets the error.

In our August issue (Vol. 27, No. 8), our feature by Neil Heffernan referred to an article by Itoko Fujita which was incorrectly listed on Page 8 as:

Itoko, F. (2002). English language education in graduate programs: A key strategy in the era of globalization. JACET Bulletin, 35, 57-62.

The reference should read:

Fujita, I. (2002). English language education in graduate programs: A key strategy in the era of globalization. JACET Bulletin, 35, 57-62.

The Language Teacher regrets the error.

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

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NPO JALT 2003 National Elections



**Candidate for
JALT President
JIM SWAN**



**Candidate for
JALT Vice-
President
TADASHI ISHIDA**



**Candidate for
Director of
Membership
HUGH NICOLL**



**Candidate for
Director of
Records
MARY
CHRISTIANSON**

Candidacy Statements: 2003 NPO JALT National Election

The following are the profiles and statements of candidates standing in the 2003 NPO JALT National Election. I would like to take this opportunity to thank each candidate again for his or her outstanding degree of commitment to NPO JALT and its membership, and for the important contributions each candidate has made over the years to the development and improvement of our organization.

Please give their candidacy statements the consideration they merit. Without the contributions and commitment of these candidates, NPO JALT would not be the re-invigorated and viable organization that it has become.

—Bill Holden, 2003-4 NEC Chair

BALLOTING CLOSSES OCTOBER 24, 2003
**Please remember to cast your ballot by having it
postmarked by this date.**

Candidate for the Office of NPO JALT President

Name: Jim Swan

Title: Professor, Nara University, Nara

Chapter Affiliation: Nara

Education:

1968 BA, English, University of California, Santa Barbara, USA

1975 BA, Asian Studies, University of California, Santa Barbara, USA

1979 Certificate, TEFL, Aoyama Gakuin University, Tokyo

1981 MA, ESL, University of Hawaii-Manoa, Honolulu, USA

Statement of Purpose

Last year at this time, with decidedly mixed emotions, I allowed my name to go forward as a

caretaker candidate to serve the remainder of my predecessor's two-year term. But I have probably been the most fortunate president in JALT's entire history, for I found myself plopped down right in the middle of an outstanding Board of Directors, who have supported me in every possible way while also discharging their own duties imaginatively and effectively. I wish you all could see the inner workings of a Board of Directors meeting, to feel the enthusiasm that we generate in each other as we dream of new approaches and re-examine the old ways from fresh points of view.

Even more fortunately for me, as an incoming president sorely lacking in confidence, I found myself at the very first Executive Board meeting surrounded by a roomful of friendly delegates,

many of whom I have known for years. There were dozens of chapter and SIG representatives eager to begin exploring new future directions together. The JALT you see today is a JALT on the rise once more, with a palpable sense of long pent-up energy being purposefully applied, and it has been my profound pleasure to have had the privilege of presiding over this sweeping emotional change.

As my initial trepidation gave way to an exhilarating sense of new possibilities, I found myself no longer satisfied with the role of caretaker; I began to demand more of myself in trying to identify and serve JALT's best interests.

Thanks to our affiliations with TESOL, IATEFL, our PAN-ASIAN CONFERENCE partners, and other Pacific region associations, JALT enjoys wide international recognition. Now we must also supplement our international stature by becoming more cooperatively attuned to our colleagues in other Japanese organizations. I therefore hope to make the improvement of our domestic relations one of my main priorities.

Along with this emphasis on greater outreach to the Japanese academic community, other goals which I want to pursue further include the restoration of our financial and membership conditions. I would also like to ensure the establishment of a specific long-term project to which all JALT members can contribute time and energy for a shared sense of professional accomplishment. The project I have in mind is the same one that I wrote about in the June issue of *The Language Teacher*.

In order to comply with a legal requirement for our NPO status, the candidates elected this year will again serve only one-year terms. Asking you, the JALT membership at large, to ratify with your ballots the positive changes happening all around you, we incumbent national officers again put our names forward. This time, as a candidate for the office of NPO JALT President, my emotions are not mixed.

去年の今頃、本当に複雑な気持ちでした。そして、前任者の2年間の任期の残存期間を務めるために、暫定的な候補者として名乗りをあげました。しかし、私は当学会の歴史を通じて、最も幸運な理事長かもしれません。何故なら傑出した理事達のちょうど真ん中に降り立ったからです。皆に支えられながら、各自が義務を、効果的に果たしています。理事会がどの

ように運営されているかを皆さんにお見せしたいくらいです。そこでは、お互いに夢中になって、新しい手法を夢見たり、古いやり方を斬新な観点で再検討しています。

まったく自信の無かった新任の理事長として、さらに幸運だったことは、最初の執行役員会で、旧知の友好的な全国の指名代表に囲まれたことです。何十人もの支部及び分野別研究部会の指名代表が一緒になって、熱心に新しい未来の動向を切り開こうとしていました。現在の全国語学教育学会は、長期に渡って、果敢に充当されたエネルギーを秘めて、未来に向かって再び向上する学会です。このすさまじい変動の時期に、偶然に理事長になったことは、大いなる喜びでした。

私の最初の不安は新しい可能性に燃える意欲にかわりました。もはや、暫定的な理事長の役割を果たすだけでは満足できなくなりました。当学会のために私が尽くせる最善の方法は何かと考え始めました。

まず、私が最優先事項の一つとしてあげたいと思うのは、国内の諸機関、諸団体との関係改善です。JALTは、これまでTESOLやIATEFL、あるいはPAN-ASIAN CONFERENCEの関連団体とつながることで、国際的な知名度を高めてきました。私は、これに加えて、日本の各種団体とこれまで以上に協調的な関係を築く必要があると考えています。日本の学界とのさらに進んだ関係を構築するという重要な目標に加えて、私が達成したい他のことは、当学会を経済的に立て直し、会員を以前のレベルにまで増やすことです。また、私は、分担して各種専門の分野で成果をあげるために、全会員が時間と能力を提供できる具体的な長期計画を確実に設定したいと思います。詳細は当学会の機関誌の6月号に載っている私の記事をご覧ください。

非営利活動法人としての法的要件を遵守するために、今年選ばれる候補者の任期はたった1年です。そこで、このたび、現職の全国役員が再び名乗りをあげました。会員の皆様をお願いします。今、貴方の周りで起こっている前向きの変化を投票用紙で追認して下さい。今回、特定非営利団体の理事長の候補者として、私は冒頭に述べた複雑な気持ちはもうありません。

学歴

- | | | | | |
|-------|---------|--------------|----------------|---------|
| 1968年 | アメリカ合衆国 | California大学 | Santa Barbara校 | 英語学士 |
| 1975年 | アメリカ合衆国 | California大学 | Santa Barbara校 | アジア研究学士 |
| 1979年 | 青山学院大学 | TEFL | Certificate取得 | |
| 1981年 | アメリカ合衆国 | Hawaii大学 | Manoa | ESL修士 |

Have your say in JALT! Vote today!

Candidate for the Office of Vice President

Name: Ishida Tadashi

Title: Director of Studies, ELT Management, Tokyo

Chapter Affiliation: West Tokyo

Education:

1966 BA, Commerce, Chuo University, Tokyo

Work Experience:

5 years as an accountant in Japanese and foreign companies, followed by 9 years as a director of non-profit organizations for international student exchange programs, 22 years running a language school concurrently, and 15 years as a director of an international exchange committee for local government. Currently I am a full-time instructor at my own school and at local government community centers.

JALT Experience:

5 years as Treasurer of West Tokyo Chapter; 4 years as SIG Treasurer Liaison; one year as Assistant Conference Treasurer; 2 years as Conference Treasurer; four years as Vice President, including five months as Acting President.

Statement of Purpose

As JALT Vice President I have done the following jobs:

I have managed the JALT Central Office effectively in the following ways:

- 1) I installed clear guidelines and made office regulations. I regularly consult face-to-face with office staff.
- 2) I changed the system of JALT finances, reducing the burden on the Director of Treasury. Instead of hiring a Financial Manager, we hired a bookkeeper and asked an outside accounting firm to support the financial operations of JALT. This system saves us about three million yen a year.

In addition, I have reorganized JALT as follows based on the Non-Profit Organization (NPO) law:

- 1) I have acted as a liaison with the Tokyo Metropolitan Government and the Legal Affairs Bureau to meet their requirements that all of the directors and auditor be elected in even-numbered years.
- 2) I submitted several motions to change the bylaws in order to reorganize JALT.
 - a) We put in place the system where volunteer officers would be NPO JALT members. The system solved the problem in our Constitution concerning the

quorum of the general meeting so that it became easier to hold two general meetings a year.

- b) We unified officers' terms of office. The terms of all of the JALT officers begin immediately after the Ordinary General Meeting at the annual conference. This simplified the paperwork needed for the Information Directory.

I have implemented competitive bidding processes in two areas:

- 1) Publication Services: We reduced the production costs of The Language Teacher, JALT Journal, and other JALT publications by about three million yen a year.
- 2) Travel Agencies: We successfully negotiated elimination of the 1,000 yen handling charge paid by conference attendees who reserve hotel rooms through affiliated travel agents.

I would like to serve as Vice President for another year to raise the international profile of JALT, as well as to ensure the continuation of what I have done to help JALT integrate into the Japanese educational infrastructure and become more stable (in Japanese terms) without losing its independence.

石田 正
西東京支部
会員番号 13494

学歴: 中央大学商学部卒
職歴: 会計課長 (7年)、留学団体東京事務所長 (9年)、英会話学校経営 (22年)、台東区国際交流委員会理事 (15年) 現在、自校および東京都台東区教育委員会生涯学習事業の英会話講師当学会 西東京支部会計委員 (1995-1999)、分野別研究部会計報告役員 (1996-1999) 年次国際大会会計役員 (1997-1999)、副理事長 (2000-2003)、理事長代理 (2002)

所信証明:

副理事長として私は下記の事を行いました。JALT事務局を効率的に運営しました。

- 1) 明確な指針を出し、就業規則を作りました。私の学校は当学会事務局へ歩いて行ける距離の所にあるので、必要なときはいつでも、職員の相談にのりました。
- 2) 財務担当理事の負担を減らすためのシステムを変えました。財務部長の代わりに簿記事務員を雇用し、外部の会計事務所に当学会の財務部門を支援するよう頼みました。新システムにより経費を年間約3百万円節約しました。

特定非営利活動促進法に基づいて、当学会を再組織化しました。

- 1) 東京都および法務局と接触し、全ての理事および監事を偶数年に選出するよう要求されたので、受託しました。
- 2) 当学会を再組織化するために、細則を変更する動議をいくつか提出しました。
 - a) ボランテニアの役員が当学会の正会員であるというシステムを作りました。新システムは総会の定足数に関する問題を解決し、年2回の総会の開催を可能にしました。
 - b) 役員の任期を統一しました。全ての役員の任期は年次大会での総会の直後に始まります。こ

れにより、役員名簿の作成が簡単になりました。競争入札方式を導入し、下記の成果をあげました。

- 1) 出版事業: 当学会の定期刊行物およびその他の出版物の制作経費を年間約3百万円節約しました。
- 2) 旅行代理店: 年次国際大会の際に、参加者が当学会指定の旅行代理店に支払っていたホテル予約手数料を無くしました。

私は副理事長として、もう1年務め、当学会がその独自性を失わずに、一日本法人として、日本の教育界に安定した基盤を築けるように引き続き助力すると同時に、当学会の国際的なイメージアップをはかりたいと思います。

Candidate for the Office of Director of Membership

Name: Hugh Nicoll

Title: Professor, Miyazaki Kouritsu Daigaku, Miyazaki

Chapter Affiliation: Miyazaki

Education:

BA, American Studies, The Evergreen State College, Olympia, USA

Work Experience:

I'm a 20-year resident of Japan. My teaching experience includes classes in eikaiwa, children to senior citizens; part-time and full-time university classes; Miyazaki University affiliated junior high school ALT; company classes; Miyazaki City and Miyazaki Prefecture employee seminars and special courses. I have been an active JALT member for ten years, and have held numerous chapter and SIG officer positions, and have served as the Director of Membership since November 2001.

Statement of Purpose

I am standing for re-election this year primarily out of a sense of commitment to the current directors with whom I have had the pleasure of serving. JALT has been coping with a number of challenges over the past eight years, and although it's often been a bumpy road, we're on track to reposition ourselves to meet these challenges and collectively re-shape JALT to better address changing conditions.

I am disappointed that I have not been able to more quickly reverse the downward trend of our membership numbers during my first year and a half in office. I am convinced, however, that if JALT as a whole develops collaborative and flexible procedures in governance, revenue generation, and public relations, this will be possible. It will require us to foster broad cooperative relations within Japan's educational community by creating new energies and new synergies which will

contribute to a stronger JALT, with a broader appeal to teachers throughout Japan.

Toward those ends, I look forward to working with all JALT members in addressing the "big picture" issues of JALT's role in supporting language teaching and learning in Japan. I also look forward to working with our central office staff, and the many volunteers who make JALT what it is, to continue to improve the nuts and bolts aspects of information sharing, membership services, and the achievement of our collective professional development goals.

選挙候補者: ヒュー・ニコル

役職: 会員担当理事

所信表明: 私は、日本在住20年になりますが、子どもから高齢の市民を対象に英会話、非常勤と常勤での大学英語教育、宮崎大学附属中学校でのALT、企業・宮崎市・宮崎県の職員対象のセミナーや特別コースといった教授経験があります。私は10年間JALTの会員として積極的に活動し多数の支部・SIG役員を担当してきております。会員担当理事は2001年11月から務めております。

私は共に働き奉仕の喜びを感じているこの現在の理事会に対する責任の念から、今年の再選挙に立候補いたします。JALTは過去8年間様々な難問を抱えており、大変なことも少なからずありましたが、その難問に立ち向かいJALTを協力的に再構成し、変化する状況によりうまく対応していけるよう、自身を再構築しようというところにあります。

私が理事会に入った最初の1年半の間に会員数の減少傾向をすばやく逆転することができなかったのは残念です。しかし、JALTが管理・収入源・公の立場上、全体として協力して柔軟な経緯をたどり、日本の教育界の中でより広い協力関係を築けば、日本の教師により深い魅力を伝えることができ、JALTをより強力にしてくれる新しいエネルギーと相乗効果を生み出すことができます。

最後に、日本の語学教授・学習を支えるというJA

LTの役割の全体的な問題に、JALT会員の皆様と一緒に取り組んでいけることを願っています。また、本部スタッフやJALTを支える多くのボランテ

ィアの皆さんと伴に働き、情報共有の重要部分や会員サービスを改善し、専門家開発のゴールを達成していくことを楽しみにしています。

Candidate for the Office of Director of Records

Name: Mary Christianson

Title: Associate Lecturer, School for Policy Studies, Kwansai Gakuin University, Kobe

Chapter Affiliation: Osaka

Education:

1998 MA, ESL, University of Hawaii-Manoa, Honolulu, USA

1993 BA, European History, University of Pittsburgh, Pittsburgh, USA

Work experience:

Current position: Associate Lecturer of English, School for Policy Studies, Kwansai Gakuin University (since April 2003).

Kanazawa Institute of Technology (1999-2003)

1.5 years at conversation schools in Prague, Czech Republic; 2 years academic ESL in Hawaii; 4.5 years in Japan.

JALT Experience:

(Acting) Director of Records since January 2002, Pragmatics SIG – treasurer (1999-2001), publicity co-chair (2001-present), member since 1999

Statement of Purpose

A lot has happened in JALT in the last year—many changes, new vitality in leadership, great new ideas being proposed and propelled into action. It's been a privilege and a pleasure to be a part of the current leadership of JALT. For my part, I am working on two projects that aim to preserve JALT's institutional memory and make information more readily available to our officers.

One of my projects is to collect a series of instruction manuals for officers and, with the assistance of our Web Editor, Paul Collett, set up the JALT Officer Handbooks Online (JOHO) database. These handbooks outline each officer's responsibilities, contacts, documents, and schedule of duties. Making this information available online will help new officers take over their responsibilities with greater confidence. Turnover is a problem always faced by a volunteer organization such as JALT. I hope that JOHO will help us retain the valuable knowledge accumulated by JALT's experienced and dedicated volunteer officers.

My other goal this year has been to make the JALT Executive Newsletter (JENL), the working

document of the executive board, much more readable and user-friendly. I have already taken steps to more clearly identify the various motions proposed before the executive board. The next project is to enter these motions into an online database so that decisions made at executive board meetings will be maintained and accessible to voting members of the executive board for future reference.

I hope that with your vote, I can continue these projects in 2004.

職務名: 書記担当理事

候補者: メアリー・クリスチャンソン

決意表明:

昨年は、JALTでは多くのことが起きました。JALTの運営役員に多くの変化が起こり、新しい活力が生まれ、素晴らしい新アイデアが提案され、実行に移されました。JALTの現運営役員の一人でいられることを、光栄かつ嬉しく思います。書記担当理事として、現在、私は2つのプロジェクトに携わっています。これらは、JALTの学会組織の記録を保存すること、役員への情報提供をより円滑にすることを目的としています。

プロジェクトの1つは、役員のために一連の業務マニュアルを収集し、ホームページ編集者のポール・コレット氏の協力を得て、JALT役員ハンドブック・オンライン (JOHO) データベースを立ち上げることです。このハンドブックには、各役員の責務、連絡先、書類、職務のスケジュールが略述されます。このような情報をオンラインで開示することは、新役員が各責務をより自信を持って引き継ぐのに役立ちます。役員の交代は、JALTのようなボランティアによって構成される組織が常に直面する問題です。JOHOが、JALTの経験豊富かつ献身的なボランティア役員達により蓄積された貴重な知識を維持するのに役立つことを切に願います。

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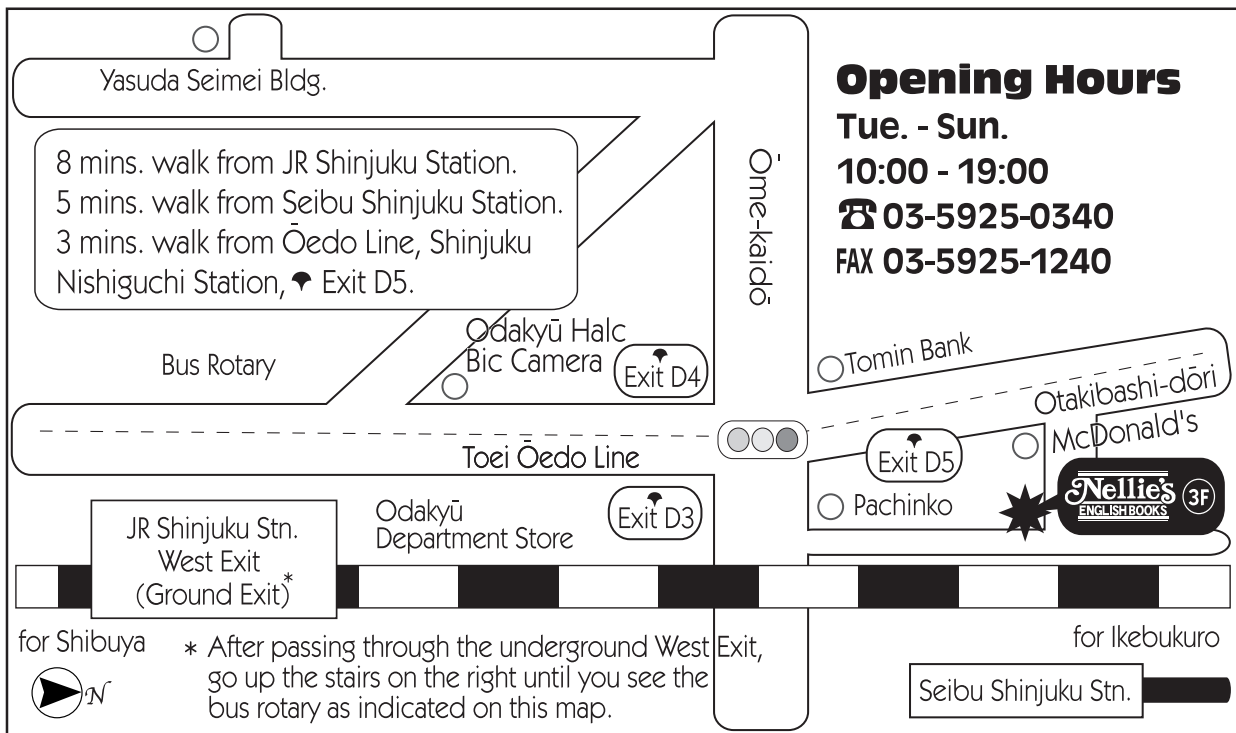
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Teaching the Test, or Teaching the Language: A Look at Test Preparation

Michael Narron
Kiyoshi Hirase
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Tetsuko Adachi

Miyazaki University
Faculty of Education
and Culture

本論は検定試験準備用テキスト(TP)を使用した学生と総合英語テキスト(GE)を使用した学生との間のテスト点数の相違を測るために行われた調査結果をまとめたものである。TPのクラスの学生の方が高い点数を示しているが、両者の相違は0.9%を超えるものではないという結果が出た。

weblink: www.jalt-publications.org/tlt/articles/2003/9/narron

This paper describes the results of research undertaken to determine what difference, if any, exists between the test scores of students taught using standardized-test preparation (TP) materials and students taught using general English (GE) materials. Results showed that while the TP courses yielded higher scores, the difference between TP and GE course test scores did not exceed 0.9%.

Background and Rationale of this Study

The English department at Miyazaki University was asked to arrange a program that would enable students to better prepare for examinations designed to measure communicative competence, TOEIC, TOEFL, and the Eigo Kentei Shiken being the most common.

Debate over whether the English department should engage in instruction directed specifically toward TP began early in the planning phase. Some felt such instruction would yield practical benefits to students mindful of future employment or foreign study opportunities, an important consideration at a time when a dwindling birth rate means increased competition among schools with seats to fill. Others felt students would benefit more from GE instruction, expressing the oft-voiced opinion that students who are taught GE should acquit themselves well on any English test they might encounter.

While commentary criticizing direct TP exists, it is too limited and indirect to be used in argument. Imamura (1978) complains that even teachers well aware of modern teaching methods "seem reluctant to put their knowledge to practice, saying that if they practiced what they believed in, their students will not be well prepared to pass entrance exams" (p. 16). Ochiai (2000) cites interference with TP as one of several reasons Japanese teachers of English feel reluctant to utilize native English speakers in class. Spolsky (1995) comments that TP programs give more weight to the direction testing takes than they do to the contributions of linguistics and psychometric analysis.

Research on the effectiveness of direct TP is also fairly limited. Baretta (1992) has criticized gains studies, studies undertaken by companies involved in creating or delivering TP courses, complaining that neither the methods of study utilized nor the specific results are made public. Coomber (1997) carried out a study on a TP course administered by the International Development Program of Australian Universities and Colleges (IDP) for the International

English Language Testing System (IELTS) which proved inconclusive due to “problems . . . which prevented us from obtaining sufficient data upon which we could base any truly valid conclusions” (p. 30). Robb and Ercanbrack (1999) studied the effect of direct TP on English major and non-English major students. Hypothesizing that score gains for all students would be the same regardless of method of study, the two researchers found that non-major students who had utilized TOEIC preparation material demonstrated significant gains, particularly on the reading section, over other non-majors who had utilized material not designed for TOEIC preparation. Of special interest in this report is the brief summary of research done on coaching for the SAT, or Scholastic Aptitude Test, the de facto university entrance examination for American high school students, which concludes that the meager gains produced by such coaching justifies neither the time nor the expense involved. Guest (2000) observed that university entrance exam preparation pedagogy in high schools actually fails to address the types of skills required to succeed in the entrance exams.

It is with an interest in determining with greater certainty whether students taught using GE materials would be placed at a disadvantage on tests of communicative competence that this study was undertaken. It is hoped that the results of this study will provide educators responsible for course design and textbook selection with useful information that will enable them to increase the quality of their programs.

The Study

Subjects

The subjects in this study were 894 first-year students from the Faculties of Agriculture, Education, and Engineering enrolled in Miyazaki University’s General Education Communication English program.

Course Texts

Materials used in this study consisted of commercially available course texts in two general categories: material designed for TP and material designed for use in GE courses.

We define TP material as material specifically designed to provide instruction, practice questions, or practice examinations. As there is little content or procedural variation among the various preparation texts available commercially, we decided not to place any restrictions on material selection beyond the requirement that TP

course teachers use material specifically labeled as test preparation.

GE course material is material not specifically designed to prepare students for any of the standardized tests of communicative competence. Such material includes readers of the reading passage, short story or novel type that include exercises normally associated with such material, including content type questions, grammar exercises and listening practice. GE course material would also include conversation-based material or material compiled from various sources. GE course teachers were also free to select material they felt appropriate to their needs. This decision reflects the opinion that this study does not seek to examine difference among various program texts. Rather, it seeks to examine the difference between two concepts: teaching a test and teaching a language. We felt, therefore, that any material not specifically designed to prepare students for a test would be appropriate.

Tests

Two 7-year-old modified practice TOEFL examinations were used to evaluate student performance at the end of each semester. The modifications involved reducing content in order to accommodate testing period time limitations. Scoring was adjusted to produce standard scale TOEFL scores that could be used for comparison.

The approximately 115-minute TOEFL format was reduced to 60 minutes by halving the number of test items. We met the challenge of halving the five-essay reading comprehension section by selecting the shortest available essay for the third reading or editing a fuller essay to reduce content. Questions for the third reading were carefully deleted to assure a reasonably balanced level of difficulty. We accomplished this by removing an equal number of questions from each level of difficulty.

We adjusted point values by dividing the maximum possible score for each section of the unmodified practice TOEFL by the number of questions for each section of our modified exam and assigning the resulting value equally to each item.

Procedure

We assigned students randomly to class groups of 40. Each group was designated as TP or GE according to the textbook material selected by the individual instructor responsible for each group. Modified TOEFL examinations were given to students in both groups as semester final exams

at the end of both the first and second semesters. We then regrouped students at the beginning of the second semester according to their scores on the first semester final examination. Because there were both TP and GE classes at each score-category level, we were able to assign students to these classes randomly. This regrouping made possible four course categories for study:

1st Semester		2nd Semester
TP	—————	TP
TP	—————	GE
GE	—————	TP
GE	—————	GE

Examinations were collected, scored and evaluated at the end of the first semester and at the end of the academic year.

Results

As can be seen in Figure 1 below, score differences ranged from a maximum increase of 23.4% to a maximum decrease of 19.3%, with the

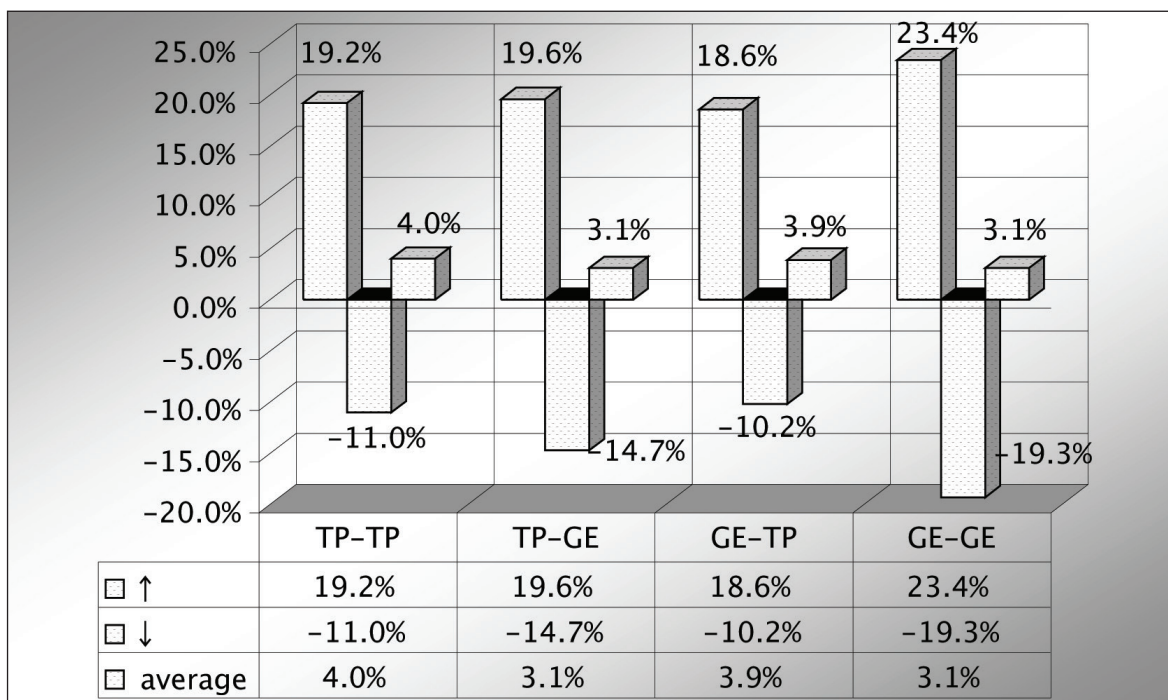
average difference between 1st and 2nd semester test scores falling within a range of 3.1% and 4.0% of the total possible test score. For the two groups with the greatest difference in content, TP-TP and GE-GE, the average difference between 1st and 2nd semester scores was 0.9% of the total possible test score. The difference between the two mixed groups, TP-GE and GE-TP, was 0.8% of the total possible score.

Conclusions and Discussion

Of immediate interest is the slight but clear tendency of TP group scores to be higher. The TP-TP group average score gain was the highest at 4.0% or 26.9 points. This represents a 6.1-point advantage over the GE-GE group average score of 20.8 points. Supporting this conclusion is the difference between the TP-GE and GE-TP scores. The TP-GE group engaged in test preparation activity during the first semester while the GE-TP group engaged in test preparation during the second semester. In this study, the second semester TP group scores exceeded those of the second semester GE group by 0.8% or 6.3 points.

Of practical interest is the fact that even the greatest difference in percentage gain represented a humble 0.9% or 6.1 points out of a possible 673 points. An ANOVA p value of 0.3 shows an almost indistinguishable difference among the

Figure 1. Score differences



four groups. This seems to indicate the absence of any marked practical benefit in coursework specifically tailored to test preparation and supports the conclusion that general English instruction might be equally effective in raising scores on norm-referenced examinations.

Though further inquiry is necessary to more fully examine the implications of these findings, these results should encourage teachers who feel it inappropriate to teach for tests by assuring them that more traditional coursework does not interfere with test performance. These results might also translate into cost benefits for program planners who wish to re-evaluate the need for programs specifically tailored to test preparation.

Acknowledgement

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L2 Learner Attitudes to EFL Textbooks

Recent research has shown that L2 performance is significantly affected by a number of variables, including textbook (Brown, 2000) and study-text genre or type (Hullah & O'Sullivan, 1995; Partridge, 1996; Hullah, 2003). It has also been proposed that textbooks should stimulate the learner's intellectual curiosity, in terms of both linguistic and thematic content (McCarthy & Carter, 1994), while Sims (1995) has demonstrated that students "interested" in the book they are studying outperform those who are not on ability measurement tests.

Choice of course textbook is therefore a crucial element of EFL instruction. Pre-course selection of a course textbook which subsequently proves unsuitable to students enrolling in the class (too difficult, too easy, irrelevant or inappropriate to student interests or age-group etc.) can have a negative impact on student (and teacher) motivation. As the textbook forms the mediating link between teacher and learner, and with research on learner autonomy urging us that learners should be allowed to play a more active role in their study, we ought to be involving students in study materials selection. However, in Japan, one of the world's major EFL markets, student opinion itself regarding the usefulness and appropriateness of different textbook types has not yet been formally studied.

Paul Hullah

**Okayama Kawasaki
Junior College**

Rationale

Tudor (2001) proposes that language teaching methods current in the 1960s and 1970s failed learners because they "did not present language as a communicative tool and provided inadequate practice in the integrated use of the language for communicative purposes" (p.112). In the 1980s Monbusho memorably declared that English tuition in Japan was thenceforward to be a "communicative" procedure, with less emphasis placed upon mechanical translation and grammatical exercises in favor of the promotion of more spoken English in the classroom. For a while, use of the learners' L1 was discouraged in the university classroom (Schmidt, 1995; Uemichi, 1984), and at the high-school level native English speakers, on the JET program for instance, were drafted in to give assistance to Japanese English teachers, some of whom were uncomfortable speaking English aloud as a result of themselves having passed through the same education system offering intensive English grammar and translation instruction but devoid of "speaking" or "listening" practice (Reed, 1997; Burden, 2003). Faced with this move towards "communicative" instruction in the classroom, textbooks followed suit and instead of

コースブックの選択はEFLでは特に重要である
と指摘されてきた。しかし、テキストを多様に
することの有効性や適切性に関する学習者の
意見は厳密には研究されないままであった。
本論ではコースブック選択の適切さや有効性
を評価するための16項目に及ぶアンケート調
査を日本の大学生に対して行い、その結果を
論議する。教室で使用 する教材を選ぶ際に、
ELT教師が参加することが重要であると明確
になった。

weblink: www.jalt-publications.org/tlt/articles/2003/9/hullah

readers containing extracts from “literary” works or brief essays on geography, culture, science, current affairs, etc., less content-heavy, basic conversation-inducing manuals began to appear. The prime aim of such texts is to provide students with a basic speaking knowledge of functional English as used in “everyday” situations (going to the doctor, going to the bank) and intellectually undemanding conversations (What’s your favorite color? What kind of music do you like? Introduce yourself; describe your room, your family, your hometown... and so on). These conversation-oriented manuals appear to have achieved their stated aim, and junior-high and high school classrooms are certainly noisier places than they were in the 1980s. First-year university classrooms, at least at the universities in Japan at which I have been employed, have now less the air of a funeral parlor than they had 10 years ago. Though university entrance exams still dictate that students require a firm grasp of grammar, it has been my experience that learners entering university nowadays generally display a confidence in basic spoken English which their seniors lacked a decade ago.

Today, having entered tertiary education, students continue to learn English from textbooks which they do not choose themselves. Of course, in an ideal world, teachers and learners could get together before the first class of a new course and mutually come to an agreement as to what text would work best. But this is not the case: unknown variables lurking in the background while a teacher pre-selects a course textbook may be class-size, student ability levels, and student major. Due to such significant variables which an EFL teacher must often accommodate in the formulation of a course, and especially as a greater degree of learner autonomy is permitted to enter the classroom and its environs, it seems pertinent and reasonable to invite learners to participate in their own studies as more than passive receptacles. As Tudor (2001) declares: “language learners are thinking human beings who bring with them to the classroom a variety of knowledge, experience, and insights which can allow them to play an active role in their language learning. In other words, language learners have the potential to be active agents in and co-authors (Pennycook, 1997) of their learning.” (Tudor, 2001, p. 117).

Aims

I was interested above all in discovering:

- a) what Japanese tertiary-level students think about the EFL textbooks they are using
- b) to what extent these students are studying from the type of textbook they themselves believe to be the optimum available teaching aid.

As far as I am aware, this is the first survey of its kind that has been attempted in Japan, and the brevity of the literature available is indicative of the lack of research that has been undertaken in this sphere.

The Study

I set out to design a questionnaire which would focus attention on to the above issues, and precisely and effectively elicit responses which could then be presented statistically in order to draw conclusions. Clearly, it was important that questions were a) clearly and unambiguously phrased, b) not loaded or leading in any obvious way, c) as relevant as possible to the cause, and d) quickly answerable.

Pilot versions of the questionnaire were tested over several months. Various versions, initially consisting solely of open questions, were given to university students in and around the Okayama region (none of the people included in pilot groups were asked to complete the final version of the questionnaire). Comments were invited and, based upon the subsequent feedback, questions were dropped, added, or modified. For example, the open-ended questions, “What kind of textbook do you like using in an English class?” and “What should a good English textbook contain?” were both regarded as too vague and thus were abandoned. A statement on the questionnaire which originally read, “I have learned nothing from this textbook” was amended to “I have learned nothing new from this textbook” after a student in the pilot study commented that he had “maybe learned, but not anything new” from a coursebook he was using. A further statement, “I have learned a lot of new English from this textbook” was then added in order to permit respondent clarification as to exactly what had been learned. In this way the contents of the final version of the questionnaire reflected a wide cross-section of student opinion.

It has been suggested in the literature that a panel of experts be convened to evaluate the contents of any questionnaire in order to establish one aspect of its content validity, i.e. the extent

to which the measurement reflects the specific intended domain of content (Brown, 1988). In this case, content validity was established through a number of procedures. The “expert panel” idea was called upon and a group of five university teachers was asked to comment on the questionnaire at all stages of its development. The panel consisted of men and women from a range of institutions, with a range of experience at this level both in Japan and in other countries. The fact that the whole questionnaire was generated in a collaborative way, by including the views of both students and teachers, added to my conviction that, in this respect, the final version was satisfactory in terms of both face validity (i.e. the extent to which the measurement procedure seems well-designed and reasonable) and content validity.

Once a satisfactory final version of the questionnaire had been produced, over 400 copies were distributed, by post, to native-speaker teachers working all over Japan who had been contacted previously and had agreed to assist with the survey. The questionnaires were distributed to university EFL classes in Tokyo (2 classes), Osaka (2), Okayama (3), Shikoku (1), Shizuoka (1), and Fukuoka (1) (see Appendix A). Classes surveyed all comprised first-year students taking the first, compulsory English course of their university career: this was for consistency and to avoid one student’s opinion of one textbook being colored by his/her opinion of another book used in a previous tertiary-level English course. The questionnaires were handed out at the end of the final class unit of the course before the final examination, completed “on the spot” and collected without delay. Participating teachers were asked to remind the students that it was the textbook (not the teacher or course as a whole) that they were being asked to assess. Respondents were also told that, if they so wished, they could fill in the open Part 2 of the questionnaire in Japanese, and over 80% of students elected to do so.

The questionnaire did not ask for a respondent’s name since it was felt that preservation of anonymity would encourage honesty and freedom of critical expression. However, participants were required to furnish details of their age (mean = 18.885), gender (male = 64%, female = 36%), years of university study (all = 1), title and author of the textbook they were using, and their Major (Environmental Science = 2 classes, Literature = 2, Medicine = 2, Economics = 1, Science = 1, Law = 1, Education = 1). So far,

365 replies have been collected, comprising ten classes of students. Of these ten classes, half (193 students) were using conversation-oriented manuals, while the other five classes (172 students) studied from content-based manuals (see Appendices A and B).

The Instrument

The questionnaire was presented in two sections and will be described accordingly here.

- 1) A list of eight statements regarding the English textbook currently being studied was given. Participants were asked to indicate, by means of circling a figure on a 5-point Likert scale of 1 (disagree) to 5 (agree), e.g.,

1. I enjoy using this textbook.	Disagree ← Agree				
	1	2	3	4	5

- 2) Participants were asked to respond freely (in English or Japanese) to two questions, “What is the best thing about this textbook?” and “What is the worst thing about this textbook?”

Results

These results strongly suggest that there is a clear division of opinion as to the kind of coursebook which university students feel to be appropriate to their ability and maturity levels as adult learners continuing EFL study. For statements positively praising the virtue or effectiveness of the textbook (statements 1, 3, 4, 5, and 7) the content-based books consistently outperform the practical conversation manuals (the conversation manuals score a 1.88 mean for these statements, whereas the content-based books have a total mean in this area of 3.54). Similarly, statements drawing attention to aspects of the coursebook perceived to be negative (statements 2 and 8) revealed far greater discontent with the basic conversation-style coursebooks than with their content-framing counterparts. It is also interesting that the biggest difference in mean scores for one single statement came with Statement 6. With regard to the conversation manuals, students clearly feel such books to be inappropriate, though they show no corresponding lack of satisfaction with the content-based texts.

-Page 1 Ballot-
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Table 1: Results for Part 1 (n = 365)

	Conversation Manual		Content-based Textbook	
	Mean/Standard Deviation		Mean/Standard Deviation	
1. I enjoy using this textbook	2.8,	0.83	4.3,	0.77
2. This textbook's English is too difficult for me	1.2,	1.02	2.1,	2.0
3. This textbook contains interesting topics	2.1,	0.81	3.9,	0.57
4. This textbook contains a lot of useful English	2.6,	1.1	3.1,	0.4
5. I have learned a lot of new English from this textbook	1.0,	1.80	3.1,	0.83
6. This textbook is suitable for someone of my age	1.3,	1.25	4.2,	0.95
7. My English has improved as a result of using this textbook	0.9,	1.1	3.3,	1.4
8. I have learned nothing new from using this textbook	3.8,	1.05	1.0,	2.7

The first part of the questionnaire was also examined for reliability. The internal consistency of the survey items dealing with dissatisfaction and that of the items dealing with satisfaction were calculated at .86 and .91 respectively. This was judged to be acceptable, and the instrument concluded to be highly reliable.

A look at responses to the second part of the questionnaire may help us to understand the reasoning behind the above sets of responses. Comments regarded as irrelevant to this study (i.e. "Teacher was handsome," "Teacher wears nice dress") were ignored.

Sample comments received from respondents using conversation-oriented manuals (number of times a comment appeared is indicated by a number in parentheses):

1. What is the best thing about this textbook?
It's easy (61); lots of speaking (32); lots of pictures (24); low price (5)
2. What is the worst thing about this textbook?
Too easy (63); not interesting (33); all classes are same (28); for children (14); textbook was easier than high school English, my English got worse this year. I feel sad. (1)

Sample comments received from respondents using content-based texts (number of times a comment appeared is indicated by a number in

parentheses):

1. What is the best thing about this textbook?
Interesting (73); lots of speaking (42); different topics every week (17); gives me new ideas (13)
2. What is the worst thing about this textbook?
Nothing (41); difficult (32); sometimes topic is not interesting (10); expensive (9); sometimes English instructions are not clear (7)

Conclusion

The results of this survey have clear implications for language teachers. For optimum success in the classroom, we must be prepared to accommodate student opinion in EFL textbook selection. In my own experience, unlike the situation ten years ago, most students entering university in Japan are more or less proficient in Basic English conversation skills and no longer petrified when confronted by a living and breathing "gaikokujin." A university is a place of intellectual exchange and the intellectually unchallenging content of many current widely used basic conversation manuals, while possibly relevant to beginners or false starters, is no longer suitable for students who have already studied English (properly) for 6 years. It is our duty to offer these young adults something with more

intellectual substance of the sort which these young adult learners are clearly craving and eager to tackle. Publishers must provide texts for university-level EFL instruction which not only promote communicative English, but ones that do so by un-childish means, no longer patronizing students by spoon-feeding them the same course content they experienced at high school, allowing their level of comprehension to progress from that of high school learning and challenging them: flagging student enthusiasm can easily trigger a corresponding ebbing of teacher commitment to the cause, resulting in a vicious cycle of negativity which can grind a course to a standstill. Conversation-oriented manuals clearly work well with beginners: but expecting a modern-day Japanese university freshman to profit from (re)integration with phrasebook-style conversations regarding his or her room and family members is akin to asking a university Mathematics major to recite the 2x tables. Nunan (1999) notes that, one of the “things that helped most” in second language acquisition when subjected to broad survey was “motivation” whilst, conversely, two of the “things that helped least” were “lack of motivation,” and “childish materials, e.g., picture books.” We teachers should take note. If textbook content is not appropriate, motivation, thus progress, will dwindle and die.

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Appendix A

Breakdown of classes surveyed by region, major, size, and study text used.

Region	Major	Class Size	Study Text
Tokyo	Environmental Science	37	Kick-Off
Tokyo	Literature	30	A Window on Literature
Osaka	Medicine	32	About Britain
Osaka	Economics	36	Main Street 3
Okayama	Environmental Science	29	Changes 1
Okayama	Literature	36	Poem into Poem
Okayama	Medicine	31	Face the Issues
Shikoku	Science	46	Atlas 2
Shizuoka	Law	43	Personal Themes in Literature
Fukuoka	Education	45	Airwaves

Appendix B

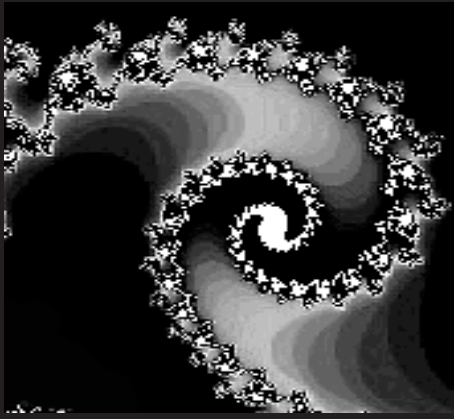
Books used as part of this survey:

1) Conversation-oriented manuals

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2) Content-based texts

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Using Representational Reading Texts in the EFL Classroom

Christian Jones
British Council

学習者がEFL クラスで読む教材は教室外で直面するものとは異なるものです。この理由は、教材が参考として選ばれたからで、通常一つの解釈しかできません。本稿では 描写的な教材ならば、幾通りの解釈も可能なことを示し、想像力をも解釈に必要なことを示します。そこで、いくつかの文章を示しながら、読解クラスへの提案を行います。

Understanding is not a binary, yes/no concept; more or less, meaning is created by an interpersonal process of interpretation, negotiation and response. (Lewis, 1993, p. 48)

Representational language is defined by McRae as language which "in order that its meaning be decoded by a receiver, engages the imagination of the receiver" (McRae, 1991, p. 3). This is defined in contrast to referential language "which communicates on only one level usually in terms of information being sought or given" (McRae, 1991, p. 3). What does this mean? In simple terms

representational materials are texts (here I take this to mean reading texts), where meaning can be decoded in several ways and where the decoding must be worked out by the imagination. Examples of this kind of text could be advertising materials, poetry or news headlines. Referential materials are texts that use language which is normally decoded in the same way by all receivers. The words of the text "mean what they say, no more and no less" (McRae, 1996, p.17). The simplest example of this kind of text could be a recipe, a bus timetable or, it must be said, almost any reading text found in an EFL textbook.

In a bid to make them understandable, many EFL texts function on a wholly referential level. We may teach our students to skim or scan them, to predict content from the titles or to use the context to guess the meaning of certain lexis, but really they can only interpret these texts in one way. They simply transmit information and students generally understand it. Students do not have a chance to interact with the text to try and find out what it could or might mean because there is only one thing it can mean. I would argue that this denies them the chance to get to grips with the kind of reading texts and interpretation skills they will need if they wish to become proficient users of English.

It is a fact that much written language that learners will meet is representational. At the simplest level even a street sign can have an indirect, symbolic meaning. A school sign with the image of a torch can be seen to have "classical references to such ideas as shedding the light of knowledge" (Carter et al., 2001, p. 4). Another example is the recent advertising campaign for Boddingtons beer in the UK, using the phrase "The cream of Manchester," which deliberately plays on our associations with the words "cream" and "Manchester." We may associate cream with such things as luxury and smoothness, and Manchester with more

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down to earth things like football. This sets up an interesting contrast and heightens our curiosity about the product. At the same time the complete phrase plays on our knowledge of “the cream of the crop,” implying that the beer is the best of all beers.

In addition, many more complex texts such as newspaper articles, deliberately open themselves up to several interpretations. The headline of a recent story about the first supermodel Janet Dickinson was “Model Misbehaviour” (2002). This deliberately plays on the meaning of these words and our assumed knowledge of the collocation “model behaviour.” As a result, we could read it in several ways. These might include

1. She is a model but misbehaves. (She talks about drug taking and promiscuity in the article.)
2. Her life is a perfect model example of how to behave badly.
3. Her life is a perfect model example of how women should behave. (Mis should be read to mean Miss.)

Look at almost any piece of literature and the text becomes even more open. The imagery a text evokes, the reasons for the choice of language used, and the meaning of the text all become open for discussion. Clearly, we need to choose texts that are not so far above our students’ language level that they are unable to interpret them. However, it is not the case that these kinds of texts are only for students of a higher level. Even lower level learners need a change from the diet of highly graded readers that is often the fare of EFL textbooks. If we supply them with some basic language for giving opinions and speculating, why can’t they look at these kinds of texts?

Representational reading texts may also help to develop what McRae has termed the fifth language skill, that is “thinking in English” (McRae, 1991, p. 5). If thinking in English means a greater ability to make and interpret meaning, it seems logical that the more a learner of EFL can think in the target language the more effective a user of English she or he will become. A look at grammar illustrates this point. Regular contact with representational texts should build an awareness that grammatical “rules are questioned [and] played around with” (McRae, 1996, p. 17) in many English texts. Lewis (2002) perceptively points to examples such as, “He likes to get on with it, so the game is never stagnating when he

is on” to show how present continuous is often used to describe habitual actions, which many grammars describe as at best “unusual” (see Swan, 1995). Lewis always shows that stative verbs such as *smell* are often used in the present continuous, such as “The 1983s are tasting superb at the moment” (referring to wine).

This awareness should lead learners to feel they too can play with and question rules as users of EFL and may facilitate a move from being a language knower to a real language user. Chan echoes this when he suggests of EFL learners “as language users themselves they participate in the dynamic process of articulating and creating meanings themselves” (Chan, 1996, p. 3).

Thinking in English is likely to lead to taking more notice of the English a learner comes in contact with in everyday life. I feel this is especially useful for EFL students in Japan. Learners often feel that they are distanced from real contact with English, but in fact there are a vast amount of English representational texts all around them, particularly in advertising. Carter (1996) looks at how some shop names play with language. He gives examples from the UK, but Japanese shop names that employ English, such as the cake shop *Dessert Island* and goods such as *Handycam* are no different. These are easily collected by teachers or students, and can be regularly brought into class for discussion. Alternatively, mistakes in English, such as the use of “Clean staff” intended as “Cleaning staff” (spotted recently on a uniform of a cleaner in a public park), or “Enjoy relax time” and “Taste of relax,” (both advertising soft drinks), can be examined for the way they create an unintended and often humorous meaning.

So how might a task with a representational reading text be designed? Tasks should be constructed to encourage learners to actively interpret the meaning(s) of a text. McRae (1991) gives a checklist of text features that can help to focus on not just what a text means, but how it means. He suggests that we could focus on any, or all, of the following features of a text:

- Lexis (words)
- Syntax (how words are put together)
- Cohesion (linking mechanisms within a text)
- Phonology (how the text sounds)
- Graphology (the visual effects of a text)
- Dialect (spoken variants of “standard” English)

- Register (tone)
- Period (archaisms, etc.)
- Function (the message)

The above checklist offers potential for a whole range of tasks and questions that go beyond what many standard textbook readers do. We might ask students to discuss what words in text could mean, how they think a sentence in a text sounds if read aloud, or to find and discuss the old-fashioned language. Glance at almost any EFL textbook, and the reading text is preceded and followed by questions predominantly concerned with function.

Naturally, there also needs to be a clear learning point to using representational materials. The materials are not an end in themselves, the learning is. In addition, I believe this learning point must fit into other learning students have been engaged in so that representational materials become a fully-integrated part of a scheme of work.

Below is an example of how I have used a representational text with a class in Japan. This lesson was part of a broader syllabus for a general intermediate English class studying for three hours a week in a ten week course. Here is one way to use the text:

Mini-Lesson Plan **Text**

Advertising text for Boddingtons Beer. The text features a silhouette of an ice cream. Below the silhouette are the words "The cream of Manchester."

Aims

For students to discover a number of possible meanings in one simple advertising text. To explore how associations with lexis are used to make meaning in advertising. To explore how advertising text may have a different effect in different cultures. In terms of McRae's checklist mentioned above, this lesson works on graphology, lexis and function.

Recent work

Students have read about the history of the English language, they have discussed their experiences learning English, had some input of phrases for giving opinions and agreeing/disagreeing, and had a group discussion about English language learning in Japan.

Level

Pre-Intermediate +

Procedure

1. Ask students to close their eyes and think of any images or words they associate with the word "cream." They then explain and discuss their associations.
2. Do the same for the word "Manchester."
3. Get some class feedback emphasising that any associations are ok. My class produced things like cake, coffee, sweet and nice, for "cream," and David Beckham and Manchester United for "Manchester."
4. Show students the text and ask them, "Where could you find a text like this?" Learners will probably guess it's an advert (as mine quickly did), which could be used in a magazine, newspaper or perhaps on a billboard. If they don't guess, listen to alternatives before telling them that it is an advert. Ask them "What do you think it could be advertising?" Encourage them to think of both the written text and the visual image (a silhouette of an ice cream).
5. Allow them to discuss freely in small group stressing that any interpretation is OK. Get class feedback. Interpretations my group produced were "cake," "ice cream," and "lights."

Tell students that it is in fact advertising Boddingtons Beer, which is a beer from Manchester.

1. Then ask them to discuss why they think the phrase "the cream of Manchester" was chosen for this advert. Ideas that came back were (a) cream is something sweet and nice, (b) cream is associated with a luxury or treat or something expensive, (c) cream makes you think of soft or smooth skin, and (d) the head of the pint was the "cream" of this Manchester beer and that sounded tasty.
2. Ask learners if they think it would be a successful advert in Japan, bearing in mind that a lot of adverts use English text here. If students don't think it would be successful (mine felt it probably wouldn't be), discuss with them why they think it would be unsuccessful. Then ask students to rewrite it (but keeping it as one short sentence) for the Japanese beer market. Allow students to discuss and explain their different texts. They could even vote on what the best new text is.

3. Explain or elicit from them that the point behind the activity was to show how even a simple sentence can seem to have several meanings.
4. Choose a list of example sentences that students will have met before such as, The door's open. Ask students to discuss the possible pragmatic meanings such sentences could have. The door's open could mean (a) Close it, (b) I'm cold, or (c) Come in, amongst several other possibilities. Ask students to make mini-dialogues to show several different meanings of each sentence. Ask them to read them aloud to show the way the sentences sound different when the meaning changes.

Conclusion

Representational reading texts will not make our students instantly fluent or our lessons instantly wonderful. What they offer is a chance for learners to interact with a kind of text that they are very likely to meet outside the classroom, but all too often do not see in the classroom. They may also help to encourage students to become language users as well as learners.

As I have shown, these texts may be as short as a sentence and in the case of advertising, are all around us in Japan. The crucial thing is that the texts can be interpreted in several ways and that this interpretation engages students' imaginations. It is also important that the kind of tasks teachers design focus learners on how a text makes meaning and not just what it means. McRae's checklist detailed above offers several suggestions as to what we can focus on to achieve this and move beyond questions purely about function. In addition, we need to fit work with representational texts into a broader scheme of work so that students feel this kind of reading is not the one-off gimmick lesson for the end of the week or term.

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JALT2003 Conference Special Article: Interview with Conference Chair, Alan Mackenzie

Dave Magnusson

**JALT Director of
Public Relations**

Dave Magnusson (DM): What's new at this year's conference? Who are the plenary speakers?

Alan Mackenzie (AM): This year we have several new features. First there is a cut price symposium called JALT Public to attract non-JALT members in the local area to the conference. Famous interpreter Masumi Muramatsu and Kay Hammond of International Christian University among others will be taking part. I see this as a user-friendly introduction to the conference appealing to teachers at the high-school level and below. Participants will receive a 2000-yen off voucher for the conference and a block schedule, as well as promotional items from our Associate Members.

Secondly, we have two high-profile symposia on Current Developments in English Language Education in Japan, on Sunday morning and afternoon,

featuring a number of well known Japanese speakers, including Kensaku Yoshida and the president of JACET, Yoji Tanabe. These join our two other notable symposia: The Ambassadors' Roundtable—sponsored by the Other Language Educators (OLE) SIG—and Current Developments in English Language Education Around the World, featuring our international guests and affiliate representatives.

As a vegetarian, I am very much looking forward to the International Food Fair which will run throughout the conference and will be open to the public. Generally, I think the food provision at JALT conferences (and specifically veggie food!) in the past has been wanting. We are confident that the Food Fair will ensure that everyone is well cared for. Finally, I look forward to the President's Reception on Friday night. By then most of the panicking will be over, signs will be in place and we will have time to kick back and enjoy the company of our numerous featured speakers, as well as the plenary speakers, Jack Richards, Dave Willis, and Simon Greenall, our international affiliate representatives, and anyone who registers on site in time to participate.

DM: What do you like about your job as Conference Chair?

AM: I like the feeling at 6pm on the day the conference finishes! Seriously, though, I see putting on the conference as something like organising a big dinner party. It is a chance to get old and new friends together and to engage in intelligent conversations with people of like minds on topics of mutual interest. No matter what the time, there is always something

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Interview

of interest happening.

There might be minor disagreements, but nothing beats the sense of community and the intellectual workout you get at the JALT National Conference. The excitement and fulfillment of making an event like this happen is hard to beat.

DM: How are conference preparations coming along?

AM: Everything is coming together nicely. The schedule is pretty much set and the major components of the conference are all confirmed. There are of course, things that only occur to us once the process is under way and things pop up or fall through at the last minute. However, considering this conference team was thrown in at the deep end last June, and we had not been through the initial stages of conference organisation before, I think we are doing pretty well. Naturally, we could always proofread more, but for that we need more volunteers!

DM: Do you have any “hot tips” on how members can enjoy the conference?

AM: Sure. Here are my top ten:

1. Since rooms are themed by SIG, find the SIGs that you are most interested in and focus on them. Prioritise them over the other rooms. Find a SIG you like and join it!
2. Get to know the people going to the same presentations as you. They are friends and possible future collaborators.
3. Don't try to see too much. Pace yourself. You don't need to see everything. In fact you can't! So relax and make sure you choose presentations you are really interested in.
4. Try not to go to presentations that are likely to tell you nothing new. This is a sure-fire way to get bored and frustrated. Stretch yourself instead.
5. Don't be afraid to get up and leave a presentation if it is not what you expected. However, don't jump about too much as you may miss the interesting parts of the presentation. (If you do leave a room, please do so quietly and do not disturb others in the room.)
6. Attend the plenary sessions. They are often the most interesting parts of the conference.
7. Make sure you visit the Educational Materials

Expo. Even if you are not in need of new textbooks, there is so much more there, from free newspapers and financial advice to academic texts and free computers.

8. Sign up for a Featured Speaker Workshop. They cost more, but are widely reputed to be the most worthwhile sessions of the conference.
9. Talk to the presenters after the presentations. If you liked the presentation tell them. If you have questions, ask them. If they are busy at that time, make a point of talking to them later. Presenters love feedback and like to know what the audience was thinking. Make sure you tell them.
10. Collect contact information. You are likely to think of many more questions after the conference is over and it is so easy to ask presenters or co-participants questions after the event.

DM: Can you tell us about the workshops. Who are they for? What kind of topics?

AM: The Featured Speaker Workshops are longer than other workshops in the conference and happen during a quieter period of the program. They give participants a chance to meet big-name presenters in a smaller group setting than usual and devote time to one major topic for in-depth examination and discussion. They do cost a little bit more, but they are always popular. It is best to book early to avoid disappointment.

DM: Is there anything special you would like visitors to know about this year's conference?

AM: At the risk of boring everyone, I am going to keep repeating that the conference is run solely on volunteer efforts and we need all the volunteers we can get. Considering that nobody on the conference organising team gets paid, and very few claim expenses, they manage to put on a great event with a minimum of glitches while maintaining full work schedules and families. We do this because we think JALT is a valuable organisation that many people in the past have worked very hard to maintain. Without the conference, JALT as we know it cannot exist. Without JALT community efforts, the conference cannot exist. If you can spare the time, please contact <volunteers@jalt.org> and give us an hour or two here and there, or even better, a whole day!

DM: How many visitors are you expecting?

AM: Last year we had 1500. Since we are doing a lot of publicity this year especially outside of JALT, we are hoping to bring in closer to 2000. If we get more, we will be very happy.

DM: What kind of services are there at the conference?

AM: The Job Information Center (JIC) and the Handout Order Center (HOC) are both valuable services for conference goers. The JIC collects CV's for their Resume Bank and posts job openings at the conference. Some employers actually interview on site. The HOC can supply you with electronic or paper copies of any handouts they have received from presenters.

This is great if you want to scan through the presentations after the conference to see what you missed that might have been interesting.

DM: Can people pay at the door?

AM: Yes, sure, but it is more expensive that way.

DM: How can one get an application?

AM: Look in the July Language Teacher for information and registration forms. Or visit the JALT2003 conference website at <jalt.org/jalt2003>.

DM: Thanks, Alan, for your time.

AM: See you at JALT2003!

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www.kobeconference.com



Hi *TLT* readers! My name is Kim Bradford-Watts, and I am the new My Share editor. I have lived in Kyoto since 1987. I currently teach at a number of universities in the Kansai region, but have enjoyed teaching all ages, levels, and a variety of class sizes and types over the years. I am currently enrolled in a M. Ed. Studs degree from the University of Newcastle in Australia.

I would like to take this opportunity to thank Erin Burke for her excellent work as My Share editor, and to wish her every success in the future. I would also like to invite you all to contribute an idea to this column. I am looking forward to hearing from you!

This month's My Share has two activities to jump-start your classes after the summer holidays. Raymond Stubbe describes a lesson focusing on question generation as an interesting getting-to-know-you technique for use with new classes. Paul Tanner shares a playful lesson to get your students actively giving instructions and asking clarification questions, while practicing visual and directional vocabulary using flags.



Introductory Lesson: Asking Getting Acquainted Questions

Raymond Stubbe, Adventure English School
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Quick Guide

Key Words: Brainstorming and asking questions

Learner English Level: High beginner to advanced

Learner Maturity Level: High school to adult

Preparation Time: None

Activity Time: 20-60 minutes

Materials: Whiteboard, marker, timer or clock.

Students will need a pen and some paper.

This lesson is designed for the first time a teacher appears in front of a class of basically any size. I have used it in situations ranging from private classes through high school classes of 42 students. Group sizes and question brainstorming time can be modified as the teacher sees fit.

You can expect anywhere from 6 to 20 questions from each student or group. I use this lesson every time I first meet a class. It has become a great level-checker.

Procedure

Step 1: Welcome/greet the students, but do not introduce yourself or have your name written anywhere.

Step 2: Draw a question mark on the board (or piece of paper if there is no board) and ask What's this? Students will answer, A question mark.

Step 3: Elicit question words by printing Wh on the board and ask How many "Wh" question words are there? What are they? Write the responses on the board. Elicit other question words: How, Do/Did, Can, etc. and add them

to the board. (For How, I also elicit How long/many/much/often/old/far, etc.)

Step 4: Explain the following to the class. You will have 5 minutes to brainstorm and write down as many questions as you can think of to ask me in order to get to know me. In large classes, ask the students to form groups, but each group can have only one pen and piece of paper. In small or private classes, students can work individually. Suggest to the students that Spelling is not important and grammar is only a little bit important. What is important is that they write a lot of questions.

Step 5: Set the timer, check that students understand the activity, and start the timer. While students are brainstorming and writing, monitor and assist as necessary.

Step 6: When the time is up, allow the students to finish writing their last question and ask How many? Allow the student/group with the most questions to ask you the first question. Answer that question then go on to the next group. Continue until all questions have been asked and answered. Questions can be asked back to the student(s) at the teacher's discretion.

Step 7: If a lot of time remains in a large-group lesson (because few questions were asked), ask students to pair up with someone they don't know well and ask them 5 or 10 questions and record the answers. Then have students introduce their partner either to the class, or in groups, either at the end of the lesson or during the next.

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#13 UPS CRC

Don't Let Student Interest Flag

Paul D. Tanner, Nagoya City University
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Quick Guide

Key words: Pairwork, giving instructions, asking clarification questions, imperative form
Learner English Level: Intermediate and higher

Learner Maturity Level: Junior high and above

Preparation Time: Less than one hour

Activity time: One 90-minute class

Materials: Reproductions of flags from about 10 different countries, each on a B5 sheet of paper. National flags can be found online at <www.imagesoft.net/flags/flags.html> and <www.countryreports.org/flags/>.

This activity presents an interesting way to practice giving and receiving instructions using visual and directional vocabulary. An ancillary benefit is the knowledge learned about countries and their flags.

Preparation

Draw, copy, or paste 8-10 different flags onto separate sheets of B5 paper. Copy enough flags so that each student will have four to five available. Although the flags could be done in color, I suggest making them black and white. Using black and white makes it easier to photocopy the flags.

Procedure

Step 1: Write key vocabulary on the board and ensure students understand these words: parallel, perpendicular, horizontal, vertical, diagonal, upper left, lower right, shade (verb), 5-point star, rectangle, square, triangle, equal, and divide.

Step 2: Ask students to explain how to draw the Japanese flag. Elicit responses, making sure that students use the imperative form, and draw the flag on the board. Next ask about a more complex flag that students know, such as the

American flag. A step-by-step run-through helps them to realize how it can be done.

Step 3: Give each pair a copy of a flag and a blank sheet of B5 paper. One partner should explain how to draw the flag, and the other partner should listen and draw it. The partner who is drawing must not look at the flag being described. I allow the person giving instructions to look at the drawing being made. Start out with easy flags (such as Panama).

Step 4: When the student finishes drawing the flag, she or he can look at the original flag and compare. The partners return the original flag to the teacher, receive a new flag, and the partners switch roles. The new flag should be drawn on the back of the (formerly blank) B5 sheet of paper.

Step 5: Give out new flags and blank sheets of paper as needed.

Follow-up

As students practice giving and receiving instructions and using the new vocabulary, they will improve and be able to draw flags faster and more accurately. As a wrap-up activity, the teacher could show the class the best flags, review the key grammar points, and address any areas in which students had difficulty.

Further activities could include (a) a discussion of the geographical location of the countries used, (b) what the symbols of a flag represent, and (c) designing a flag for a newly independent country or redesigning Japan's flag.

A good sourcebook is: Ryan, S. (Ed.). (1999). *Eyewitness handbooks: Flags*. London and New York: Dorling Kindersley.



#2 Longman Advert

FOCUS

This month's JALT Focus column begins with an informative reminder from our president, Jim Swan, regarding the importance of our Associate Members and the direct mail options for JALT members. Following that, Mary Christianson, JALT National Director of records, gives us a detailed report on the financial status of our organization. The column then finishes with an overview of the Nagasaki chapter in the Perspectives section.

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

Associate Members, Direct Mail, and You

Associate Member (AM) support is one of the foundations of JALT's financial health. Without the substantial fees the AMs pay, totaling millions of yen per year, JALT would be hard-pressed to provide the same range of benefits that it now does—in which case either your membership benefits would have to be curtailed in some way or your annual dues would

have to rise again, perhaps dramatically. One benefit that our AMs receive in return for their support is the eligibility to buy our mailing list. To put this another way, JALT sells its mailing list to its own AMs and to no one else.



It has long been JALT policy to honor the request of any member who wishes to have his or her contact information excluded from this list. For about two years now, the reverse side of the JALT postal money transfer form has carried simple instructions on how to notify us if

you do not wish to have your contact information shared. Of our approximately 2,500 members, 56 have exercised their right to opt out.

Simplicity notwithstanding, some voices have advocated changing to an opt in policy. In response to these suggestions, shortly before our mid-year Executive Board Meeting (EBM), the Board of Directors considered the advantages and disadvantages of both policies. In the end, we decided to maintain the current policy and presented our conclusions to your assembled chapter and SIG representatives at the EBM, where our decision was ratified.

However, to help ensure that every JALT member recognizes the opportunity to opt out, we decided to redesign the postal transfer form (you may have already noticed the change yourself—now there is a prominent checkbox on the front with the caption No direct mail). Also, to continually remind everyone of the ability to opt out, we decided that a public service announcement would be run in *The Language Teacher* from time to time. And finally, to help ensure that we all understand both the right to opt out and the ramifications of doing so, I was asked to compose this message for publication.

The JALT mailing list is made available to our AMs in two formats: a one-time printout of gummed mailing labels, or for a much higher price, a CD-ROM version with five bimonthly updates. Names that have been flagged as Do not share entries in our database should not appear among the printed mailing labels, nor should they appear

in the CD-ROM data. Removals requested after the initial CD-ROM has been sent out should be reflected in the electronic updates that are compiled every other month. Although we formally request the AMs not to use contact info more than one update old, you can see from this description that it might be up to two months before your request can take effect; we would appreciate your patience. If you are still receiving direct mail from our AMs more than eight weeks after requesting the removal of your name, please contact the JALT Central Office again. We will follow up on your request and find out if there was an inputting error on our part or if the AM is perhaps not using the most recent update.



The Board of Directors hopes that these measures will be satisfactory to those of you who would rather not receive direct mail. At the same time, we must let you know that the more we exercise our right to opt out, the less attractive our mailing list becomes to those whose support we depend on. A complete roster of the AMs, updated once a year, may be found in your annual Contact Info & Directory. We hope that you will choose to continue receiving valuable offers and information from these generous sponsors.

Yours,
Jim Swan

JALT National's Financial Report

Here I present JALT's financial reports for the fiscal year 2002 and a summary of the 2003-2004 budget approved at the June 28-29 Executive Board Meeting (EBM) and ratified at the Ordinary General Meeting (OGM). I have posted the minutes of these meetings on the EBM-Net email list and will include them in the November JENL. If you would like to see the minutes, or if you have any comments or questions, please contact me at <records@jalt.org>.

Mary Christianson
JALT National Director of Records

**JALT Financial Report for the Fiscal Year 2002
Balance Sheet as of March 31, 2003**

ASSETS

CURRENT ASSETS

Total Cash on Hand & in Bank	35,298,995
Time Deposit	5,000,000
Accounts Receivable (Chapters)	2,744,544
Accounts Receivable (Other)	1,306,091
Prepaid Expenses	<u>157,500</u>
Total Current Assets	44,507,130

FIXED ASSETS

Office Equipment	1,222,029
Accumulated Depreciation	(855,171)
Net Property and Equipment	<u>366,858</u>
Other Fixed Assets	
Rental Deposit (Central Office)	896,000
Telephone Rights	86,423
Total Other Fixed Assets	<u>982,423</u>
Total Fixed Assets	1,349,281
Total Assets	45,856,411

LIABILITIES AND FUND BALANCE

CURRENT LIABILITIES

Accounts Payable (SIG)	370,500
Accounts Payable (Other)	1,618,013
Deferred Revenue - membership	14,065,107
Employees' Withholding Tax	61,380
Taxes Payable	352,500
Total Current Liabilities	16,467,500

FUND CAPITAL

Beginning Fund Balance	22,517,715
Period Surplus	6,871,196
Ending Fund Balance	29,388,911

Total Liabilities & Capital	45,856,411
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貸借対照表 (平成15年3月31日現在)

資産の部		負債と資本の部	
流動資産		流動負債	
現金預金	35,298,995	未払金(分野別研究部会)	370,500
定期預金	5,000,000	未払金(その他)	1,618,013
未収入金(支部)	2,744,544	前受金	14,065,107
未収入金(その他)	1,306,091	未払い従業員源泉徴収税	61,380
前払費用	157,500	未払い法人税等	352,500
流動資産合計	44,507,130	流動負債合計	16,467,500
固定資産		資本	
器具備品	1,222,029	元入金	22,517,715
減価償却累計額	(855,171)	当期利益	6,871,196
器具備品残額	366,858	資本合計	29,388,911
その他の固定資産			
事務局家賃保証金	896,000		
電話債券	86,423		
その他固定資産合計	982,423		
固定資産合計	1,349,281		
資産合計	45,856,411	負債資本合計	45,856,411

JALT Income Statement for the Period April 1, 2001 - March 31, 2002

損益計算書 (自平成13年4月1日至平成14年3月31日)

REVENUES		収益	
Membership Fees	29,345,216	会費	29,345,216
Conference	27,951,279	年次大会収入	27,951,279
Advertisement Revenue	5,597,853	広告収入	5,597,853
Publication Sales & Services	2,249,428	出版収入	2,249,428
Other Revenue	197,499	その他収入	197,499
Total Revenues	65,341,275	収益合計	65,341,275
EXPENSES		費用	
Grants	5,306,366	支部等経費	5,306,366
Central Office	20,897,994	事務局経費	20,897,994
Administration	1,426,681	管理運営費	1,426,681
Meetings	1,848,705	会議費	1,848,705
Services and Fees	6,031,393	専門的業務用経費	6,031,393
Publications	12,461,431	出版経費	12,461,431
Conferences	10,497,509	年次大会経費	10,497,509
Total Expenses	58,470,079	費用合計	58,470,079
Net Income	6,871,196	当期利益	6,871,196

Independent Auditor's Report

To the Audit Committee of NPO The Japan Association for Language Teaching:
 We have examined the balance sheet of NPO The Japan Association for Language Teaching (JALT) as of March 31, 2003, and the related statement of income and fund balance for the year then ended, all expressed in Japanese yen. Our examination was made in accordance with auditing standards, procedures, and practices generally accepted and applied in Japan and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. In our opinion, the financial statements referred to above present fairly the financial position of JALT as of March 31, 2003, and the results of its operations for the year then ended in conformity with accounting principles and practices generally accepted in Japan applied on a consistent basis.

Submitted by Kimiichiro Kuramochi
 Certified Public Accountant

**会計監査レポート
 JALT会計監査委員会への報告**

当職は、2003年3月31日現在のJALTの貸借対照表及びその年度の損益計算表を監査しました。監査は日本で一般に認められている監査基準、手続き、慣習に従って行いました。当職の意見では、上記財務諸表は2003年3月31日現在のJALTの財務状況を正しく表示しており、1年間の運営の結果は継続性の原則に基づいて日本で通常受け入れられている会計原則と慣行に対応しています。

公認会計士 倉持 公一郎

Accepted 2003-2004 Budget Summary

2003-2004 予算案

REVENUES		収入	
Membership fees	23,756,373	個人会員会費	23,756,373
Sponsor revenue	6,000,000	ビジネス会員会費	6,000,000
Publications revenue	7,850,000	出版収入	7,850,000
Conference revenue	27,085,000	年次大会収入	27,085,000
Other revenue	723,108	その他収入	723,108
TOTAL REVENUES	65,414,481	収入合計	65,414,481
EXPENSES		費用	
Chapter grants	6,250,000	地方支部等経費	6,250,000
Meetings expenses	2,026,664	会議費	2,026,664
National officers budgets	2,612,600	管理運営費	2,612,600
Administration / JCO	19,860,000	事務局経費	19,860,000
Services and fees	5,811,496	専門的業務用経費	5,811,496
Publications expenses	13,635,000	出版経費	13,635,000
Conference expenses	13,795,500	年次大会経費	13,795,500
TOTAL EXPENSES	63,991,260	費用合計	63,991,260
GAIN/LOSS	1,423,221	差引収益	1,423,221

Submitted by Robert Swanson, FSC Chair

**Q. What takes one minute, costs nothing, and makes JALT a stronger organisation?
 A. Voting! Take a moment to have your say . . . fill out the Page 1 Ballot!**

JALT Notices

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.elcalendar.com/PGL2003>.

TESOL Curriculum Development Series

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

Universal Chapter and SIG Web Access

As a result of recent developments within the JALT website, chapters and SIGs now have a basic information page available which is linked to the main JALT website. Upcoming meeting information and officer contact details for all chapters and SIGs are viewable at <jalt.org/

groups/your-chapter-name> where your-chapter-name is the name of the chapter or SIG you wish to access. For example, information for the West Tokyo chapter is <jalt.org/groups/westtokyo>, the CUE SIG is <jalt.org/groups/CUE>, and the Teaching Children SIG is <jalt.org/groups/teachingchildren>. Please note that in some cases chapters or SIGs may not have provided up-to-date information for our databases; this will be reflected on the webpage. We hope JALT members will find this service useful. Queries can be directed to the JALT (English) web editor, Paul Collett; <editor-e@jalt.org>.

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>.

**You've done the research,
read the literature, and
thought a lot...**

What next?

**Write it up and submit it
to *The Language Teacher* of
course!**

<jalt-publications.org/tlt/call/>

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

This month, Tim Allan tells us how his chapter, Nagasaki JALT, is faring. Please enjoy! The coeditors invite articles of interest to JALT members in English, Japanese, or a combination of both.



Naturally Evolving in Nagasaki!

Every time we have a Nagasaki JALT meeting, I am reminded anew of exactly why I started finding my way to this group in the first place, and why the chapter continues to exert such a peculiar and persistent hold on me, despite inevitable frustrations and difficulties. The main reason

is the incredible diversity and dedication of our participants, members and nonmembers alike. On a recent Sunday afternoon, you might have found me saying hello to the teacher from Sasebo who traveled 2 hours by train to come and hear our guest speaker, Roger Barnard of Waikato University, speak about the status of Maori and other languages. (I discovered that the train-weary teacher was, in fact, Maori herself!) As I helped set up the room, I would have been introducing an assistant professor at my own college to an eikawa owner and an ALT from the JET programme. You would have seen three teachers of young children come in, followed in turn by a lifetime Francophile who always comes out of personal curiosity about the fantastic presenters that have consistently made it worthwhile to attend our meetings over the course of many years.

How many years? Our local chapter history dates from about 1980, not too long after the establishment of JALT as a national entity. We have been lucky to have had a long succession of very able executive members over that time, including the late Brian Moss. Two high-water marks were undoubtedly the Rainbow mini-conferences held in 1988 and 1995, but there have also been many other memorable moments since then. Over the past 4 years, for example, we have had about 40 meetings, several parties, seen our email newsletter flourish beyond all expectations, secured a beautiful new meeting site, tried hard to maintain our member base (about 30 currently), and expanded our presence in cyberspace.

We have certainly had our difficulties. Our budget allocations have been cut again and again

like everywhere else, and it has been hard to expand our membership when so many people have moved out of the prefecture over the years. Others have seen their personal or institutional wallets shrink, and they have had to make completely understandable, difficult decisions about priorities. Some have opted for the buffet approach: picking and choosing several meetings to come to as one-day members, receiving our newsletter, and looking through The Language Teacher or JALT Journal at their local school libraries. Despite these stresses, we have managed to survive and prosper due to a judicious balance of local presenters, commercially sponsored presenters, and occasional special guests. The latter have included such Four Corners Tour luminaries as Chris Nur, David Little, Leni Dam, Anne Burns, Jane Willis, and our guest-to-be in 2003, Simon Greenall. In addition to these nationally-organized tours, we have had some nice examples of regional cooperation over the years, including shared management of a tour by Charles LeBeau, a visit to our chapter by the Kitakyushu JALT Roadshow folks, and more.

Our meetings tend to be 2-hour demonstrations or workshops in English, with the parameters determined by consensus and annual feedback surveys. Our average turnout is 15 to 20 people, a very gratifying number given our status as a small chapter. For many people here, the *raison d'être* of JALT is the visceral, interactive experience of actual meetings, followed by the chance to read publications and join SIGs. We do have a healthy number of people attending and/or presenting at the annual conferences, but given constraints of distance, time, and money, the annual conference probably ranks about third in a list of what people consider to be JALT's identifying traits.

The glass is definitely half full, not half empty! Our great new meeting site is the prefecture-run Volunteer Centre across from Nagasaki JR and Amu Plaza, especially appreciated for its many free services and wonderful staff. We have nine meetings slated in 2003, are planning now for 2004, and have 200 email addresses signed up for our free monthly newsletter. Our publicity

weblink: www.jalt.org/groups/Nagasaki

efforts have been immeasurably supported by bookstores such as Kinokuniya, Metro Books, and Kobundo; by international centres such as Chikyukan, the Nagasaki International Association, and Brick Hall's Chikyushiminhiroba; and by the talents of Bill Pellowe in Fukuoka, who designed both our home page at <kyushu.com/jalt/nagasaki.html> and our newsletter sign up

site at <kyushu.com/jalt/nagamail.php3>. We hope you can join our vibrant little group here in Nagasaki as we evolve in the days ahead.

Tim Allan
Kwassui Women's College, Nagasaki
President/Program Chair, Nagasaki JALT;
<allan@kwassui.ac.jp>

Book Reviews

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

In this month's Book Review Column, Peter Farrell reviews a play which makes stars out of your students. Also read Howard Higa's review of the new addition to the *Passport* series. If you are interested in writing a review for this column, please read the guidelines on the submissions page.



Star Taxi

[Ian Franklyn and Theo Steckler. Kyoto: Dramaworks, 2000. pp. 133. ¥2,220. ISBN: 4-931424-04-X C3482.]

Reviewed by Peter Farrell, Hosei University

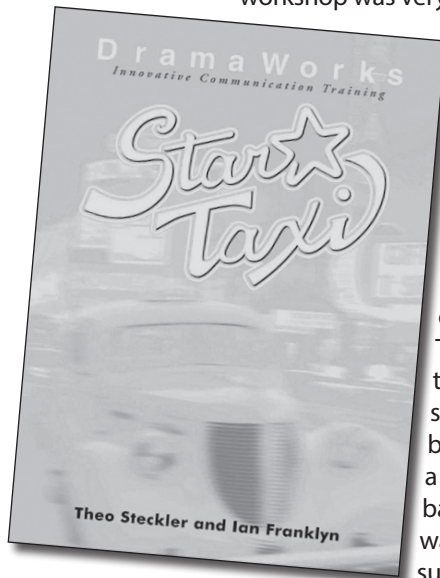
Star Taxi is published by Dramaworks, which specializes in publishing plays written especially for use in Japanese EFL classes. I learned about Star Taxi at a Yokohama JALT meeting in 2001. One of the authors, Theo Steckler, and an associate, Marc Sheffner, ran an excellent interactive workshop by drafting all attendees into the action as actors. I was impressed and decided to try the text with my students.

Star Taxi is a 20-scene drama for low to high intermediate students. It tells the story of a friendship between two young people in LA: a Japanese film director named Gion, and an acting student, Lucas. To support his studies, Lucas gets a job driving a taxi for Star Taxis, a company run by gangsters. He gradually and reluctantly becomes involved in their illegal activities. As Gion and Lucas get to know each other, Lucas reveals to Gion the true nature of his work. She decides to help him break

free from the clutches of the gangsters.

I had no previous acting, directing, or drama teaching experience, so the Dramaworks workshop was very helpful in getting started. The text itself is very easy to use both for teachers and students. The scenes consist of brief, natural interactions between two or three characters which cover a variety of scenarios, such as checking into a hotel, ordering food, renting an apartment, and starting a conversation with a stranger. The lines are short and easy to memorize. There are many suggestions for gestures and body movements. The text has a Japanese translation in the back. There is also a section with warm-up activities as well as a few suggested extension activities for some scenes.

I chose to try this text because it seemed motivating, fun, and very practical. It was different than the usual conversation texts, and



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

I hoped it would help students to lose their self-consciousness when speaking. I have now used this text in several different contexts including university elective courses, large required university classes, as well as in junior high and high schools. I am impressed with the results. Most students enjoy taking on a new persona and pretending to be a native speaker. Some students go out of their way to show off, inventing props and adding their own twists to interpreting scenes. A number of shy students have become excellent actors. By learning scenes in chunk phrases, students' pronunciation and intonation improves. Many students retain and use the chunk phrases well after the original activity. Further, I think the text helps to build awareness of the importance of listening and watching in an interactive dialog. As students struggle to remember lines, they learn that their responses, even when not exactly matching the script, must correspond logically with their partners'. In addition, using drama is a great way to harness restless energy, especially for younger groups. Finally, it is great fun.

However, there were some problems particularly with large groups of younger students. In cramped classes it is difficult to use this text because of the large amount of space required. In such cases, the warm-up activities are particularly impractical. I found that with younger students such activities could become unmanageable without clear and consistent routines from the start. Also, a few bits of mildly harsh language needed to be tamed.

Passport to Work

[Angela Buckingham, Norman Whitney. Oxford: Oxford University Press, 2002. pp. 79. ¥2,400. ISBN: 0-19-457364-8.]

Reviewed by Howard Higa, Chubu Gakuin University

Those familiar with the Passport series will immediately recognize the trademark layout and approach of the latest offering. Passport to Work succeeds in applying the formula to the central topic and arena of work.

The Passport formula for success might be described as follows: 15 unit topics focusing on relevant intercultural situations; concise two-page unit lessons; useful target language introduced in a listening task, practiced with controlled dialogs and extended to open-ended usage; review

While some teachers use Star Taxi as the sole text for a speaking course, I have generally supplemented it with other material. At times, a minority of students don't like to let down their guard to the extent required by this kind of activity. Therefore, I incorporate activities that can accommodate different learning styles. Star Taxi's main activities—practicing, memorizing, and performing scenes—are excellent for building confidence and providing pronunciation, intonation, and social interaction practice. However, in order for students to effectively achieve freer and more confident discourse, further activities would be useful.

This book might be enriched with activities to extend and continue the creative flow. Students could create new scenes and scenarios, with less text-based direction and more possibilities for free dialog. This is attempted with a few scenes, but more such activities could be added. Cultural information about the gestures, context, and meaning of scenes could also be helpful for students.

Nevertheless, the book is so simple and easy to use in its present form I think it should only be altered with great care. I highly recommend giving Star Taxi a try. If you have never led activities like this before, it might be helpful to attend a Dramaworks workshop or at least consult their webpage, <www.dramaworksonline.com>, where teachers share their ideas about using the text.

units which offer game/roleplay/activity tasks; bilingual essays on pertinent aspects of culture; a helpful bilingual word list for easy reference; an accompanying workbook that provides useful practice of the target language; and tape/CD accompaniment in a variety of standard English dialects.

From reading the above—or even through a quick perusal of an inspection copy—the strength of the textbook may not be immediately apparent.

The main strength lies in the degree to which the unit topics and language qualify as useful and practical for the focus. The Passport authors continue to display a knack for relevancy—the organization of topics and language that provide Japanese students with a natural and accurate feel for real life situations and scenarios (and to an extent that the current textbook supersedes the limited arena of an ESP focus—Business English in this latest edition). Interestingly, the title reads Passport to Work, not “Passport to Business.” Perhaps a trivial matter but it seems to suit this useful collection of units related to the broader topic of work (in addition to the ESP focus of business).

The Passport to Work lessons unfolded in a straightforward manner—a classic approach, staying true to the core language. The authors have steered clear of muddling lessons with fillers common to some other textbooks (many of which, in my opinion, fall flat in this Japanese setting). In short, while Passport to Work may appear to lack some of the “bells and whistles” of other textbooks, it remains very user friendly at its core.

Working through the lessons over the course of the semester, certain attributes of the textbook were notable. Early on, it was easy to establish a routine as the lessons evolved in a predictable manner and could be carried out in a timely fashion, fitting into 90-minute sessions

with consistency. Also, my enthusiasm for the usefulness of the target language appeared to be contagious as the students seemed increasingly motivated to put forth effort toward learning useful language. Over time, the predictable routine of this book lead to considerable gains in student enthusiasm and motivation. In addition, through success with the core textbook, it

became easier to extend and supplement unit lessons with workbook assignments, teacher’s manual suggestions, etc. Finally, the bilingual essays on culture stirred interest in students beyond expectation, potentially serving as a springboard to other extensions (although I wasn’t able to explore the potential this time around).

It should be noted that the above experiences were gained on motivated English majors. I can imagine being hard-pressed to duplicate the same success with other students I have taught,

namely unmotivated, non-English majors. Still, Passport to Work would provide a chance as the teacher’s manual contains engaging supplemental activities and novel teaching suggestions, which I found a cut above the normal range of usefulness for such manuals.

In sum, useful and practical are the optimal words in describing Passport to Work. In my opinion, the key to success with Passport to Work lies in the degree to which a teacher can harness routine for its positive potential.



"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、ご連絡ください。

<my-share@jalt-publications.org>

Recently Received

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

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom-related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be unavailable for review after September 30. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Review Copies Liaison.



For Students

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

Books

- *Aozora: Intermediate-Advanced Japanese Communication. Fujii, N. & Sugawara, H. National Foreign Language Resource Center University of Hawai'i at Manoa, 2003.
- Basic English for Computing (Revised and updated). Glendinning, E. R., & McEwan, J. Oxford University Press, 2003.
- !Business Explorer 2. Knight, G., & O'Neil, M. Cambridge University Press, 2003.
- Getting Ready for Speech. LeBeau, C., & Harrington, D. Medford, OR: Language Solutions, Inc., 2002.
- Global Outlook (High intermediate reading). Bushell, B., & Dyer, B. New York: The McGraw-Hill Companies, Inc., 2003.
- Global Outlook (Advanced reading). Dyer, B., & Bushell, B. New York: The McGraw-Hill Companies, Inc., 2003.
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For Teachers

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Recently Received

Special Interest Group News

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

CALL—This SIG reminds members that the JALTCALL2003 conference, CALL for All, has been rescheduled for October 4-5 at Kinjo Gakuin University, Nagoya. Celebrating the SIG's 10th anniversary, JALTCALL2003 maintains the same quality presentations, networking, and friendly staff of past conferences. In addition, this year's conference will have a Hawaiian atmosphere, so remember to wear Hawaiian shirts or tropical style clothes. There is still time for delegate registration—the deadline is midnight, September 28. For online registration and more information see <www.jaltcall.org/conferences/call2003>.

College and University Educators—This SIG is co-hosting a mini-conference with the LD SIG in Kobe, October 17-19. Please see the LD SIG notes below and the Conference Calendar for details.

GALE, GILE, PALE, and TC—GALE, GILE, PALE, TC and other sponsors bring you Peace as a Global Language II at Seisen University, Tokyo, September 27-28, 2003. Please visit the Conference Calendar or conference website, <www.jalt.org/global/sig/Conference.htm>, for details.

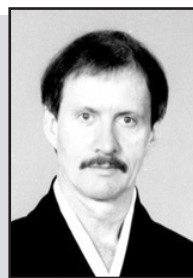
One featured speaker, Spencer Kagan, will also give a pre-conference teacher training workshop sponsored by JALT chapters, SIGs, and others.

Learner Development—This SIG, along with the CUE SIG, invites you to their fall mini-conference at the Mt. Rokko YMCA, Kobe, Japan, October 17-19, 2003. We are expecting about 40 people to present and would like to urge participants to pre-register by September 30 as spaces are limited. For more information, see the Conference Calendar in this issue or our website at <www.kobeconference.com>.

Materials Writers—This SIG will hold its first weekend get-together at beautiful Yufuin Onsen in Oita Prefecture, Kyushu, October 25-26. SIG members and other interested persons are warmly invited to come and share ideas on creating materials for the language classroom. For details, check out our website (in contacts list), or contact the coordinator.

教材開発研究部会は、10月25日～26日に、大分県湯布院温泉で、第1回の週末集まりを開きます。部会の皆さんも、その他の教材開発に感心のある方も大歓迎。詳しくは、MWSIGホームページや部会長へどうぞ。

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Wife's birthday? —Nope,
that's not till next month ...



Taxes paid on those
private English classes??
Yep, always careful about
declaring those ...

JALT elections ballot posted?
Yeah, long gone...

So, what is it
I'm forgetting??
Hmmm ...

Wait a minute ... that's it!
Pre-Registration for JALT 2003.
I saw the supplement in the July TLT!
When's the deadline? October 22!?!
Cripes, better hurry!!!



Dr. Spencer Kagan Japan Workshop Tour

September 15-28, 2003



Dr. Spencer Kagan is an international expert on cooperative learning, multiple intelligences, and language acquisition. In this tour of Japan, Dr. Kagan presents eight workshops featuring Kagan Structures. Dr. Spencer Kagan's Structures are revolutionizing learning. Join Dr. Kagan as he introduces his Kagan Structures to educators in Japan!

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- ★ Multiple Intelligences: Visions, myths, and structures
- ★ Positive human relations via cooperative structures
- ★ Cooperative structures, character, and peace

For workshop dates, times and descriptions, go to: www.KaganOnline.com/JapanTour
To register or for more information, contact Jane Nakagawa at: janenakagawa@yahoo.com

Chapter Reports

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

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



Akita: June—Freelance Translation by Naoto Sato. Inspired in his high school days by the legendary NHK English broadcaster Toru Matsumoto, Sato mastered English by keeping his own English journals, listening to the radio, and talking to the rare foreign visitors who came to his hometown of Noshiro. Sato explained how Matsumoto's "Think in English" philosophy of language learning influenced him and steered him towards a career as one of Akita's leading simultaneous interpreters. He demonstrated his simultaneous interpretation skills by translating short talks from Japanese to English and English to Japanese. Sato also discussed various concerns for translators (such as problems caused by idioms) and provided some extremely useful pointers on working with an interpreter.

Reported by Mark Cunningham

Chiba: June—Creating Confident Creative Conversationalists with Communication Circles by Thomas C. Anderson. Over the past twenty years, Anderson has been developing a methodology to involve students as much as possible in the act of conversing in "unscripted one-to-one English communication." Contrary to the name, the conversations are not necessarily performed in a circle, but Anderson's strategies do follow a kind of rotational pattern. He starts off his post-secondary level oral communication classes with self-introductions in rotating pairs, and increases conversational length, number, and topics over the term, ending up with students talking to nine different partners about three different topics in one class period.

Anderson discussed scaffolding, error correction, classroom management, and conversation tests. His eight "communication elements" are usually pitched to students in the interrogative case: 1) Are you beginning a conversation by talking about yourself and then asking your partner a question to show interest in their opinions? 2) Are you looking at your partner and using proper body language to show interest? 3) Are you responding with "plus three": fact + opinion + question? 4) Are you taking turns, giving your partner equal time? 5) Are you using

thinking time expressions such as "um ..." and "err ..."? 6) Are you panicking when you make mistakes or correcting them and continuing? 7) Are you properly signaling to end the conversation? 8) When communicating, are you going through the motions, or are you sincere?

Reported by Joseph Falout

Hokkaido: April—My Share moderated by Tim Grose. This month we held a panel discussion allowing four Japanese learners of English and four English language teachers to share their learning and teaching experiences and views. The discussion started with the language learners. First, the learners agreed that most classes taught by Japanese teachers and some foreign teachers in junior and senior high school were boring and ineffective. The emphasis in these classes was on grammar and mimicry. Second, all agreed that motivation to learn English was sorely lacking at the junior and senior high school levels. One student noted that motivation was so low in his high school that his Japanese English language teacher threatened to give low grades to those who did not show an interest in learning English. The panelists agreed that teachers must create a non-threatening learning environment. A third major concern centered on the practicality of English. One panelist who recently graduated was angry because he studied English so that he could use it in his future job, but although he now has a job, he has never used English. Another point brought up by the panel of learners centered on the Japanese English language teachers' knowledge of the subject matter. One panelist recalled an incident when he forced the teacher to speak English with a foreigner on a school excursion. Finally, all four language students believed it is important to correct errors and as one panelist put it, "a good teacher points out the mistakes." Two students commented that their Japanese English language teachers corrected too much.

The teacher panelists also made a number of interesting points, starting with the observation

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that grammar is an important part of learning a language. The key is the approach one takes to teaching grammar. Motivation is also the key to successful teaching. Teachers should employ a variety of activities and tools such as role-plays, discussions, games, videos, and movies. One panelist stressed the importance of learning culture through the language itself. We want students to be “bicultural as well as bilingual,” she pointed out. Another panelist noted the importance of being flexible with teaching theories; they do not all work well with everyone. Finally, teachers should plan lessons to meet the needs of the students. This may also mean paying attention to what the students are doing outside the classroom.

Reported by Alan Bossaer

Kitakyushu: June—Putting Words in their Mouths: Shadowing, Summarizing, & Dictogloss by John Small. Small described and demonstrated three useful language teaching techniques during the presentation. In the first, shadowing, the teacher pauses after reading a “manageable chunk” of English prose and then has students repeat the chunk, first aloud and then silently to themselves. The teacher then models the process and the students practice in pairs. The next step is to summarize what the speaker said, switching to reported speech from simple repetition. The dictogloss technique has many interesting variations. One way is to dictate a prepared narrative at a speed which prevents students from writing more than about 80% of it, in order to encourage collaboration with partners. Another way is to have partners repeat the dictation as they hear it and try to write it. Students can also be told to imagine the teacher is a tape recorder and to give instructions (e.g., “Stop. Go back”), possibly including a rule that each student gets just one chance to stop the dictation. A cloze dictation has missing words where the teacher says, “Beep,” which the students note as blank spaces and fill in later. Having also demonstrated some truly inspiring teaching materials on global issues, Small finished by sharing some insights into the process, promotion, and ethical considerations of self-publishing.

Reported by Dave Pite

Shinshu: June—Panel Discussion about Team Teaching with Yosuke Wako, Ha Choung, Shizuo Tabata, and Danny

Majdanac. Today’s guest panel featured two high school teachers, Wako (JTE) and Choung (ALT), and two junior high school teachers, Tabata (JTE) and Majdanac (ALT). Initially, panelists responded to questions about how lessons are conducted and the advantages and disadvantages of the current team-teaching system. This was followed by questions from the panelists to the floor and open discussion. A major theme that evolved concerned the relative roles and responsibilities of the teachers. The JTE teaches most of the lessons and is responsible for the more academic lessons and for covering the main textbook, which Wako explained is difficult to interpret in a communicative manner. These are the serious lessons, and the JTE struggles to make these lessons interesting and to cover all the material in time. The ALT teaches the fun classes focusing on oral communication, with Majdanac preparing his own lessons and Choung assisting with lesson preparation and leading communicative activities. The JTE generally backs up the ALT’s teaching, translating when necessary, explaining various points, and responding to students’ questions. But do the serious and fun lessons complement each other to provide a balanced teaching system?

Both the JTEs expressed some frustration with the difficulties of team teaching: Teachers’ roles are ambiguous, and it’s often difficult to adjust to different teaching styles, standards, and responsibilities. The ALTs both expressed frustration regarding communication between teachers. “We’re . . . left in the dark a bit,” said Majdanac. ALTs need to know more about the system and the JTE’s goals. They see the daily class, but do not understand the overall plan. Thus it is sometimes hard for them to know if their contributions are complementing the teaching objectives. Time constraints increase the difficulties of both communication and role division. Despite these problems, all the panelists offered praise for the present system. A major achievement is that students are no longer terrified of speaking to foreigners, as they were twenty years ago. The presence of a native English speaker also improves motivation and gives both students and JTEs reasons to communicate in English. In addition, two teachers yield a better teacher-student ratio and expose students to more teaching styles and a greater sum of knowledge.

Reported by Fred Carruth

Chapter Events

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



Fukuoka—Teaching English as a Humanities Subject by Mike Guest, Miyazaki Medical College. The speaker will present a “third approach” to English teaching, that of teaching English as a humanities subject. Such an approach is designed NOT for test preparation or practical usage in the real world but rather to stimulate minds of learners and to help them grow in their appreciation and understanding of communication. In this presentation, Guest will provide both philosophical principles and practical examples of his approach. Saturday September 13, 18:00-20:00; Fukuoka Jo Gakuin Tenjin Satellite Campus, (2-8-38 Tenjin, Chuo-ku, map: <www.fukujo.ac.jp/tenjin/amap.html>); one-day members ¥1000.

Gunma—Cultures Alive! Multicultural Education for Children by Michele Milner. This presentation will show how folk stories and folkdances can be used to teach multicultural concepts in the elementary classroom. These engaging stories allow children to view the world through the eyes of a new culture. Hands-on activities will be shown which include cooperative methods of retelling and dramatizing the stories. Folkdances provide a kinesthetic learning experience about culture. Called “the dance of the common people,” folkdances communicate emotions through rhythm and movement. Creative movement activities then allow the students to reinterpret and internalize language concepts. Sunday September 21, 14:00-16:30; venue T.B.A.; one-day members ¥1000.

Gifu—Cooperative Structures and Language Learning by Spencer Kagan. See Nagoya Chapter announcement below.

Ibaraki—Grand Book Fair; Presenter and topic T.B.A. Sunday September 21, 13:30-17:00; Ibaraki University, Mito-shi, one-day members ¥500.

Iwate—Testing: An Important Component in Language Teaching by Brenda Hayashi, Miyagi Gakuin Women’s University. It seems that testing has a bad reputation, at least in some circles. Testing does not need to be viewed as

a necessary evil; rather, it is an important component in language teaching, for both teachers and students. In this session, participants will first examine sample test items and evaluate them. We will then go over kinds of tests and test-making guidelines. Finally, we will do some item writing, creating tests for our own various teaching situations. Sunday September 21, 10:30-12:30; Iwate International Association, Morioka; one-day members ¥1000.

Kitakyushu—Southwest Regional Meet. This extended programme will feature seven presentations in two concurrent sessions. Room 32A
13:30-15:20 Helene Jarmol Uchida—Confidence-building Interactive Games/Activities.
15:30-16:20 Tony Ruiz & Trish Kasamatsu—Teaching Junior High Kids & Younger.
16:30-17:20 Tom Bradley—A Reading. Room 32B
13:30-14:20 James Lisgo—University Student Views on the English Education System in Japan.
14:30-15:20 Malcolm Swanson—D.I.Y. Textbooks.
15:30-16:20 Bill Pellowe—Online Writing Community: Observations and Effects.
16:30-17:20 Ariel Sorensen—Chat Logs as a Data Source. Sunday, September 21; Kitakyushu International Center; members ¥500, one-day members ¥1,500. For more information <jalt.org/chapters/kq/>.

Kobe—Teaching Children by Chuck Vilina (coauthor of Magic Time 1 & 2). As for the title and abstract, please visit Event Calendar or contact <hirayanagi@aol.com>. Saturday September 27, 18:00-20:00; Kobe YMCA; one-day members ¥1000.

Matsuyama—Pyxisland by Masaki Seike. Pyxisland is an integrated online course for Japanese elementary education available not only in Japan but also in other countries through the Internet. Seike is the director of e-SCHOOL, a local English school in Matsuyama, and he will explain its unique approach to installing the system in elementary schools and different types

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of private schools. Sunday September 14, 14:15-16:15; Shinonome High School Kinenkan 4F; one-day members ¥1000.

Nagasaki—Fall Events. We have no meeting planned for this month, but are looking forward to our final three sessions of the year. First is “Putting Words in Their Mouths: Shadowing, Summarizing, and Dictagloss” by John Small, Kumamoto Gakuen University (October 24). Our special Four Corners Tour guest speaker will be Simon Greenall, sponsored by the British Council and Macmillan (November 29). Helene Uchida of Little America Schools returns on December 7. Information on the latter two will be coming soon. Please see the article about our chapter in this month’s “Perspectives” section of TLT for more information about our activities and people. All welcome!

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Nagoya—Cooperative Structures and Language Learning by Spencer Kagan. Cooperative learning is a natural catalyst for language learning. Cooperative learning structures can be incorporated easily into any lesson, with a powerful impact on comprehensible input, frequency of language output opportunities, and reductions in the affective filter. Monday September 15, 13:00-17:00; Aichi Chusho Kigyo Center; one-day members ¥1000.

Toyohashi—Cooperative Structures and Language Learning by Spencer Kagan. See Nagoya Chapter announcement above.

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w: 03-3238-3768; <bronner@iname.com>

Moving?

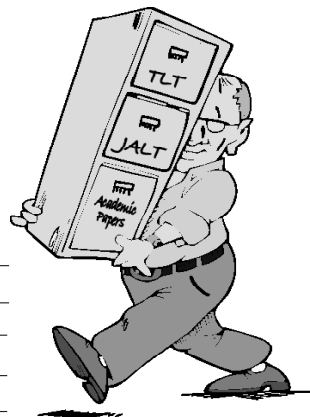
Make sure *The Language Teacher* moves with you. Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

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Job Information Center

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

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



Aichi-ken—Nagoya Institute of Technology is seeking to fill a vacancy for the position of Associate Professor (助教授) starting April 1, 2004. This position is a possible tenure-track position. The successful candidate will be a specialist in English Education, Applied Linguistics, or related discipline. Duties: Teach Technical English to undergraduate students and presentation skills to postgraduate students. There will also be a wide range of other administrative duties within the university. Qualifications: Master's Degree or higher in English Education, Applied Linguistics, or related discipline, or demonstration of equivalent ability through research; a good understanding of theoretical and practical aspects of learning technology, language testing, CALL, and curriculum development; strong language skills in both Japanese and English; a minimum of three academic papers. Application materials: Send a resume with recent photograph, a list of publications, copies of three major publications, and an essay describing the candidate's research and teaching experience and its relevance to this position. The essay may be in English (about 500 words) or in Japanese (about 800 characters). Other documents may be requested during the selection process. After submission of documents, short-listed candidates may be called for an interview. Candidates must pay their own travel expenses for the interview. As a rule, submission documents will not be returned. If you wish to have your documents returned, please include a stamped, self-addressed envelope with sufficient postage. Deadline: October 3, 2003. Contact: Yukie Koyama, Media Education Center, Nagoya Institute of Technology, Gokiso-cho, Showa-ku, Nagoya 466-8555, Japan. On submission envelope, please write: 「応募書類(助教授公募)在中」; t: 052-735-5179; <koyama@center.nitech.ac.jp>.

Chiba-ken—The Center for Language Education at Josai International University in Chiba is

seeking an English instructor to start April 2004. Two-year, renewable contract. Qualifications: TESOL/TEFL certificate or equivalent, MA/MEd in TESOL or Applied Linguistics preferred. Priority consideration given to candidates with experience teaching at university level in Japan and sufficient Japanese ability to support the learning experience for students. Applicants need not be current residents of Japan. Sponsorship available. Duties: Teach five courses (15 contact hours per week, plus office hours). Center staff members are expected to be on campus 5 days a week, one of which is designated for personal research, with no classes assigned. Salary & Benefits: ¥3.85 million in first year, ¥4.48 million in second, increasing to scale, housing allowance of ¥17,000 per month, commuting allowance, annual research allowance of ¥390,000, optional health insurance/pension plan through Japan Teachers' Union. Application materials: Applications by mail or email only. Curriculum vitae in English, and cover letter outlining career goals (as attached file in Word). Short-listed candidates will be asked to submit additional materials. Deadline: November 1, 2003. Contact: Jared Lubarsky, Director, Center for Language Education, Josai International University, 1 Gumyo, Togane, Chiba-ken 283-8555, Japan; <lubarsky@jiu.ac.jp>.

Tokyo-to—The English Language Program of Rikkyo University is seeking applicants for full-time contract teaching positions starting April 2004. Contract renewable up to 5 years. Qualifications: MA in TESOL or fields related to English language teaching such as Applied Linguistics, Comparative Culture, and Intercultural Communication; native English speakers; minimum of 1 year teaching experience at college level in Japan, one academic publication. Duties: Teach a maximum of ten courses per semester, 4 days per week of normal teaching/work load,

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work on curriculum development, materials development, test writing, participate in faculty development activities, proctor various exams. Salary & Benefits: Salary, bonuses, commuting allowance, annual research budget, vacations, based on Rikkyo University regulations.

Application materials: Curriculum vitae with email address, details of academic publications. Deadline: September 20, 2003. Contact: Kumiko Yamada, English Language Program, Center for General Curriculum Development, Rikkyo University, 3-34-1 Nishi-Ikebukuro, Toshima-ku, Tokyo 171-8501, Japan; f: 03-3985-2909. Those selected for interviews will be notified in October.

Tokyo-to—The Department of Languages at Tokyo Woman's Christian University is seeking a full-time English-speaking contract instructor for April 1, 2004. Contract is for 1 year. If mutually agreed by 6 months before expiration of the term, contract can be extended up to three times, or a maximum of 4 years. Qualifications: MA in TESOL or equivalent, native English speaker competence, Japanese university teaching experience preferred, Japanese conversation ability desirable. Duties: Teach ten 90-minute English skills classes per week, and assist with entrance examination marking. Salary & Benefits: Approximately ¥290,000 per month, plus 4 months bonus per year, commuting allowance, small housing allowance (depending on eligibility). Deadline: October 10, 2003. Application materials: Curriculum vitae. Applicants should be available for interview on campus in Tokyo during October or early November, therefore, we do not encourage applications from outside Japan. The university will NOT pay travel expenses related to the interview. Contact: Dennis Schneider, Department of Languages, Tokyo Woman's Christian University, 2-6-1 Zempukuji, Suginami, Tokyo 167-8585, Japan; t: 03-5382-6211; <dennis@lab.twcu.ac.jp>.

Wakayama—Chiben Gakuen Wakayama in Wakayama city and Nara College in Kashiba city are seeking two full-time native English elementary teachers for April 2004 (one position at each school). Qualifications: Bachelor's Degree minimum qualification, TESL/TEFL/ TESOL degree or certification and/or teacher

certification from home country preferred, basic Japanese skills necessary, experience teaching elementary children in Japan an advantage. Duties: Teach up to 12 hours per week, Monday to Friday, using materials from a commercial publisher, four-skills communicative curriculum with cultural awareness a component of each class. Additional duties: sub-homeroom, curriculum planning, testing development and implementation, participation in all school events (including some weekends), establishing an exchange program, and assisting with school trip supervision. Salary & Benefits: ¥300,000 net per month to start, with 2-year renewable contract based on biannual performance evaluation, commuting allowance, optional private school health insurance, modest professional development budget, 1 month summer vacation and other school holidays. Deadline: October 31, 2003. Contact: Send cover letter, curriculum vitae, copies of publications or presentations, and at least one letter of recommendation from recent employer to Ms. Benoit, 2066-1 Fuyuno, Wakayama city 640-0392, Japan; f: 073-479-1190; <chibeneng@yahoo.co.jp>. Interviews held in November in Wakayama city.

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

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

Tokyo-to—The Faculty of Economics at Daito Bunka University, a private liberal arts university in Tokyo, is seeking a native English speaker as lecturer starting April 2004. Contract is for two years and may be extended for two 1-year periods. Qualifications: Master's Degree in TEFL, TESL, Economics, or related area, or possess exceptional capabilities in foreign languages, foreign culture education, or research. Duties: Teach eight 90-minute English lessons per week, mainly at Higashimatsuyama Campus, Saitama Prefecture, maintain office hours 5 days a week, give assistance and advice on exchange programs, provide a native check of English documents written by Japanese colleagues, and undertake other duties related to English instruction. Salary & Benefits: Salary dependant on experience and age. Japanese health insurance and other benefits provided. Holidays and working hours in accordance with "Regulation Concerning Special Non-Japanese Lecturers at Daito Bunka University," and "Daito Bunka University Special Non-Japanese Lecturer Employment Contract." Deadline: September 18, 2003. Contact: Send curriculum vitae, copies of three publications, at least one letter of reference, a photo, and cover letter to Shigeru Watabe, Dean, Faculty of Economics,

Daito Bunka University, 1-9-1 Takashimadaira, Itabashi-ku, Tokyo 175-8571, Japan; f: +81-3-5399-7342; <iwasawa@ic.daito.ac.jp>.

Ibaraki-ken—Ibaraki University is seeking part-time native and nonnative English language teachers to teach courses in their Integrated English Program (IEP) at the Mito Campus in 2004. Mito city is approximately 2 hours from Tokyo on the Joban line. Qualifications: MA or MEd in English, Applied Linguistics, TESOL, Communications, or a closely related field. Candidates will need experience using computers and must have some Japanese language ability. Duties: Teach two 90-minute classes per week on Monday and Thursday, or Tuesday and Friday, and supervise activities for autonomous learning component in CALL lab once a week. Instructors teaching IEP courses are asked to focus on listening, reading, speaking, and writing skills. 30-35 students per class. Salary: Comparable with other universities in the area. Deadline: September 20, 2003. Contact: Send resume to Ms. Hiroko Fukuda, Faculty of Humanities, Department of Communication Studies, 1-1-2 Bunkyo, Mito-shi, Ibaraki-ken 310-8510, Japan.

Niigata-ken—The International University of Japan in Yamato-machi is seeking a full-time Assistant Professor in EFL beginning April 1, 2004. The contract is for 1 year, renewable subject to performance and budget. Qualifications: MA in TEFL/TESL or Applied Linguistics, at least 5 years teaching experience at the university level, teaching and administrative experience in intensive English programs. Duties: Teach up to 12 hours per week during the regular terms, and up to 16 hours per week during the summer program; teach graduate students studying international management, relations, or development; curriculum development and course design, course coordination and program management, and committee duties. Salary & Benefits: Approximately ¥6 million gross annual income, before tax and medical insurance deductions. Research funding. Application materials: Submit cover letter (highlighting qualifications, experience, and research; describing current employment status and situation; reasons for applying); detailed resume (qualifications, teaching and other professional

experience, research); passport-size photo; two, preferably three, letters of reference. Deadline: October 15, 2003. Contact: Applications should be made in writing and documents sent to Ms. Mitsuko Nakajima, International University of Japan, Yamato-machi, Niigata-ken 949-7277, Japan. Short-listed candidates will be contacted for interviews.

Aichi-ken—Nagoya University of Commerce and Business, Faculty of Foreign Languages and Asian Studies, is seeking full-time lecturers in English language teaching, cross-cultural studies, and business communications for April 2004. Initial contract for minimum of 2 years, thereafter renewable annually by mutual agreement. Nagoya University of Commerce and Business has over 3,500 students with around 800 students in the Faculty of Foreign Languages. It has a teaching staff which draws from more than 20 different nationalities, and includes teachers diverse in age, experience, and qualification. Qualifications: Applicants should hold or be in the later stages of a PhD in a language related field, have teaching experience at university level specializing in TESL or Applied Linguistics, and be published in the field. Special consideration given to those with some Japanese language knowledge or previous experience living in Japan. Salary & Benefits: Salary is highly attractive with a possible two bonuses a year of up to 20% of salary. Full visa, airfare to Japan, and relocation allowance provided. Deadline: November 30, 2003. Contact: Send letter of interest, full resume, list of publications, and contact details of three referees to <yhalls@nucba.ac.jp>, or Yuki Halls, Executive Assistant to the President, Nagoya University of Commerce and Business, 4-4 Sagamine, Komenoki-cho, Nisshin-shi, Aichi-ken 470-0193

Kanagawa-ken—Obirin University Foreign Language Education Centre invites applications for a full-time lecturer position in the English Language Program (ELP) for April 2004. Responsibilities: Currently required to teach approximately 10 hours per week, with a 4-day per week commitment to Obirin University. Committee, curriculum, and administrative duties, as required. Requirements: Master's Degree in TESOL/Applied Linguistics. Minimum 3 years teaching experience in Japanese

colleges/universities. Good interpersonal skills and ability to work as part of a team. Experience in ELT curriculum/materials development. Computer literacy (Macintosh—Word, PageMaker, In Design, Excel.) Proficiency in Japanese an advantage. Contract: Initial contract for 3 years, renewable subject to performance evaluation and university needs. Salary according to university scale plus research allowance on approval. Application procedure: Applications should be made in writing and should include a cover letter, up-to-date curriculum vitae with passport-size photo attached, list of publications, recent letter of reference, and a 500-word essay on your view of teaching Japanese university students. Deadline: October 17, 2003. Contact: Applications should be addressed to ELP Director, Obirin University ELP, Planet Fuchinobe Campus, 4-16-1 Fuchinobe, Sagamihara, Kanagawa 229-0006. Telephone, email, or fax inquiries/applications will not be accepted. Short-listed candidates will be contacted and invited for an interview and should prepare copies of two publications prior to the interview.

Tokyo-to—Temple University Japan (TUJ) is seeking a full-time Assistant Dean for English language education, starting January 1, 2004. The Assistant Dean directs the Academic Preparation Program (APP; TUJ's intensive English program) and the START program (a bridge between APP and the undergraduate program), as well as coordinates other programs to improve students' English abilities. Qualifications: PhD/EdD in Second Language Acquisition, TESOL, Applied Linguistics, or related field; significant teaching and administrative experience; experience as a college English writing instructor or familiarity with current pedagogy; and ability to assist in recruiting new students. Salary & Benefits: Negotiable, depending on experience. Application materials: Curriculum vitae and cover letter. TUJ is an equal opportunity employer, and applications will be accepted until the position is filled. Only short-listed candidates will be contacted. Deadline: September 20, 2003. Contact: Roman Cybriwsky, Associate Dean, Temple University Japan, 2-8-12 Minami Azabu, Minato-ku, Tokyo 106-0047 Japan; <roman@tuj.ac.jp>. Visit our homepage at <www.tuj.ac.jp>.

Ehime-ken—Matsuyama University in Ehime is seeking a full-time EFL instructor to teach in the Faculty of Business Administration, starting April 1, 2004. The contract is for 2 years and is nonrenewable. Qualifications: Native speaker of English, Master's Degree in TESOL/TEFL, Applied Linguistics, or a related field; experience teaching Japanese students preferred. Duties: Teach six 90-minute classes per week, instruction in extracurricular activities, English chat room, and other activities upon request. Salary & Benefits: ¥267,500 per month, and ¥722,100 bonus per year. Employees must join Shigaku Kyousai for health insurance. Commuting allowance, housing allowance, research funds, and moving expenses will be provided according to the university laws and regulations. Application materials: Curriculum vitae, transcripts, photocopy of degree, list of publications, and up to three sample publications (photocopies acceptable). Application procedure: Applications should be made in writing and documents forwarded to Hiroyuki Murakami, Faculty of Business Administration, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama-shi, Ehime, Japan 790-8578. Deadline: September 10, 2003. Contact: Questions regarding the position may be directed to Tatsuhito Abe, Director of Office of Records and Registration; <abe@gc.matsuyama-u.ac.jp>.

Ehime-ken—Matsuyama University in Ehime is seeking a full-time EFL instructor to teach in the Faculty of Humanities, starting April 1, 2004. The contract is for 2 years and is nonrenewable. Qualifications: Native speaker of English, Master's Degree in TESOL/TEFL, Applied Linguistics, or a related field, experience teaching Japanese students preferred. Duties: Teach six 90-minute classes per week, instruction in extracurricular activities, English chat room, and other activities upon request. Salary & Benefits: ¥267,500 per month, and ¥722,100 bonus per year. Employees must join Shigaku Kyousai for health insurance. Commuting allowance, housing allowance, research funds, and moving expenses will be provided according to the university laws and regulations. Application materials: Curriculum vitae, transcripts, photocopy of degree, list of publications, and

up to three sample publications (photocopies acceptable). Application procedure: Applications should be made in writing and documents forwarded to Keiichi Kunisaki, Faculty of Humanities, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama-shi, Ehime, Japan 790-8578. Deadline: September 10, 2003. Contact: Questions regarding the position may be directed to Chiyomi Matsui, Director of Office of Records and Registration; <matsui@gc.matsuyama-u.ac.jp>.

Ehime-ken—Matsuyama University in Ehime is seeking a full-time EFL instructor to teach in the Faculty of Economics, starting April 1, 2004. The contract is for 2 years and is nonrenewable. Qualifications: Native speaker of English, Master's Degree in TESOL/TEFL, Applied Linguistics, or a related field, experience teaching Japanese students preferred. Duties: Teach six 90-minute classes per week, instruction in extracurricular activities, English chat room, and other activities upon request. Salary & Benefits: ¥267,500 per month, and ¥722,100 bonus per year. Employees must join Shigaku Kyousai for health insurance. Commuting allowance, housing allowance, research funds, and moving expenses will be provided according to the university laws and regulations. Application materials: Curriculum vitae, transcripts, photocopy of degree, list of publications, and up to three sample publications (photocopies acceptable). Application procedure: Applications should be made in writing and documents forwarded to Yasuhiro Kawahigashi, Faculty of Economics, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama-shi, Ehime, Japan 790-8578. Deadline: September 10, 2003. Contact: Questions regarding the position may be directed to Kazuyuki Fujii, Director of Office of Records and Registration; <fuji@gc.matsuyama-u.ac.jp>.

Okayama-ken—Notre Dame Seishin University in Okayama is seeking a full-time visiting English language instructor starting April 2004. Contract will be 2-3 years. Notre Dame Seishin University is a Catholic women's university. The student body is small, 2000 students, and the school prides itself on its sense of community. Class size ranges from 10-35 students. Teachers

are responsible for instructing students in the English Department, as well as other departments of the university. Qualifications: MA in Linguistics preferred. Duties: Teach 20 hours per week, plus bimonthly meetings. Salary & Benefits: Five years or more teaching experience: ¥270,000 per month, plus two bonuses of ¥300,000. Less than 5 years teaching experience: ¥250,000 per month, plus two bonuses of ¥300,000. The university provides a small, furnished apartment within walking distance of campus. The teacher is responsible for rent and utilities. Deadline: September 30, 2003. Contact: Please forward letter and resume to Yoshiji Hirose, English Department Head, Notre Dame Seishin University, 2-16-9 Ifuku-cho, Okayama 700-8516.

Tokyo-to—The School of International Politics, Economics, and Business at Aoyama Gakuin University's Sagamihara Campus is seeking versatile part-time teachers for the 2004-2005 academic year to teach English courses, communication courses related to public speaking, discussion and debate, English in the mass media, English for academic purposes, reading, essay and thesis writing, and advanced English courses related to specific themes such as intercultural communication, comparative culture, media studies, gender awareness, conflict resolution and peace studies, global issues, and other subjects related to international studies. Qualifications: Resident of Japan (any nationality, both native and nonnative speakers of English); proper visa if non-Japanese; MA or PhD in relevant areas of the humanities, social sciences, or education (including TEFL/ TESOL); 1 year previous teaching experience at the university level in Japan; ability to teach language, communication, and advanced courses in English. Publications and membership in relevant academic associations a plus. Salary & Benefits: Similar to other private universities in the Tokyo area. Application Procedure: Send a complete resume, in English, including details of qualifications

and experience in the above areas. Deadline: September 30, 2003. Contact: Send applications to Richard Evanoff, School of International Politics, Economics, and Business, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366. No personal responses (including replies to inquiries) will be made unless the applicant is being seriously considered for a position.

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, 5 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 on the university homepage. Use the standard Ryukoku University employment form.

Follow the links in Japanese to recent announcements starting

at <www.ryukoku.ac.jp> for the Japanese application and use your own CV format in English. All documents must be submitted, typed, in both Japanese and English on A4-size paper. Deadline: All documents must be received by September 10, 2003. The selection committee will read materials, and a list of candidates to be invited to an interview will

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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 to teach evening or weekend courses geared to business people. Depending on qualifications, openings are available for autumn 2003 as well. Qualifications: Resident of Japan with an MA in TEFL/TESOL or related field, experience with teaching business English, curriculum development, and program management. Some proficiency in Japanese is desirable. Application Materials: Resume (English and Japanese) with photo and cover letter. Deadline: ongoing. Contact: M. Takiguchi, Extension Center, Kurumamichi Campus, Aichi University, 2-20-31 Tsutsui, Higashi-ku, Nagoya, 461-8641.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. Qualifications: Resident of Japan with an MA in TEFL/TESOL, English Literature, Applied Linguistics, or Communications; 3 years university teaching experience or 1 year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. Salary & Benefits: Comparable to other universities in the Tokyo area. Application Materials: Apply in writing, with a self-addressed envelope, for an application form and information about the program. Deadline: Ongoing. Contact: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366.

VOTE !!

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/>

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find, meet, discuss, discover,
share, collaborate...

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<jalt-publications.org>

#8 Alpha Advert

Conference Calendar

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

New listings are welcome. Please submit information to Tamara Milbourn by the 15th of the month at <tit_cc@jalt.org>, at least three months ahead (four months for overseas conferences). Thus September 15th is the deadline for a December conference in Japan or a January conference overseas, especially for a conference early in the month.



Upcoming Conferences

September 13-14 2003—Supporting Independent Language Learning in the 21st Century, at Melbourne University, Melbourne, Australia. This inaugural conference of the Independent Learning Association will include presentations by a number of fabulous keynote speakers, including Richard Pemberton from Hong Kong University of Science and Technology and Sara Cotterall from Victoria University in Wellington.
Website: <www.independentlearning.org>.

September 27-28, 2003—Peace as a Global Language II, at Seisen University, Tokyo, Japan. This international conference is cosponsored by GALE, GILE, PALE, and TC SIGs, and others. Featured speakers are Spencer Kagan <www.kaganonline.com> and Mizuho Fukushima. For Kagan's preconference Japan teacher training workshop schedule, contact Jane Nakagawa at <vf2j-nkgw@asahi-net.or.jp>. Website: <www.jalt.org/global/sig/Conferences.htm>. For conference details, contact Alison Miyake at <mbi@joy.ocn.ne.jp>. Conference website: <www.eltcalendar.com/PGL2003>.

October 17-19, 2003—Learner Development: Contexts, Curricula, Connections, hosted by the College and University Educators (CUE) and Learner Development (LD) SIGs at the Rokko YMCA, Kobe, Japan. The goal is to examine learner development in order to: better understand how institutional factors constrain or facilitate learner development within various institutions; discover ways that learner development can be extended from the classroom to the broader curriculum and beyond; seek connections, similarities, and trends at all levels of education and between different approaches to learner development. Please pre-register by September 17. Website: <www.kobeconference.com>.

October 18-19, 2003—The 11th Annual Korea TESOL International Conference Gateways to Growth: Exploring ELT Resources, Seoul Education Training Institute, Seoul, Korea. As both veteran and neophyte English language educators face many challenges in navigating the abundance of ELT resources, from simply selecting then adapting EFL materials to their unique classroom context to pioneering new ways of instructing students and researching the field, the goal for the KOTESOL 2003 International Conference is to provide a forum for educators to share their experiences with fellow educators. Contact: Lee Hwa-ja, Conference Chair; f: 061 750 3327; email: <Lhj@sunchon.ac.kr>. Website: <www.kotesol.org/conference/>.

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

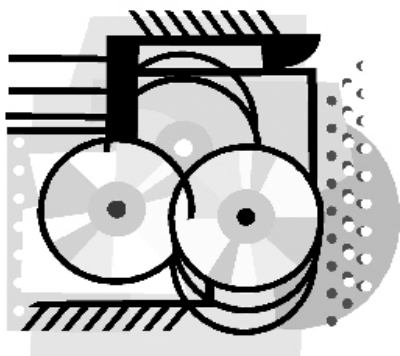
Calls for Papers/Posters

Deadline: September 29, 2003 (for April 13-17, 2004)—The 38th International Annual IATEFL Conference, at the Adelphi Hotel, Liverpool, UK. Speaker proposals are welcome from IATEFL members. The Speaker Proposal Form and Guidelines are available from IATEFL. Website: <www.iatefl.org>.

Deadline: October 31, 2003 (for June 25-26, 2004)—The Second Inter-Varietal Applied Corpus Studies (IVACS) group International

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

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- ▶ *Millennium TLT: Volumes 23 & 24 (1999-2000)*. ¥1,500.
- ▶ *Episode 2: Volumes 11 through 18 (1986-1993)*. Features more than 8000 pages of TLT and hundreds of articles. JALT Members: ¥3,500. Nonmembers: ¥4,000.
- ▶ *Episode 1: Volumes 1-10 (1976-1985)*. JALT Members: ¥3,500. Nonmembers: ¥4,000.

Conference Proceedings

- ▶ *On JALT2000: Towards the New Millennium*.
Proceedings of the 26th annual JALT conference. JALT Members: ¥3,500. Nonmembers: ¥4,000.
(Includes bonus: PAC Journal, Vol. 1, a journal for language teachers in Asia.)
- ▶ *On JALT99: Teacher Belief, Teacher Action*.
Proceedings of the 25th annual JALT conference. JALT Members: ¥3,500. Nonmembers: ¥4,000.
- ▶ *Conference Proceedings Archive CD, 1995-1998*.
Proceedings of the 21st to 24th annual JALT conferences. JALT Members: ¥3,500.
Non-members: ¥4,000.

Other Publications

- ▶ *JALT Applied Materials: Second Language Acquisition Research in Japan*.
15 articles on the state of SLAR in Japan. ¥2,000.

Ordering

To Order: Use the postal cash transfer form at the back of this issue of TLT. Write the CD ROM title in the "Other" line. Credit card payment also accepted. Domestic and Overseas orders may be made by VISA or MasterCard. There is an additional ¥500 shipping and handling charge for overseas orders. Visit <www.jalt.org/main/shop> to download an order form, or please contact:

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Email: jalt@gol.com

Coming Soon on Archival CDs
Episode 3: JALT Applied Materials; JALT Journal
Release dates to be announced.

Windows and Macintosh compatible. Requires Adobe Acrobat Reader 4.0 or later, Acrobat e-Book Reader, or PDF compatible word processor.

Conference: Analyzing Discourse in Context, hosted by the Graduate School of Education, Queen's University, Belfast, Northern Ireland. Keynote Speakers: Doug Biber, Michael Hoey, and John Swales. The theme and related themes of the conference include talk-in-interaction, variations in context, communities of practice, the implications of context for language learning, and research methods for analyzing context. Given the scope of the IVACS research group, corpus-based approaches to analyzing context are particularly welcome. Contact: Steve Walsh, conference organizer; Graduate School of

Education, Queen's University, Belfast, BT7 1HL, Northern Ireland; t: +44 28 9033 5941, f: +44 28 9023 9263; email: <s.walsh@qub.ac.uk>, <swalsh@qub.ac.uk>. Website: <www.mic.ul.ie/ivacs>.

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

THE LANGUAGE TEACHER WIRED

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



Video Bytes

Once only available to professional movie producers, video production equipment and software is now affordable for schools. Ask your technical support center if digital media equipment is available. I recently discovered that our school has dozens of digital video cameras for teacher and student use as well as multimedia

computers for video editing. Even if your school does not have equipment, you can easily gather the right tools to start producing your own videos on a single computer. Video editing can be accomplished using a desktop or laptop computer connected to an analog video camera.

Video Cameras

If you want to capture quality video, use a digital video camera. Since I have only owned and used one digital video camera, I cannot provide information on various brands. I can say that I have been using my passport-sized Sony DV PC10 for 5 years without a glitch. It takes excellent quality video and is both rugged and compact. It has been with me to mountain peaks and ocean floors (in a case). Video editing software works smoothly with my Sony digital

camera. If you do not have access to a digital video camera or you are not ready to purchase one just yet, you can easily use an older SVHS or Hi-8 video camera to capture video digitally and edit it on a computer. In this case, the quality of video may not be as good as the video captured from a DV camera, but it is satisfactory for most purposes.

Computers

You will need something fairly new and quick if you want to edit video. I recommend at least a 1 GHz CPU and 512 MB of memory. A SCSI hard drive will be quicker, but a standard IDE hard drive will work fine. With the disk storage prices dropping rapidly, you should invest in a second hard drive, a large one! Each hour of raw DV footage takes up 13GB. A 100 GB hard drive should suffice. Install your video editing software on the same hard drive

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

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REASONS WHY YOU SHOULD JOIN THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING

- 1 Leading authorities in language teaching regularly visit us: Henry Widdowson, David Nunan, Jane Willis, Bill Grabe, Kathleen Graves, Jack Richards...
- 2 Tips on the job market, introductions... JALT plugs you into a network of language teacher professionals across Japan.
- 3 Eighteen special interest groups and their publications: Bilingualism, Global Issues, College and University Educators, CALL, JSL, Teaching Children, Materials Writers, Teacher Education, Testing, Gender Awareness, Pragmatics, Other Language Educators, Junior and Senior High School, Learner Development, Pragmatics, and more.
- 4 JALT is a place to call your professional home. With 40 chapters across Japan, it also certain to be not far from the other place you call home.
- 5 Monthly chapter programs and regular regional conferences provide valuable workshops to share ideas and sharpen presentations skills.
- 6 Professional organizations look great on a resume. Volunteer for a position as a chapter executive, work in a conference, or edit for the publications. You gain organizational and management skills in the process.
- 7 JALT maintains links with other important language teaching organizations such as TESOL, IATEFL, AILA and BAAL. We have also formed partnerships with our counterparts in Korea, Russia, Taiwan and Thailand.
- 8 Do you have research ready for publication? Submit it to the internationally indexed *JALT Journal*, the world's fourth largest language teaching research journal.
- 9 Looking for a dependable resource for language teachers? Check out each month's issue of *The Language Teacher* or any of the many fine publications produced by our SIGs.
- 10 . . JALT produces Asia's largest language teaching conference with all the best publishers displaying the latest materials, hundreds of presentations by leading educators, and thousands of attendees.
- 11 . . JALT develops a strong contingent of domestic speakers: Marc Helgesen, Kenji Kitao, Chris Gallagher, David Paul, Tim Murphey, Kensaku Yoshida, David Martin, Michael Guest, and many others.
- 12 . . Conducting a research project? Apply for one of JALT's research grants. JALT annually offers partial funding for one or two projects.
- 13 . . Free admissions to monthly chapter meetings, discounted conference fees, subscriptions to *The Language Teacher* and *JALT Journal*, discounted subscriptions to *ELT Journal*, *EL Gazette*, and other journals. All for just ¥10,000 per year for individual membership, ¥8500 for joint (two people) membership, or ¥6500 if you can get a group of four to join with you.
- 14 . . Access to more information, application procedures, and the contact for the chapter nearest you.
- 15 . . You don't need a reason. Just do it!

**Keep current
at JALT2003 in Shizuoka**

as the operating system and use your second hard drive as a scratch disk for capturing and saving video. For quicker data transfer between drives, do not have the two drives sharing the same IDE slot on your motherboard. One hard drive can be plugged into IDE 1 and the other into IDE 2.

Analogue Capture Hardware

If you are using an analogue video camera you will need an analogue capture device with an S-video jack. You can use an external video capture device attached via a USB cable or an internal PCI or AGP card. See <www.dvdrhelp.com/capturecards> for a list of capture cards and compatibility comments posted by users. You may want to consider choosing a capture card that is bundled with video editing software. Check that your computer, operating system, capture card, videoediting software and camera are compatible with one another. Decide what video editing software you want to use first, then check what capture cards are supported by the card and that your computer has enough memory to run the software.

Digital Capture Hardware

If you are using a digital video camera, things get much easier. Connect the DV camera to the computer via the IEEE-1394 serial bus, also called i-Link or FireWire. Visit <www.1394ta.org> for more information on IEEE. Multimedia computers often have IEEE-1394 built into them. If not, it is very inexpensive to add. I picked up a Buffalo IEEE PCI card for my computer for ¥3000. An IEEE PC card for a notebook will be a bit more. Make sure the card is supported by your operating system. When purchasing computer hardware,

brands made in Taiwan or the USA are usually a good bet for compatibility with English operating systems. I have had very good luck with Buffalo products. I have found at times that hardware made in Japan will work only on Japanese operating systems.

Video Editing Software

The choice of video editing software depends on how demanding your editing needs are and how you would like to deliver your video content. You may want to export your video back onto a VHS tape to show in the classroom on a TV screen, or distribute video on CDs or DVDs for students to take home. Perhaps you want to stream your video content over a network so students can access it from their own computers. Start with something simple and inexpensive. If you are a Macintosh user, try Apple's free iMovie or Apple's US\$300 Final Cut Express. It supports capturing directly from most DV cameras and non-DV cameras if using an analog to DV converter. For Windows users, try Windows Movie Maker, bundled with Windows XP, to get a feel for video editing. A while back Sony offered a fairly complete video editing package free of charge called Screenblast Video Factory, but all I could find on their website now is a US\$69 package called Movie Studio. Another inexpensive and easy to use application is Ulead VideoStudio (US\$90). This software simplifies the entire process of capturing, editing and saving video to a DVD disk. If you think you are going to be doing more demanding video editing and want something more professional, consider Adobe Premiere, which, for around US\$500 will take care of most professional editing needs.

Popular Video Formats

Video Extension	Video Name	Developer
AVI	Audio/Video Interleave	Microsoft
MPG, MPEG, M1V, MP2, MP3, MPA, MPE, MPV2	Moving Pictures Experts Group	The MPEG working group
RM, RA, RAM	RealAudio/RealVideo	RealNetworks
ASF, WMA, WMV	Windows Media	Microsoft
IVF	Intel Video Technology	Ligos
VIV	Vivo Video	VivoActive
MOV	QuickTime	Apple

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。書評を書く場合は、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て加えても結構です。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。

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Membership Information

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

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

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

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

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

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

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

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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ルリズム、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。

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