

The Language Teacher

ISSN 0289-7938

¥950

Special Issue: Vocabulary

- Batia Laufer, Paul Meara, and Paul Nation share their *Ten Best Ideas for Teaching Vocabulary*
- David Beglar and Alan Hunt present *Six Principles for Teaching Foreign Language Vocabulary*
- Tsuyuki Miura interviews Paul Nation

With:

- Additional articles by John Fujimori, Jeffrey Shaffer, and Tsuyuki Miura
- My Share articles by Todd Squires and Richard Barber
- Book Reviews by Brent Wolter and P.C. Blocksom

July, 2005 • Volume 29, Number 7
The Japan Association for Language Teaching
全国語学教育学会

— Pre-Conference Workshops —

A chance to "Skill-Up" before JALT2005 starts!

2:00 – 6:00 p.m., Friday, October 7, 2005

For JALT2005, we will be running pre-conference workshops aimed at helping teachers develop their professional skills. This year, we are offering three workshops—one on neuro-linguistic programming (NLP), and the other two on basic computer skills. Registration for these workshops will be by pre-registration only and will be on a first come, first served basis. A maximum of 25 people will be accepted for each workshop. They will be held from 2:00 – 6:00 p.m. on Friday, October 7 in the Granship Convention Center. Cost is ¥6,000 (JALT member) / ¥7,500 (conference member) for the NLP workshop, and ¥4,000 / ¥5,000 for either of the computer workshops. Please register when you complete your conference pre-registration.

Workshop 1: A Taste of NLP for Beginners

—**Tim Murphey and Brad Deacon**

Neuro Linguistic Programming (NLP) does not exist. People who do amazing things when they interact with others, such as teaching and learning things worth learning so as to improve the world, do exist. NLP is just a term we use to refer to those practices and the research about them. The frames of NLP can help us understand more of how we behave and help us transform ourselves into more capable L2 users or more effective teachers. In the workshop we will learn about ethically changing states, beliefs, and strategies in order to help people to be and feel more resourceful.

First we will provide a brief introduction to NLP followed by copious examples of how we use elements of NLP in our language teaching. Most of all, you will actively experience NLP in a variety of practical, stimulating and enjoyable activities that include: rapport skills, empowering language patterns, powerful metaphor creation and delivery, anchoring for states of excellence, and more. We have both conducted NLP trainings before and have written and researched NLP so we know NLP does not exist. In many ways, you may already be doing NLP and yet you may still want to discover even more of the thrill of learning and helping others learn. When you are ready to tap into more of your own potential and help others to do the same please join us.

Workshops 2 & 3: Computer Skills Brush-Up

Teachers often have little time to develop their computer skills, yet the need for reasonable competence is becoming more and more evident. These workshops are being run in collaboration with JALT's Computer Assisted Language Learning (CALL) SIG, and will focus on areas that will benefit users with novice or rusty computer skills. There will be two workshops, each with three 60-minute sessions, and a 15-minute Q&A session after each. If you have been hesitant about incorporating computers in your teaching, or have skills that you have allowed to atrophy, then these workshops are for you!

—**Workshop 2 - CALL Skills for Novice Users**

- Session 1. How to set up a website - *Bill Pellowe*
- Session 2. PowerPoint as a teaching and learning tool - *Peter Grevstad*
- Session 3. An overview of MS Office - *Clay Bussinger*

—**Workshop 3 - A CALL Skills Brush-Up**

- Session 1. Meandering through Moodle - *Paul Daniels*
- Session 2. Practical Word techniques - *Naeko Naganuma*
- Session 3. Managing digital sound - *Kevin Ryan*

**For more information, visit
<conferences.jalt.org/2005/>**

Foreword

Special Issue: Vocabulary

Several years ago, we came across a book entitled *Ten best ideas for reading teachers* (Fry (Ed.), 1991), a collection of 44 articles written by leading reading specialists such as Jeanne Chall, Ronald Carver, and Edward Fry, which gave these experts an opportunity to present ten practical teaching ideas that could be applied by any classroom teacher. In this special issue of *The Language Teacher*, we have applied the format that we discovered in Fry's book by asking three of the top experts in the field of second language vocabulary acquisition—**Batia Laufer**, **Paul Meara**, and **Paul Nation**—to share with us their “ten best ideas.”

David Beglar & **Alan Hunt** synthesize the ideas of Laufer, Meara, and Nation by examining them from the perspective of six principles that they believe underlie effective vocabulary instruction.

In her interview with Paul Nation, **Tsuyuki Miura** uncovers new ideas about past, present, and future trends in second language vocabulary acquisition. Three of this month's articles break new ground in the field of second language vocabulary acquisition. First, secondary school teachers will be interested in the analysis of the vocabulary in the three top selling Ministry of Education oral communication textbooks by **John Fujimori**. **Jeffrey Shaffer** presents useful information for reading teachers in his investigation of the lexical overlap that occurs in different types of thematically-related reading texts. **Tsuyuki Miura** reports on the results of her study of her own lexical knowledge as a high proficiency EFL learner.

This month, **Todd Squires** and **Richard Barber** contribute vocabulary activities to the My Share column, and Brent Wolter and P.C. Blocksom provide insightful reviews of two books that will be useful to anyone involved in teaching vocabulary and extensive reading in a foreign language classroom.



David Beglar
Alan Hunt
TLT Guest Editors

CONTENTS

Special Issue

- 3 *Ten best ideas for teaching vocabulary fluency*
- 7 *Six principles for teaching foreign language vocabulary*
- 11 *Interview with Paul Nation*
- 15 *The lexical composition of two Oral Communication textbooks*
- 21 *Choosing narrow reading texts for incidental vocabulary acquisition*
- 29 *A case study of the lexical knowledge of an advanced proficiency EFL learner*

My Share

- 35 *Using a consciousness-raising task to learn register-appropriate vocabulary in a technical writing assignment*
- 38 *Chunking chunks: An exciting vocabulary review activity*

JALT Focus

- 41 *From JALT National*
- 43 *JALT News & Notices*
- 44 *Perspectives: The Story of Iwate JALT*

Departments

- 46 *Book Reviews*
- 49 *Recently Received*
- 51 *SIG News & Contacts*
- 54 *Chapter Reports*
- 57 *Chapter Events & Contacts*
- 60 *Job Information Center*
- 63 *Conference Calendar*
- 65 *TLT Wired: Mobile Blogging*
- 69 *Old Grammarians*
- 70 *Submissions*
- 71 *Staff List*
- 72 *Membership Information*

- 2 *Advertiser Index*

JULY, 2005



月は第二言語における語彙習得の特集号です。そこで、この分野の著名な研究者である Batia Laufer, Paul Meara, Paul Nationの三氏に語彙習得のアイディア、ベスト10をあげてもらい、それらを6つの原則に基づいてDavid Beglar と Alan Huntの両氏が総括します。

Tsuyuki Miura氏によるPaul Nation氏へのインタビュー記事のあとには、3つの論考が続きます。ま

ず、John Fujimori氏によるオーラル・コミュニケーションの文科省認定テキストにおける語彙分析、次に Jeffrey Shaffer氏によるテーマ別のリーディングテキストの語彙分析、そして、Tsuyuki Miura氏による上級EFL学習者の語彙知識に関する考察があります。

その他にも、Todd Squires と Richard Barberの両氏が語彙指導のアクティビティをマイ・シェアで紹介し、Brent Wolter とP.C. Blocksomの両氏が語彙指導と多読について書評を寄せています。



TLT / Job Information Centre Policy on Discrimination

The editors oppose discriminatory language, policies, and employment practices, in accordance with Japanese and international law. Exclusions or requirements concerning gender, age, race, religion, or country of origin should be avoided in announcements in the JIC Positions column, unless there are legal requirements or other compelling reasons for such discrimination, and these reasons are clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

TLTでは、日本の法律、国際法および良識に従って、言語、政策および雇用慣習の差別に反対します。JICコラムでは性別、年齢、人種、宗教、出身国（「英国」、「アメリカ」ではなく母語能力としての国）に関する、排除や要求はしません。そうした差別がなされる場合には、明確に説明されるべきです。編集者は、明瞭に求人広告を編集し、かつこの方針に応じない場合には求人広告を棄却する権利を持ちます。

Advertiser Index

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

• Seido	20
• MacMillan LanguageHouse	28
• IIBC	34
• EFL Press	40
• Thomson Learning	48
• Cambridge University Press	50
• Longman Japan	66

Please support our advertisers!

Ten best ideas for teaching vocabulary

Batia Laufer
University of Haifa

1. Do not rely too much on uninstructed acquisition

Picking up words from context has limitations, unless learners are flooded with input. When the main source of vocabulary is classroom learning, enhance it by form-focused instruction such as the explanation and study of words both in lists and in contexts of various lengths.

2. Create your own lexical syllabus

Unless your institution has provided you with a lexical syllabus, create your own based on your teaching materials, frequency lists, and learners' specific needs. Check a word on your syllabus

whenever you expose students to it. Try to provide six to ten exposures to each word during the course.

3. Do not count on guessing strategies to replace vocabulary knowledge

Guessing is useful, but the most important condition for inferring word meaning from context is the understanding of the surrounding words that include the clues. Knowing 98% of the surrounding vocabulary is optimal for effectively guessing unknown words from context.

4. Increase learners' vocabulary size

Some researchers suggest that learners need to know 5000 word families to reach a reasonable comprehension (70%) of authentic non-fiction texts. Others say that knowing 10,000 word families is the minimum for comprehending academic texts. When class time is limited, encourage learners to keep individual vocabulary notebooks or computer files as a strategy for increasing vocabulary size.

5. Recycle words that have been introduced earlier in the course

Students are likely to forget words that are not repeatedly encountered or used. Therefore, reinforce their memory from time to time. Several minutes per lesson devoted to reviewing "vocabulary oldies" will improve the retention of these words.

Batia Laufer
University of Haifa

Paul Meara
University of
Swansea

Paul Nation
Victoria University
of Wellington

weblink: www.jalt-publications.org/tlt/articles/2005/07/index

6. Give frequent vocabulary tests

Even if words are practiced in class, they are remembered much better after an additional stage of intentional memorization, and testing is one way to encourage students to do this. Suggest to students that they prepare and review cards with a word on one side and its meaning, grammar, and examples of use on the other side.

7. Draw learners' attention to "synforms"

Synforms are word pairs or groups of words with similar (though not identical) sound, script, or morphology, which learners tend to confuse. Examples are: cancel/conceal/counsel, embrace/embarrass, unanimous/anonymous, and sensible/sensitive/sensual. Do not teach several new synforms together; instead, have the students practice them after all members of the pair or group have been encountered individually.

8. Pay attention to interlingual semantic differences

An L1 word may have several alternatives in English, an English word may have several unrelated translations in the L1, or have no L1 equivalent whatsoever. Many lexical errors, including fossilized ones, stem from such differences.

9. Do not ban the L1 translation of words

Use translation judiciously with words that have an exact or close equivalent in the L1. Learners translate unconsciously anyway. Research shows that L1 glosses provided by teachers or looked up in a good bilingual dictionary are beneficial for text comprehension and word learning.

10. Practice the use of collocations that differ from the learners' L1

Since collocations are easy to understand (e.g., strong coffee, make a copy), their difficulty is often unnoticed or underestimated. Learners, even advanced ones, make mistakes in the use of collocations that differ from their L1.

Batia Laufer is professor and chair of the English Language and Literature Department at the



University of Haifa, Israel. Her areas of research are: vocabulary acquisition, lexicography, cross linguistic influence, reading, and testing. She has published several books and numerous articles in various professional journals, presented at many international conferences, and given invited lectures at over 30 universities in different countries.

Paul Meara

University of Swansea

1. Teach your students to use a mnemonic system

Learning words is hard work, and anything that makes it easier is an advantage for students. Mnemonic systems, like the keyword method, are amazingly effective, counteract forgetting, and help students remember words long enough for them to become part of their active vocabulary.

2. Set demanding vocabulary targets for your students

Serious language teaching outfits insist on students rapidly learning a large number of words. The British Army, for example, sets a target of 60 words for homework every day, and they test that students have actually achieved this target.

3. Teach words in context

Learning lists of words by heart in context is

sometimes easier than working with single words. A good way of doing this is to learn newspaper headlines containing just one word you do not know. The headlines provide a topical context that makes it easier to remember what the unknown word might mean and shows you how it is used.

4. Get the students to read something new every day

You cannot learn all the vocabulary you need just by attending classes. Research shows that most people increase their vocabulary by reading, and this works for second language learners, too.

5. Get your students to write something every day

Writing is a good way to consolidate your knowledge of words. It ensures that you know how to spell the words you think you know, and it reinforces the connections between the words you use in the same context. Also, writing does not put you under time pressure, so it lets you

access and rehearse vocabulary that you can then use later in speech.

6. Get students to review their vocabulary regularly

You will forget vocabulary if you do not review it regularly. You can now get computer programs that let you automatically review vocabulary lists and remind you of words that you are likely to forget.

7. Play word association games

Links between words are what make your vocabulary active, so any activity which involves students in making links between words is going to help turn passive vocabulary into an active lexicon.

8. Watch videos with subtitles

Subtitled videos are easy to watch and usually fun. If you watch them three or four times, you will probably know the dialogue by heart. Then watch the video without the subtitles. You should understand most of it. Avoid dubbed movies at all costs!

9. Listen to songs

Music is stored in a special part of the brain, and things you learn with music are often more

resistant to attrition than other kinds of learning. People with aphasia can often sing, even when they cannot talk, and people who forget their first language can often still sing in it.

10. Learn a book by heart

This is an amazing way to ensure that you will learn many words. Work with a book that is important to you, and learn whole sections by heart. This method is particularly good if you already know the book well in your L1. Even a short book will give you a vocabulary of thousands of words.

Paul Meara is head of research in the Centre for Applied Language Studies at the University of



Swansea. Paul is best known for his innovative vocabulary assessment tools, some of which can be downloaded from the Swansea website <www.swan.ac.uk/cals/calres/lognostics.htm>. Paul also maintains a large bibliographical database on <www.swan.ac.uk/cals/calres/varga/>. This database

covers almost everything that has been written on second language vocabulary acquisition.

Paul Nation School of Linguistics & Applied Language Studies, Victoria University of Wellington

My ten best ideas for teaching vocabulary do not consist of a list of vocabulary teaching techniques. This is largely because I believe that teachers should not do a lot of teaching of particular words and should not spend a lot of time making vocabulary learning exercises, such as find the hidden word, crossword puzzles, or match the word and meaning. There are much better ways of using valuable learning time.

1. Apply principles of teaching and learning

Principled planning of vocabulary learning is more important than particular techniques. In the ideas that follow, I will mention some of these principles. The principles can be applied in a

variety of ways according to the circumstances in which the language course is taught.

2. Approach high and low frequency words differently

Teachers should deal with high frequency and low frequency words in quite different ways, and teachers and learners should know whether they should be focusing on high or low frequency words. High frequency words deserve a lot of attention from teachers. When these are all known, teachers should concentrate on training the learners to use strategies for learning and dealing with low frequency words.

3. Use the four strands

A well-balanced vocabulary course (and indeed a language course) should have roughly equal proportions of opportunities for learning in each of the four strands of meaning-focused input (learning through communicative listening and reading activities), meaning-focused output

(learning through communicative speaking and writing activities), language-focused learning (form-focused instruction), and fluency development in the four skills of listening, speaking, reading, and writing. This means that about three-quarters of the course time should be spent on communicative, message-focused activities, and about one quarter on the deliberate learning of language.

4. Implement an extensive reading program

As part of the meaning-focused input strand of a course, there should be a substantial extensive reading program making use of a large number of interesting graded readers. Learners should read at least one book every two weeks and a major aim should be to gain pleasure from such reading with as little interference as possible from the teacher. An extensive listening program would also be a very good idea.

5. Carefully design speaking and writing activities

The teacher should design speaking and writing activities so that there are good opportunities for vocabulary learning. This involves making sure that there is written or spoken input in the activities, that each piece of input contains about 12 words that may be new to the learners, and that the input is used several times in some changed way (e.g., use the word in an original context) in spoken or written output.

6. Use a variety of activities aimed at fluency development

The fluency development strand of the course involves activities where the learners do not meet or use any new vocabulary; instead, they become more fluent at using what they already know. The fluency techniques I like are the *4/3/2 technique* for speaking, speed reading, ten-minute writing, and listening to easy stories.

7. Provide extended training and practice in guessing unknown vocabulary from context

This can begin as a very deliberate strategy, but the eventual goal is to become fluent at guessing. Like the strategies described in the next two ideas, this strategy is very useful for dealing with both high frequency and low frequency words. It can be approached in many ways, but generally, it is best to use a bottom-up guessing strategy that

relies on language clues rather than background knowledge.

8. Train students to use word cards

Learners should be trained in the strategy of learning words using word cards. Word cards are small cards with the foreign (English) word or phrase on one side and the L1 translation on the other. Using cards is a form of rote learning and it is an excellent way of quickly increasing vocabulary size. Forget all the criticism you have heard about rote learning and translation; research has repeatedly shown that such learning is very effective.

9. Teach the high frequency affixes of English

Get learners to learn the most useful 15-20 English prefixes and suffixes. These affixes can be a very effective tool for helping learners remember the meanings of the many Latinate words of English. This word part strategy involves relating the meaning of the affix to the meaning of the whole word.

10. Encourage learner autonomy

Encourage students to take informed responsibility for their own vocabulary learning. If students know what vocabulary to learn and how to learn it, their learning can be much more effective than if they are reliant on teacher prepared exercises and material. Students also need to be motivated and encouraged to make their own vocabulary learning decisions.

I had to limit myself to ten ideas so I had to leave out some that I would have added if I had written this on another day. They include avoid interference between related words, encourage depth of mental processing when learning vocabulary, and provide training in the strategy of effective dictionary use.

Paul Nation is a professor of Applied Linguistics in the School of Linguistics & Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. His latest book is *Learning Vocabulary in Another Language* published by Cambridge University Press (2001).



Six principles for teaching foreign language vocabulary: A commentary on Laufer, Meara, and Nation's "Ten Best Ideas"

David Beglar

**Temple University,
Japan**

Alan Hunt

Kansai University

Many linguists and cognitive psychologists place lexis at the center of human language processing and production. Thus, modern researchers have reached conclusions that are similar to those of many foreign language learners: vocabulary acquisition is a crucial, and in some senses, the central component in successful foreign language acquisition. Our experience with even highly advanced learners confirms that they are acutely aware of the *lexical gap* separating them from educated native speakers of the language.

Many of the suggestions made by Laufer, Meara, and Nation apply to beginners and advanced proficiency learners alike. Rather than simply synthesize their ideas here, we would like to interpret them in light of what we see as six principles underlying both successful second language acquisition and successful lexical acquisition. The first four principles, what we call *decontextualized*

and contextualized input, communicative output, form-focused instruction, and fluency development, are the same as Nation's four strands of a well-designed language course (Nation's ideas #1 & #3, in this issue). We have added two further principles, *enhanced motivation* and *effective strategy use*.

Principle 1: Provide access to decontextualized and contextualized input.

The first principle concerns learners gaining access to two types of input: temporarily decontextualized target vocabulary and large quantities of comprehensible, engaging, and contextualized input. These are complementary and mutually reinforcing.

In the case of decontextualized input, teachers need to be highly selective when choosing lexical items for their students to study (Laufer #2 #4; Meara #2). It is best for teachers of beginning and low intermediate learners to concentrate on introducing high-frequency vocabulary (Nation #2), while many intermediate and advanced students should focus on academic vocabulary (Coxhead, 2000) and useful technical vocabulary.

weblink: www.jalt-publications.org/tlt/articles/2005/07/index

Special Issue

The second type of input is communicative, contextualized, and meaning-focused (Nation #3). It can take a number of forms including intensive and extensive reading (Meara #4, 10; Nation #4) as well as intensive and extensive listening (Meara #8 #9; Nation #4). The repeated exposure to large quantities of contextualized vocabulary found in engaging extensive reading and listening texts provides an excellent means of review and increases the probability of students retaining new and previously met vocabulary (Nagy, 1997). This type of input has been found to be “the best predictor of vocabulary growth between grades two and five” (Nagy, 1988, p. 30) for native speakers of English, a finding that foreign language teachers should note carefully. More information about extensive reading activities and programs can be found in a special edition of *The Language Teacher* (Waring, 1997, Ed.), Jacobs, Davis, and Renandya (1997), Day and Bamford (1998), Bamford and Day (2004), and at the Extensive Reading Pages website <www.extensivereading.net/index.html>.

Principle 2: Encourage communicative output.

Output activities allow students to use the foreign language to develop a personal voice in the L2, try out new words that they have met in input activities, and gain feedback from others about the correctness of their use of new language forms. As Nation (# 5) has stated, speaking and writing tasks can be designed so as to promote vocabulary acquisition at three points in a set of tasks. This can occur (a) during pre-activities, for instance through the use of semantic maps containing target vocabulary that students discuss in pairs (Stahl & Vancil, 1986) and engaging students with reading or listening texts in which target lexis has been embedded and highlighted in some way; (b) in main activities, such as ranking activities and problem-solving activities in which target vocabulary that is useful or necessary for completing the task is placed on a handout for easy reference, and; (c) in post-activities in which students report their group’s decisions and conclusions to other groups. At this stage, students should once again be encouraged to use the vocabulary on their handout as they work though the task. More information can be found in Chapter 4 of Nation’s (2001) *Learning Vocabulary in Another Language*.

Principle 3: Provide form-focused instruction.

Mere exposure to large amounts of communicative input and output will often not result in highly accurate language use (Laufer #1). Form-focused instruction has two primary purposes. The first involves helping students to acquire the L2 lexicon more accurately by overcoming predictable problem areas in the foreign language, such as synforms (Laufer #7), interlingual semantic differences (Laufer #8), and some collocations (Laufer #10). Without explicit teaching and learning, learners may avoid these areas altogether or acquire them incorrectly. The second purpose of form-focused instruction is to help students more efficiently acquire foreign language lexis that will serve them well in a wide variety of situations. These include high-frequency vocabulary (Nation #2) and high-frequency affixes (Nation #9), both of which occur with great regularity in written and oral texts, formal and informal language, and academic and nonacademic situations. Temporarily decontextualizing vocabulary allows the students to focus on word form (e.g., spelling and pronunciation) and to make a connection to L1 meaning (Laufer #9). Target words may be temporarily isolated from context as a part of prereading exercises or during reading and then studied in relation to their contexts (Meara #3). Furthermore, once students know the meanings of words that can be broken down into stems and affixes, then teachers may want to teach some of the more common affixes and have students practice word analysis (Nation #9), a skill that can help them guess the meaning of newly met words. Teachers can promote the retention of target vocabulary through the recycling of previously studied words (Laufer #5) and by training students to make and review vocabulary cards (Meara #6; Nation #8). Recycling is most effective when students engage in short, frequent review sessions over an extended period of time. One effective method of review has been provided by Mondria and Mondria-De Vries (1994). Decontextualized vocabulary should, soon after being introduced, also be encountered and reviewed in meaningful contexts.

Principle 4: Promote fluency development.

The fourth principle requires that teachers and learners devote time to the development of fluency (Nation #6), which involves students in developing faster access to already known

lexis and larger lexical chunks. Effective ways to develop fluency include repeatedly meeting known and partially known words (a) through regular review (Meara #6); (b) in communicative tasks and course materials (Laufer #5); (c) in integrated tasks in which students study a single topic through a variety of reading, listening, speaking, and writing activities; (d) while engaged in narrow reading and listening (Krashen, 1981) involving students in reading or listening to several texts on the same topic (see Schaffer's article in this issue; Schmitt & Carter, 2000), and; (e) while reading and/or listening extensively (Nation #4). In addition to large amounts of repetition, many fluency activities should put time pressure on the students (e.g., speed reading and timed story retelling) and use familiar vocabulary and tasks. This ensures that accuracy is less compromised while emphasizing the quantity and speed of the input or output.

Principle 5: Enhance student motivation.

Although none of the contributors mentioned motivation explicitly, important ways to motivate students are implicit in many of their ideas. For instance, autonomy (Nation #10), which has been characterized as a fundamental human need that all individuals seek to satisfy (Deci & Ryan, 1985), is potentially one of the most powerful motivators available. Research from general education has consistently shown that increased autonomy can lead to greater intrinsic motivation, which has in turn been tied to greater achievement (Gardner, 1985; Tremblay & Gardner, 1995). In addition, the setting of vocabulary learning goals (Meara # 2) is strongly related to Locke and Latham's (1990) goal setting theory, which states that motivation can be enhanced when goals are seen as important and possible to achieve. Past research has shown that specific goals (e.g., I will learn 20 words per week) are preferred to general ones (e.g., I will improve my English) and that difficult goals lead to higher performance than easily attained goals. Furthermore, increasing vocabulary size (Laufer #4) can occur relatively rapidly for all students (unlike, for instance, the acquisition of morpho-syntax or pragmatic competence), and success in learning vocabulary can help to establish or enhance student self-confidence, which has been found to be particularly important in foreign language situations (Clément, Dörnyei, & Noels, 1994).

Principle 6: Develop effective strategy use.

Although effective strategy use is an integral part of each of the above principles, we believe it is worth highlighting because learners need extensive training in using strategies effectively and efficiently. As students grow as L2 learners, they need to expand their strategies and to develop a metacognitive awareness of when to use a given strategy or combine several strategies for a specific task (Chamot & O'Malley, 1994; Hulstijn, 1993).

The process of acquiring new words can be sped up by teaching learners how to effectively use vocabulary cards (Nation #8), the keyword technique (Meara #1), and to engage in regular review (Meara #6). Moreover, when learners meet unknown words in context they may choose to guess their meaning (Nation #7), ignore them, or check them in a dictionary (Hulstijn, 1993). Guessing from context and dictionary use can be combined, as guessing may promote depth of processing while dictionaries help to ensure accuracy in understanding word meaning (Scholfield, 1997). Indeed, as learners read or listen, they will need to decide which words deserve attention and which of these strategies would be the most effective to apply. Although it is ultimately the learners who must take responsibility for adopting a strategic approach to vocabulary learning (Nation #10), teachers play an important supporting role by providing opportunities to practice new strategies, encouraging learners to choose from a variety of strategies to carry out a task, and then monitoring and providing feedback on the effectiveness of strategy choice.

Conclusion

One interesting aspect of the contributions by Laufer, Meara, and Nation is that some of their ideas significantly diverge from mainstream SLA. How many contributors to professional journals suggest having students use word lists (Laufer # 1), word cards (Nation # 8), and memorize large chunks of discourse (Meara #10)? Some would label such ideas as outdated and *behaviorist*. However, our experience as well as empirical research show that such ideas play an important role in speeding up lexical acquisition, particularly in EFL settings, provided that they serve rather than dominate more communicative approaches.

SLVA research has a rich history in which an impressively large number of techniques that can enhance vocabulary acquisition have been identified. When viewed holistically, these findings can be grouped into principles, and in lieu of a comprehensive theory of SLVA, we view such principles as the best general guidelines currently available for both teachers and students alike, as we believe that they will lead to more effective vocabulary teaching and learning.

References

- Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.
- Chamot, A. U., & O'Malley, J. M. (1994). Language learner and learning strategies. In N. C. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 371-392). London: Academic Press.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417-448.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238.
- Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Fry, E. (Ed.). (1991). *The ten best ideas for reading teachers*. New York: Addison Wesley.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Hulstijn, J. H. (1993). When do foreign-language readers look up the meaning of unfamiliar words? The influence of task and learner variables. *Modern Language Journal*, 77(2), 139-147.
- Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). (1997). *Successful strategies for extensive reading*. Singapore: SEAMEO Regional Language Centre.
- Krashen, S. (1981). The case for narrow reading. *TESOL Newsletter*, 15 (6), 23.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.
- Mondria, J. A., & Mondria-De Vries, S. (1994). Efficiently memorizing words with the help of vocabulary cards and "hand computer": Theory and applications. *System*, 22(1), 47-57.
- Nagy, W. E. (1988). *Teaching vocabulary to improve reading comprehension*. Urbana, IL: ERIC, NCTE, & IRA.
- Nagy, W. E. (1997). On the role of context in first and second language vocabulary learning. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition, and pedagogy* (pp. 64-83). Cambridge: Cambridge University Press.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Schmitt, N., & Carter, R. (2000). The lexical advantages of narrow reading for second language learners. *TESOL Journal*, 9(1), 4-9.
- Scholfield, P. J. (1997). Vocabulary reference works in foreign language learning. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: description, acquisition, and pedagogy* (pp. 279-302). Cambridge: Cambridge University Press.
- Stahl, S. A., & Vancil, S. J. (1986). Discussion is what makes semantic maps work in vocabulary instruction. *The Reading Teacher*, 40(1), 62-67.
- Tremblay, P. F., & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *Modern Language Journal*, 79(4), 505-520.
- Waring, R. (Ed.). (1997). *The Language Teacher*, 21(5).

David Beglar is an Associate Professor at Temple University Japan. He is interested in vocabulary acquisition and language assessment.

Alan Hunt is an Associate Professor at Kansai University. He is interested in vocabulary acquisition, extensive reading, and dictionary research.



October 7 - 10, 2005

**Granship Convention Center
Shizuoka, Japan**

**Plenaries, workshops, discussions,
food, meetings, papers, parties,
... and LOTS of stories!**

October 31, 2003

Interview with Paul Nation: The past, present, and future of second language vocabulary acquisition

Tsuyuki Miura

**Kwansei Gakuin
University**

Tsuyuki Miura (Interviewer):

Professor Nation, you've conducted a large amount of research, published a great number of articles, and written a comprehensive book in this field. Could you tell me how you got your initial interest in vocabulary? What has kept you in that particular area for such a long period of time?

Paul Nation: I'd like to think that the interest goes back even as far as Michael West in India, or what was then in Bangor. My teachers who got me interested in vocabulary were H. V. George and Helen Barnard, who taught in India. The traditions that they taught in were ones that gave a lot of importance to vocabulary. H. V. George, in particular, was interested in looking at vocabulary frequency, and he did early corpus linguistics work on verb form frequency. Helen Barnard wrote a course book, which was English for specific purposes, but with a very strong vocabulary focus. I think that their focus on vocabulary came from that Indian situation in which they taught, which was partly influenced by Michael West's work there. As a result,

I became interested in vocabulary, and once you start, it's hard to stop (laughs).

TM: So you were strongly influenced by your teachers.

PN: Yes. I've seen an interesting article in which that person made a family tree of vocabulary studies in the US. The family tree went back to Edward Thorndike, the great educational psychologist, who worked on what became the *Teachers' Wordbook of 30,000 Words*. When you look at the major names in vocabulary studies in the US, after Thorndike, it was Edgar Dale, and after Dale, it was Jean Chall. Dale was Thorndike's student and Chall was Dale's student. It's sort of a teacher-student family tree.

TM: Then once you started, you just kept going?

PN: That's right. In those days, I started off by doing a project for a course I was studying. I thought I'd write a survey of studies on the teaching and learning of vocabulary. I thought

weblink: www.jalt-publications.org/tlt/articles/2005/07/index

maybe I'd find about 15 or 20 pieces of research, but to my surprise, I found around 100 or 200 pieces of research, many, many more than I expected. That was around 1975. Nowadays, it's almost impossible to read every piece of research which is written about vocabulary because the number has grown enormously. Now I've got a bibliography of at least 2,000 articles very strongly focused on vocabulary. It's almost getting into the stage now where it's too much for one person to be able to understand it all, or to read it all and to know it all.

TM: What recent research on vocabulary acquisition stands out to you as particularly important?

PN: It's very difficult to answer. I have to separate the research from the people who I've known and look at the research studies individually. You have people like Batia Laufer, who's probably the most productive experimental researcher in vocabulary as a second or foreign language. She's always looking to answer very practical questions by well-designed experiments. Then you have people like Norbert Schmitt. He's doing some of the old research again and doing it much better than that it was done in the past. We can get much more reliable and better explained results than we did before. Then you have Paul Meara, who's developing models and theories of how vocabulary is stored and organized in the brain, and this is very important. Then you even have more recent researchers, who're now starting to publish internationally. The one that stands out for me is Rob Waring in Japan, who's just published probably the best article on learning from a graded reader. If I want to pick one study which stands out, that would probably be the book-flood studies by Warwick Elley and Francis Mangubhai. Even though they're not really vocabulary studies, the work they did on the effect of message-focused approaches to learning was really important research. Anyone who's a teacher of English as a foreign or second language should read the book-flood studies because they're just so important in language learning.

TM: Your 2001 book includes research that was conducted many decades ago, rather than focusing only on recent studies. Why is that?

PN: When you get older, you have to believe that something new is not necessarily better than something old (laughs). Some of the classic studies are still very good. Some of them, like West's General Service List (GSL), are outdated now, but so far, no one has made a better list than that. Partly because it hasn't been fashionable for

quite a long time to do research on word lists and to make word lists. And partly because it's a very big job. The people who want to replace the GSL have realized that it's a job which would take a person probably at least a year of fulltime work to do properly.

TM: Sounds like you have tried to make a new word list.

PN: I tried to help Norbert Schmitt replace the GSL. I tried to make my own list from the British National Corpus because it is one of the largest well-organized corpora of English. I wanted to see if whether using that list would be a way of making a new GSL. But it became clear after I made the first 3,000 words that that wasn't the way to do it. One of the reasons for that was that the corpus didn't represent the needs of second or foreign language learners. It represented formal, adult, British language. That raised once again very important questions like if you're going to replace the GSL, what sort of corpus would you base your frequency count on, and how would you organize that corpus and choose the material to go into it. Those are difficult questions that I don't know the answer to. Those are just some of the things which come out.

TM: What kind of vocabulary activities do you find yourself constantly coming back to?

PN: I probably get a little bit hung up too much on deliberate learning because there is a prejudice against it. The communicative approach has tended to emphasize that things should be picked up as you go along. Yet there's over a hundred years of research that shows that deliberate learning is very effective. I keep coming back to that because I want people to see that it's a question of how you balance deliberate learning with message-focused learning so that you can get the best of the two approaches. The other one is learning through graded reading. There's quite a lot of prejudice against that, too. Some people think that using simplified material is somehow inferior to using material written for native speakers—but not in Japan, fortunately. Some of the stronger supporters of extensive reading programs using simplified readers are working in Japan.

TM: Let's talk about the current Japanese context. Firstly, some research has shown that many Japanese high school students are probably exposed to less than 10,000 running words of English per year. In addition, the Japanese Ministry of Education has set the minimum target for vocabulary learning as approximately 2,700

words through the 6 years of secondary school. What do you think about those numbers?

PN: Clearly 10,000 running words a year is not nearly enough because that would represent probably about two level 1 or level 2 graded readers a year. That's a ridiculously low figure because the research on graded reading indicates that learners should be reading at least one graded reader every two weeks. From that perspective, it should be closer to 200,000 running words a year. That's not unrealistic because that's input which is not dependent on English teachers. Also, the 2,700 word goal for six years is not an efficient goal in the sense that given that amount of time, you'd expect more to be learned. However, if they knew almost 3,000 words of English by the end of the sixth year of study, and if they could make reasonable use of those words, that would be an enormous step.

TM: I've brought two English textbooks with me today that are widely used in Japanese secondary schools. A common feature of these books is that some vocabulary is glossed below the reading text. What is your opinion about studying words in this way?

PN: Using text as a basis for deciding the sequencing of vocabulary is quite a good idea because it avoids interference problems, and it establishes a relationship between vocabulary in use and the decontextualization of vocabulary. One of the major problems with it is a principle that teachers can apply to almost any lesson. That is, when you do a piece of teaching, you should ask yourself, "Does this teaching make tomorrow's lesson easier or not?" Not today's lesson. The problem is that the words which stand out are likely to be unfamiliar words which are peculiar to that text. If you give attention to those words, you're helping today's text, but probably not helping very much with tomorrow's text. There can be two purposes for a glossary. One is to draw attention to important things—the things that you want the learners to learn. Another purpose of a glossary is to deal with the words which are important for that text, but that you don't want to pay attention to as a teacher. When teachers look at these texts, they really have to think, "What's the purpose of this particular listing of words with their meanings?" "Is this there so that I can get on with the important things?" or, "Is this something I should give some attention to?" One way to make that decision is to go back to the principle of, "Does today's learning make tomorrow's learning easier or not?"

TM: Most English textbooks in Japan don't include activities that specifically aim at enhancing students' vocabulary knowledge. Do you think that's a problem?

PN: Not necessarily, because I don't think there has to be vocabulary activities after a text. The problem with activities after a text is that it's giving the responsibility for vocabulary learning to the course book writer. In the ideal situation, the responsibility for vocabulary learning should be with the learner. The learner should be working out what the important words to learn are and how they should go about learning them. A vocabulary exercise after the text is something useful but only one step in the learning of the vocabulary, so I don't get very excited about having or not having vocabulary exercises. Another thing would be that it's possible to design things like comprehension questions with a vocabulary learning goal in mind. That seems more important to me because the course book makers can build in several foci to the activities that they design. There are many ways to make vocabulary part of a course. One way is that the teacher or the course designer has a plan how vocabulary can be helped to be learned, and this is worked into the activities. I'm not a religious fanatic who wants to make everything vocabulary (laughs).

TM: Could you say more about the learners' responsibility to learn vocabulary?

PN: This is the autonomy movement. It really comes down to the idea that if people don't take interest and responsibility in their own learning, the learning probably doesn't mean very much. Depending on teachers to do it all is not what learning is about. It's an idealistic goal, but it's one that we should always be trying to reach.

TM: Many teachers feel that by the time good students in Japan graduate from high school, they know a fairly large number of English words, but have not effectively developed strong connections among those words. The students often have great difficulty dealing with contextualized listening and reading texts, and speaking or writing with fluency.

PN: You know, I agree with that.

TM: One of the causes of this problem may be that many students intensively study vocabulary using commercially published vocabulary building books for the purpose of succeeding on university entrance examinations. I brought one of the best-selling vocabulary books today

to show you. It has a reading part, Japanese translation, and the vocabulary list. What do you think of these kind of books?

PN: This goes back to my main idea of the four strands of a language course. These books focus to a large degree on deliberate learning, the language-focused learning part of the course. That's fine. Every course should have that. These books probably do it quite well. If I was reviewing these books, I'd be looking for things like, "Has the vocabulary been selected properly?" or, "Has consideration been given to the various frequency levels?"

TM: This vocabulary is specifically selected by the frequency on past entrance examinations.

PN: Oh, I see. That's a slightly funny corpus to base choices on (laughs). The vocabulary which is listed in the index looks OK, but it's certainly going well beyond the third or even fourth thousand words. Even so, there are some very useful words here. I don't have any problems with deliberate learning, but that shouldn't make up more than about 25% of the course. The other 75% of the course should be learning through message-focused or meaning-focused input, practicing meaning-focused output, and fluency development. As you rightly mentioned, the problem is fluency. Certainly, if you're only learning a little bit of a language, it's really important to learn a little bit to a high degree of fluency. When learners are learning in secondary school, I don't mind if the vocabulary learning goals are 2,700 words or even 2,000 words, if those 2,000 words could be used really fluently and well at the end of the 6-year period. I'd be absolutely happy with that. So, I think the books are a good idea. Learning with the Japanese translation is a good thing. There's plenty of research to show that.

It's important that, when you look at the learning situation in any country, you don't get too critical about it. If things have been going on for a long time, you need to see how you can use that to good purpose and how to make it nicely balanced. Saying this is a lot of rubbish, throwing it away, and starting with something else is not the way to bring about change, and to get people on to your side. In Japan, people have had years and years of experience of teaching and learning English, and they've worked out things which are effective for some of the goals that they have. You've got to take those things, see their value

and put them as part of a bigger picture. I think that that's the way to make progress.

TM: What directions do you see the field moving in in the coming years?

PN: That's a really hard question. Some of my students now are doing some really good research that I'm quite pleased with and proud of. Some are researching, for example, technical vocabulary, others are looking at the effect of different learning activities on what is actually learned, and seeing whether different activities result in different kinds of knowledge. Someone is looking at the nature of learning activities much more closely, to see how the design of activities affect what can be learned. And I hope someone else in the future would be looking closely at vocabulary size and how much you need to know in order to do certain things.

TM: How about yourself? What would you like to see researched more?

PN: My personal big research project at the moment is trying to design a test of vocabulary size. I can see that project answering questions like how do vocabularies grow? I'll start looking at native speakers' vocabulary growth. But every time I do a little bit more research on it, I find that it's more difficult than I thought it was (laughs). That's where my interest lies. But that's an old-fashioned interest from the 1920s, 30s, and 40s and still probably not fully back in fashion. But, as you said earlier, you should respect age, not see it as a disadvantage (laughs).

TM: Do you have any plans to write a new book?

PN: Maybe in a year or two, I'd like to write a book about vocabulary growth, but I'm still a long way from being able to do that yet. Generally, I write books for myself because I want to understand and know, and to write a book is a way which forces you to systematically understand and know something.

TM: I'm looking forward to the new book. Thank you very much for an interesting talk today!

Tsuyuki Miura completed a Master's program in TESOL at Temple University Japan, Osaka. She is currently teaching speaking and writing courses at Kwansei Gakuin University.

The lexical composition of two Oral Communication I textbooks

John Fujimori

Meiji Gakuin High School

The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has formulated an ambitious five-year plan for cultivating “Japanese with English abilities” beginning from the 2003 school year (MEXT, 2003a). This comprehensive plan touches on all aspects of English education in Japan, including teacher hiring and training, super English language high school programs, international exchanges, curriculum, and textbooks. This revision of the MEXT course of study focuses on developing the ability to use English, while de-emphasizing grammar and translation and teacher-oriented classes. The five-year plan is to be achieved by 2008, the goal being that, “On graduating from junior high school and senior high school, graduates can communicate in English” (MEXT, 2003a).

One goal of MEXT is to have Oral Communication lessons focus on communicative activities that use functional language and emphasize aural and oral skills. Learners are to acquire communicative English skills for a variety of real-life situations, such as using English for phone calls, traveling, shopping, parties, home, school, restaurants, hospitals, interviews, letters, and email. Moreover, while emphasizing contemporary standard English, MEXT recognizes that different varieties of English are being used throughout the world. It recommends that 900 words, unlike the 1,000 words suggested under the previous curriculum, be taught in junior high school. For senior high school learners, MEXT recommends 400 words be taught to learners taking English I or Oral Communication I, 500 words be taught to English II or Oral Communication II learners, and an additional 900 words be taught to learners taking Reading. However, except for a basic 100-word vocabulary list for junior high school learners, which can be found at <www.mext.go.jp/english/shotou/030301.htm>, MEXT has left it up to the publishers to determine the vocabulary to include in their textbooks (MEXT, 2003b).

Since 2003, first-year senior high school students who choose to study English have had a choice between English I and Oral Communication I. English I is more traditional in its approach, with longer reading passages and comprehension

weblink: www.jalt-publications.org/tlt/articles/2005/07/index

questions, while Oral Communication I focuses on the development of listening and speaking skills. Approximately two thirds of the students have chosen to study English I and about one third have chosen Oral Communication I. Nineteen Oral Communication I textbooks approved by MEXT have been published. Over 800,000 learners used Oral Communication I textbooks in 2003, the first year they were available, and over the next few years hundreds of thousands more learners will be using these textbooks. For the 2003 academic year, the two best-selling textbooks—*Hello There!*, used by 115,488 students (14%) and *Sailing*, used by 89,056 students (10.8%)—were used by approximately 25% of the students using MEXT authorized Oral Communication I textbooks (Shiga, 2003). These two textbooks are also the two most widely used oral communication textbooks for the 2004 academic year (Shiga, 2004).

Despite the widespread use of these textbooks, no research has been conducted on (a) the amount of input that the textbooks provide and (b) the lexical composition of the textbooks. The primary purpose of this paper is to examine the vocabulary of the two most popular Oral Communication I textbooks used for the 2003 and 2004 Japanese academic year. Specifically, this paper analyzes (a) the quantity and (b) the nature of the input learners are receiving.

Method

All analyses were performed using Range (Nation & Heatley, 1996), a powerful PC program that compares and categorizes words in a text into four basic lists. The first list consists of the first 1,000 most frequent words in English. The second list consists of the second 1,000 most frequent words. A third list is made up of words from the Academic Word List (AWL) (Coxhead, 2000). The AWL is a list of words not found in the 2,000 most frequent words, but which frequently occur in university textbooks. Finally, a fourth category of low-frequency words that do not appear in the first three lists is created.

The vocabulary is categorized according to tokens, types, and word families. Tokens are a count of every word that appears in a spoken or written text. If the same word appears twice, it is counted both times. Types are a count of every unique word, so if the same word appears twice, it is only counted once. The third category is word families, which consist of a headword (e.g., *create*), inflected forms (e.g., *creates*), and closely derived forms (e.g., *creator*).

One complicating factor in determining the amount and type of input for Oral Communication I is that there is an aural component where listening exercises are used in conjunction with the textbooks. Learners listen to dialogs or are asked to repeat words and phrases. In many instances learners listen to a selection and answer questions in their textbook, which in some cases duplicates the same vocabulary and in other cases introduces new vocabulary. For this study both databases were combined in order to investigate the total input to which learners are potentially exposed.

Another dilemma concerns which words to count. Should proper names like *Bob*, *Sue*, and *Taro* be counted? What about locations such as *New York*, *Tokyo*, and *Beppu*? Moreover, it can be assumed that Japanese learners know the words *Japan*, *Japanese*, and romanized Japanese words. For that reason, to better identify the total input of useful vocabulary, another database was created where proper names, places, romanized Japanese words, *Japan*, and *Japanese* were not counted. These words accounted for slightly more than 4% of the total number of tokens in the two textbooks examined. Supplementary material such as workbooks and student CDs, which are available for both textbooks, were not included in this study.

Finally, in order to better understand the lexical composition of the input, words which appeared 10 or more times were counted. These words have a good chance of being acquired. Likewise, words appearing six times or less were also counted, suggesting that these words would need additional support.

The Textbooks

Oral Communication I textbooks follow MEXT guidelines and have been authorized for use in Japanese high schools. The textbook writers have attempted to give learners ample opportunities to use English. These textbooks have also adopted the Japanese order for writing Japanese personal names with the family name first, followed by the given name. Compared with textbooks for the previous curriculum, the textbooks for Oral Communication I are printed on higher quality paper, with color photographs and illustrations. Moreover, the layout is friendlier and the lettering is easier to read. From cover to cover, the format of the new textbooks is designed to capture the interest of young learners.

The most popular textbook, *Hello There!* (Ishida, Kitano, Sakai, Shimazaki, Suzuki, &

Midorikawa, 2003), is divided into five units with a total of eight lessons. The units cover introductions, interests, food and health, the community, and the future. Learners are to acquire communication skills, including asking about and explaining the meaning of something, voicing opinions, expressing sympathy, and asking for and giving directions. The textbook, designed to be taught in 70 hours, takes the learner from self-introductions all the way to group discussions. One feature is that dialogs are kept to a relatively short 70-90 words. There are also song lyrics by five popular artists (e.g., The Carpenters and Elton John).

Sailing (Yashima, Takeuchi, Curtis, Noguchi, Wakamoto, & Sochi, 2002), the second most popular textbook, is based on situations. Unit 1 consists of 4 warm-up activities that are designed to act as a review of material covered in junior high school. Unit 2 has eleven lessons and covers topics such as school life, weekend activities, using the telephone, shopping, at a party, at the hospital, and at an interview. Unit 3 is devoted to expressing opinions through speech and debate. *Sailing* is designed for 56 hours of instruction through the use of modules that can be interchanged depending on the purpose and level of the learners. Finally, the lyrics of two songs by Christine McVie and John Lennon are also included.

High-frequency Words

Vocabulary is vitally important for foreign language learners and they quickly recognize that acquiring frequently occurring words can substantially improve their language skills. Word frequency varies according to the text: (a) conversation, (b) fiction, (c) newspaper, and (d) academic texts (Nation, 2001). To learn a language effectively, it becomes essential that learners acquire these high-frequency words. Learning the 2,000 most frequent words of English would give a learner 90.3% coverage of conversational English (see Table 1). Learning an additional 570 words from the Academic Word List (AWL) would provide the learner an average of 86.6% coverage of the vocabulary used in academic settings. It would be difficult to overestimate the importance of the most frequent 2,000 words and every effort should be made to help learners acquire these words.

Results and Discussion

The first research question asked, *How much input are learners receiving?* The first textbook, *Hello There!*, has a total of 14,986 aural and written tokens (see Table 2). This figure includes 11,299 tokens (75.4%) from the most frequent 1,000 words; 1,407 tokens (9.4%) from the second most frequent 1,000 words; 370 tokens (2.5%) from the AWL, and 1,910 tokens from the low-frequency list (12.7%). Percentages for low-frequency words

Table 1. Text Coverage by Lexical Type in Four Kinds of Texts (from Nation, 2001, p. 17)

Level	Conversation	Fiction	Newspaper	Academic Text
First 1000	84.3%	82.3%	75.6%	73.5%
Second 2000	6.0%	5.1%	4.7%	4.6%
Academic	1.9%	1.7%	3.9%	8.5%
Low-frequency	7.8%	10.9%	15.7%	13.3%

Table 2. Textbook and Transcript Word Count with Proper Names and Japanese Words Deleted for *Hello There!*

Word type	Tokens	%	Types	%	Families
First 1,000	11,299	75.4	873	47.3	589
Second 1,000	1,407	9.4	338	18.3	273
AWL	370	2.5	80	4.3	66
Low-frequency	1,910	12.7	555	30.1	-
Total	14,986		1,846		928

appear relatively high, but this figure includes words from song lyrics, school clubs, and subjects. Only 370 tokens (2.5%) are from the valuable AWL list, a finding that is not entirely surprising given the fact that this text focuses primarily on spoken English. More than half of the families (589) come from the most frequent 1,000 words. Finally, there are a total of 928 families from the essential first three lists, which is lower than the 1,300 vocabulary items (900+400) MEXT recommends for first-year high school students.

Sailing has 15,208 tokens, which is remarkably similar to *Hello There!* (see Table 3). However, *Sailing* is designed to be taught in 56 hours, which is 14 hours shorter than *Hello There!* *Sailing* includes 12,633 tokens (83.1%) from the most frequent 1,000 words, 1,347 tokens (8.9%) from the second most frequent 1,000 words, 263 tokens (1.7%) from the AWL, and 965 tokens (6.3%) from the low-frequency list. *Sailing* has a total of 1,005 families with 641 families from the first 1,000 most frequent words and 286 families from the second 1,000 most frequent words, which is similar to *Hello There!* There are only 78 families from the AWL. Finally, the total of 1,005 families from the essential first three lists is lower than the 1,300 vocabulary items (900+400) recommended by MEXT.

The second research question asked, *What kind of input are learners receiving?* *Hello There!* has 221 words from the most frequent 1,000 words that appear 10 times or more, while 581 words appear six times or less. When one recalls that the data reflect both aural and written input, learners will infrequently encounter these 581 words from the most frequent 1,000 words. Moreover, many of these words appear only once or twice. There are, additionally, only 31 words that occur 10 times or more from the second 1,000 most frequent words. Two hundred eighty-nine words from this list occur six times or less, again with many appearing only once or twice. There are

eight words that occur more than 10 times and 68 words occurring six times or less on the AWL. Only 66 words families are from the AWL. While some would argue that introducing vocabulary from the AWL would be inappropriate for an oral communication textbook, considering how important these words will become for many of these students, it would seem imperative that they be included, particularly in the form of listening and reading input. Finally, 25 low-frequency words appear 10 times or more, while 512 words appear six times or less. Some of the words that appear 10 times or more come from titles and subheadings.

Sailing has 226 words that occur more than 10 times, while 683 words occur six times or less on the most frequent 1,000 word list. Moreover, many of these words occur less than four times and often only once or twice. There are only 26 words that occur 10 times or more, while 309 words occur six times or less from the second 1,000 most frequent words. There are no AWL words occurring 10 times or more and 86 words occur six times or less. Finally, 11 low-frequency words occur more than 10 times, while 376 words occur six times or less.

What is immediately apparent from both textbooks is the relatively small total number of tokens. The raw figures appear considerable; however, when one recalls this is data for both aural and written components for an entire academic year, the input appears insufficient. It should also be noted that this is not unique to these textbooks and teachers should recognize the importance of additional input. Second, combining both aural and written tokens, learners are exposed to 214-272 tokens per hour. However, it is assumed that teachers will repeat dialogs and listening exercises several times to increase this figure. Third, the authors have limited the number of families in these first-year textbooks. Recently, more and more learners are studying English at

Table 3. Textbook and Transcript Word Count with Proper Names and Japanese Words Deleted for *Sailing*

Word type	Tokens	%	Types	%	Families
First 1,000	12,633	83.1	996	54.1	641
Second 1,000	1,347	8.9	358	19.5	286
AWL	263	1.7	91	4.9	78
Low-frequency	965	6.3	396	21.5	-
Total	15,208		1,841		1,005

an earlier age and many items may already be known. Fourth, a considerable number of words occur six times or less, with many of these words occurring only once or twice. Over an entire year, learners may encounter many of these words only once or twice—once on tape and once in the text. Learning vocabulary requires multiple exposures to develop automaticity. It has been reported (Nation, 1990; McKeown, Beck, Omanson, & Pople, 1985) that learners need to encounter a word 10 times or more before it is acquired. Kachroo (1962) found that over half the words occurring only once or twice in a coursebook were not learned. Finally, very few words are from the AWL. These words are especially valuable for learners planning to major in English or to study abroad.

Conclusion

Perhaps the greatest challenge facing textbook writers is the wide range of learner abilities that they must respect. **It appears that the** writers of Oral Communication I textbooks have endeavored to create materials that are straightforward and appealing **to the largest** number of learners. The primary strength of these texts is that the writers have emphasized the first 1,000 high-frequency words. However, the weakness of these texts is that it will be challenging for learners to acquire communicative skills because of the lack of input. Learners are not encountering the vocabulary with the necessary frequency **to acquire fluency**. Moreover, these textbooks give very little support to learners who are planning to attend **universities or colleges** abroad, or to those planning to major in English at Japanese universities.

The data suggest that teachers will find it necessary to provide additional input to support these textbooks, such as an extensive reading or extensive listening program. Learners at all levels should be involved in reading outside the classroom: Specifically, a daily extensive reading program using graded readers will give the learners the input necessary to improve their English skills. **According to Nation (2001)**, for incidental receptive vocabulary learning to occur, average learners would need to listen to English for fifteen minutes, **three times a week**, and read one graded reader every two weeks. A more challenging and specific target would be to read a million words during an academic year. Recently, a student at our high school reached this goal by reading 111 graded readers and books, with most of our students reading an average

of 54 graded readers or about 291,072 running words. Moreover, once a love for reading has been established, learners will continue reading for enjoyment long after their formal education has ended.

Finally, this study suggests further areas of research, such as a comparison between the lexical composition of Oral Communication I and English I. Likewise, a comparison between the lexical composition of Oral Communication I and Oral Communication II, introduced in April, 2004, would be illuminating.

References

- Coxhead, A. (2000). A new Academic Word List. *TESOL Quarterly*, 34(2), 213-238.
- Ishida, M., Kitano, M., Sakai, S., Shimazaki, M., Suzuki, K., & Midorikawa, H. (2003). *Hello there! Oral communication I teacher's manual for ALT & JTE*. Tokyo: Tokyo Shoseki.
- Kachroo, J. N. (1962). Report on an investigation into the teaching of vocabulary in the first year of English. *Bulletin of the Central Institute of English*, 2, 67-72.
- McKeown, M., Beck, I., Omanson, R., & Pople, M. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly*, 20, 222-235.
- MEXT. (2003a). *Regarding the establishment of an action plan to cultivate "Japanese with English abilities"*. Retrieved September 1, 2003, from <www.mext.go.jp/english/topics/03072801.htm>
- MEXT. (2003b). *Course of study for foreign languages*. Retrieved September 1, 2003, from <www.mext.go.jp/english/shotou/030301.htm>
- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. Rowley: Massachusetts: Newbury House.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, I. S. P., & Heatley, A. (1996). VocabProfile, Word, and Range: Programs for processing text. [Computer software]. Wellington, NZ: LALS, Victoria University of Wellington.
- Shiga, S. (2003). *Heisei 15 saitakubusu* [2003 textbook rankings]. Unpublished raw data.
- Shiga, S. (2004). *Heisei 16 saitakubusu* [2004 textbook rankings]. Unpublished raw data.
- Yashima, T., Takeuchi, O., Curtis, K., Noguchi, J., Wakamoto, N., & Sochi, M. (2002). *Sailing: Oral communication I teacher's book*. Osaka: Keirinkan.

John Fujimori has a Master's degree in Education from Temple University Japan. He currently teaches at Meiji Gakuin High School in Tokyo. His research interests include pragmatics and vocabulary acquisition.

Seido Advert

Choosing narrow reading texts for incidental vocabulary acquisition

Jeffrey D. Shaffer

Osaka Gakuin University

Language teachers are always looking for new and better ways to motivate their students as well as help them improve their linguistic abilities. And to this end, many theories and activities have been created over the years. One such activity, *narrow reading*, purportedly helps learners gain quicker access to more challenging texts. Suggested originally by Krashen in 1981, narrow reading is an activity in which learners read extensively from the works of a single author or on a single subject of interest. One advantage of using texts with various similarities is that students can quickly become familiar with the background knowledge and linguistic elements necessary for the further reading of other related texts (Cho & Krashen, 1994; Krashen, 1996). Another advantage of reading related texts is that the likely increase in vocabulary repetition among them

can decrease the learning burden in acquiring that vocabulary (Nation, 2001, pp. 74-81), and thus increase the chances of vocabulary acquisition (Nagy & Herman, 1985). An increase in word repetition also means a potential increase in word generation—variations in the way a word can be used. Frequent encounters with word generation are believed to improve learners' understanding and depth of knowledge of grammatical behaviors, collocations, register constraints, and alternative meanings (Schmitt & Carter, 2000). An additional advantage to using narrow reading is that it allows learners to obtain a higher degree of comprehension through the accelerated acquisition of context-specific vocabulary. The relevance of context-specific vocabulary has been demonstrated by Ward (1999), who showed that a carefully constructed list of 2,000 context-specific words could account for 95% of all words in engineering texts.

This type of rapid vocabulary acquisition is further explained by Nagy and Herman's Vocabulary Learning Hypothesis (1985), which states that most vocabulary is learned gradually through repeated exposure to new and known words in various contexts. They estimated that when a learner encounters a new word, they have only a 5-10% chance of acquiring that word and that it may take 10-12 encounters before a

weblink: www.jalt-publications.org/tlt/articles/2005/07/index

Special Issue

word is acquired. This would mean that input with less vocabulary repetition, such as authentic texts, could inhibit lower level learners (Schmitt & Carter, 2000). One implication of the Vocabulary Learning Hypothesis, therefore, is that input with a high degree of lexical repetition (authentic materials, ideally) is preferred, and this is precisely what narrow reading aims to provide.

Hirsh and Nation (1992) calculated that at least a 95% vocabulary comprehension rate would be necessary for a learner to read an unsimplified text (perhaps an authentic one) unaided. However, they do remark that a 97-98% vocabulary comprehension rate is ideal. They estimated that in order to reach such a high comprehension rate with academic texts, the reader must know approximately 5,000 word families (word sets which include grammatical variations of a word, such as *work*, *works*, and *worker*). In 1996, Hazenberg and Hulstijn, working with learners of Dutch as a second language, estimated that 10,000 words or more might be necessary to comprehend academic texts. However, as learners wishing to read academic materials in English may not be able to simply memorize 5,000 to 10,000 words, Nation (2001) has suggested that a well-designed language program should use no more than 25% of time for explicit vocabulary instruction, while the remaining 75% or more should be dedicated to the incidental learning of vocabulary by such means as communicative output activities, fluency development tasks, and reading activities such as narrow reading.

Schmitt and Carter (2000) looked at the lexical advantages of narrow reading by comparing two sets of newspaper stories, one set comprised of an 8-day running story, and the other a collection of unrelated stories. By looking at the lexical content of these two sets of stories, they found that the increase in degree of similarity among

the running story texts also led to an increase in overlap (see Figure 1), and this increase in overlap lead to an increase in both vocabulary repetition and word generation, which in turn improved vocabulary acquisition and depth of word knowledge, respectively.

While Schmitt and Carter's study did indeed show the use of related stories, such as those commonly used for narrow reading, to be advantageous, they did not, however, consider how different degrees of similarity among sets of texts may affect the extent of lexical advantage. Therefore, in this current study, I hope to expand upon the work done by Schmitt and Carter in order to determine the ways in which the degree of similarity in narrow reading texts can affect their lexical advantage. I propose to do this by addressing the following questions: (a) How does variation in degree of similarity affect repetition among word classes (function words, proper nouns, and context words)? (b) How does variation in degree of similarity affect repetition among word levels (high frequency, academic, etc.)? (c) How does variation in degree of similarity affect word generation?

Method

Just as Schmitt and Carter did, I chose to build my corpus from newspaper articles. Newspapers are not only widely available but they have the distinct advantage of conforming to stylistic and organizational guidelines, which increases the likelihood that learners the world over are already in possession of the shared background knowledge necessary to read such stories. News agencies like the Associated Press and Reuters distribute stories to newspapers worldwide, and therefore similar and similarly written stories can easily be found in a multitude of newspapers. Likewise, news stories are often comprised of

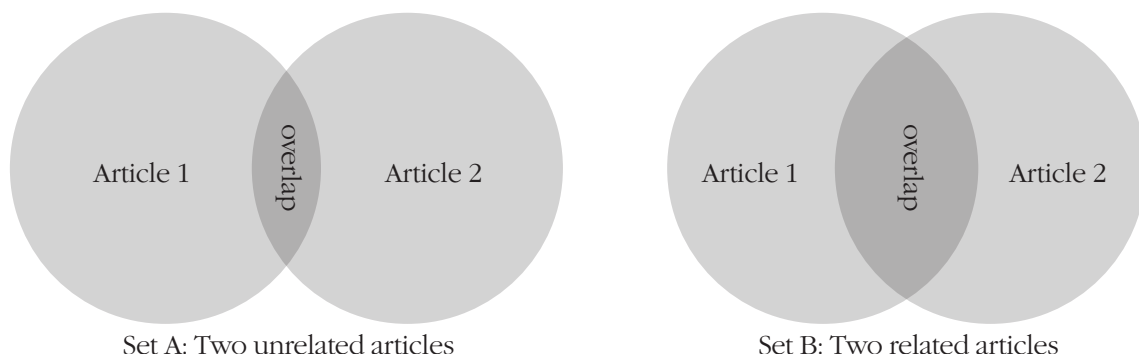


Figure 1. How degree of similarity affects lexical overlap

both new information and text recycled from earlier reports, increasing the likelihood of more word repetition.

The seven newspaper articles (Ang, 2003; Beveridge, 2003a, 2003b; Haney, 2003; Pitz & Bear, 2003; Ross, 2003; Srikaneswaran, 2003) chosen for my corpus come from the Pittsburgh Post-Gazette's online archives <www.post-gazette.com>. In order to filter out any potential local variations in writing style, only two of the five articles were written by Post-Gazette staff writers, while the remaining five were written by the Associated Press. These seven articles, all dealing with the SARS epidemic of 2003, were then broken down into three sets (see Table 1). Each set shares one common article, the reason for which will be explained presently.

The seven articles selected were organized in such a way as to allow two distinct levels of examination: inter-set analysis and an intra-set analysis. The comparison of entire sets against one another, inter-set analysis, allows us to focus on fluctuations in the lexical makeup of articles of increasing area (Sets 1 and 2) and increasing context (Sets 1, 2, and 3). An intra-set analysis allows us to examine fluctuations in lexical makeup over specific variations in our articles' contexts. For example, an intra-set analysis of Set 1, allows us to examine the lexical makeup of three articles all discussing SARS in Hong Kong. While this set shows little contextual variation, it serves as a base for the intra-set and inter-set analyses of Sets 2 and 3. Intra-set analysis of Set 2 examines fluctuations in articles of similar subject matter that concern areas of different size: Hong

Kong, China, and the world. An intra-set analysis of Set 3 examines fluctuations in articles of similar subject matter that concern different contexts: Hong Kong, the causes of SARS, and possible cures for SARS. One particular article, *Hong Kong Reports Record 12 SARS Deaths*, appears in all three sets. This is done intentionally, in order to provide a connection or a common base among all three sets.

Due to the nature of this comparative study, all efforts were made to obtain articles of similar length. However, two articles, *WHO Adds Toronto to SARS No-go List* and *Experts Hustling to Contain SARS*, were shortened by removing the final 318 and 252 words of each article, respectively. Content removed from the former article appeared at the end, where a new subject, the economic impact of WHO's decision upon local businesses, was mostly presented through quotes and speculation. Content removed from the latter article likewise appeared at the end, where the authors turned their focus to the precise details of viral infections and disease transmutions. After their length had been shortened, Set 1 contained 2,086 words, Set 2 contained 2,138 words, and Set 3 contained 2,138 words. The three sets of articles were then analyzed using the vocabulary analysis software, Range (Heatley & Nation, 1996). The Range program reads in one or more files, then reports frequency counts for word tokens, word types, and word families found within those files. Range also divides words into four levels: the first 1000 high-frequency English words, the second 1000 high-frequency English words, academic

Table 1. Three Sets of Newspaper Articles and Their Respective Word Counts

	Context	Article	Word Count
Set 1	Hong Kong 1	Hong Kong Reports Record 12 SARS Deaths	692
	Hong Kong 2	Hong Kong's Worst SARS Outbreak Spread Through Apartment Building Plumbing	585
	Hong Kong 3	Hong Kong's SARS Death Rate Estimated	809
Set 2	Hong Kong 1	Hong Kong Reports Record 12 SARS Deaths	692
	China	100th SARS Death Recorded; Experts Probe Animal Link	692
	Toronto	WHO Adds Toronto to SARS No-go List	754
Set 3	Hong Kong 1	Hong Kong Reports Record 12 SARS Deaths	692
	Causes	Experts Hustling to Contain SARS	696
	Cures	SARS Vaccine Work Put on Fast Track; 3 Years, Scientist Says	750

vocabulary (based on Coxhead's Academic Word List (2000)), and the final catch-all, low-frequency words.

Results

Examining each research question in turn, the first question was *How does variation in degree of similarity affect repetition among word classes (function words, proper nouns, context words, etc.)?*

Repetition was analyzed through the use of word type to word token ratios, usually referred to simply as type-token ratios (TTR). Smaller type-token ratios indicate greater word repetition, which for this study is desirable. When counting words in a text, if we count every single word individually, such as when we say *this article is 3,000 words long*, we are referring to word tokens. However, if we count the number of unique words, ignoring the repetition of any words, we are referring to word types. Thus, in the sentence, *The big cat saw the other big cat in the big mirror*, we count 12 word tokens (every word) and 7 word types (*the, big, cat, saw, other, in,* and *mirror*.) So, our TTR would be 7 types divided by 12 tokens: 0.58. By looking at the TTRs for the entire corpus and individual sets (see Table 2), we notice that more word tokens may lead to smaller TTRs. However, by examining Sets 2 and 3, we can clearly see that the overall article length is not the only factor influencing word repetition. Sets 2 and 3 both have 2,138 tokens, yet Set 2 has a TTR of 0.38, while Set 3 has a ratio of 0.40. Thus, it appears article length is not the only factor that determines word repetition and we can see that more similar articles, such as those found in Set 1, tend to have smaller TTRs.

Table 2. Types, Tokens, and Type-token Ratios for Each Set of Articles

	Types	Tokens	TTR
Sets 1-3	1429	6362	0.23
Set 1	729	2086	0.35
Set 2	804	2138	0.38
Set 3	849	2138	0.40

Based on the word type and word token data gathered through Range, TTRs for all function words, proper nouns, and context words occurring four times or more in each set of articles were calculated (see Table 3). As can be

seen in the table, function words (i.e., articles, prepositions, etc.) such as *the, of, to, a,* and *in* are the most frequently occurring class of words, averaging a TTR of 0.06 for each set and 0.03 collectively. This is not surprising, as function words are the necessary *glue* of the English language (Schmitt & Carter, 2000). However, what is interesting is that proper nouns such as *SARS, Hong Kong,* and *China* likewise have a high rate of repetition, averaging a TTR of 0.08 for each set or 0.06 collectively. Context words (i.e., words, including proper nouns, that are collectively used to define the context) such as *disease, outbreak,* and *China* also have a high rate of repetition. For example, Set 1 had a TTR of 0.35 while the context words that occur four or more times in Set 1 (e.g., *SARS, Hong Kong, disease,* and *death*) had a TTR of 0.10. This means they repeat 3.5 times more often than the average word in Set 1.

Table 3. Type-token Ratios per Word Class for Each Set of Articles

	Function Words	Proper Nouns	Context Words
Sets 1-3	0.03	0.06	0.10
Set 1	0.06	0.08	0.10
Set 2	0.07	0.08	0.13
Set 3	0.06	0.08	0.11

As may be expected, there is little variation in the amount of repetition of function words and proper nouns between the three sets of articles, and a sudden increase in repetition when all three sets are considered together. This occurs because function words are a closed class of frequently used words, thus we find a steady rate of repetition for similar length articles and a sudden increase in repetition for longer articles. Likewise, the number of proper nouns is limited by the subject matter, and we can expect the same nouns to repeat more often in longer texts. However, context words, which seem to favor higher degrees of similarity in location (*Hong Kong* from Set 1) and context (*cause/cures* from Set 3), do not show such jumps in overall repetition. In this study, this is likely caused by the number of context words increasing at approximately the same rate as total word length. As the context of the newspaper articles increases (location, medical issues, etc.), more context-based words are introduced.

Table 4 shows TTRs for function words, proper nouns, and context words occurring four times or more in each individual article. However, analysis reveals no clear pattern that can be used to predict which article should have the highest rate of repetition. This, in itself, indicates that articles used individually may be less suitable than sets of articles.

Table 4. Type-token Ratios per Word Class for Each Article

	Article	Function Words	Proper Nouns	Context Words
Set 1	Hong Kong 1	0.08	0.12	0.14
	Hong Kong 2	0.12	0.07	0.15
	Hong Kong 3	0.09	0.12	0.12
Set 2	Hong Kong 1	0.08	0.12	0.14
	China	0.08	0.17	0.16
	Toronto	0.08	0.07	0.15
Set 3	Hong Kong 1	0.08	0.12	0.14
	Causes	0.09	0.10	0.15
	Cures	0.09	0.11	0.14

The next research question was *How does variation in degree of similarity affect repetition among word levels (high frequency, academic, etc.)?*

By analyzing the extent of repetition among word levels, not only can we determine a text's worthiness for incidental vocabulary acquisition, but we can also estimate its difficulty. For example, if the difficult words in a text have a high rate of repetition, then the incidental vocabulary hypothesis (Nagy & Herman, 1985) holds that these words can be acquired faster, thus making the text easier in the long run.

What is commonly known as high frequency (HF) vocabulary is actually the 2,000 most frequently occurring English words, as defined by the General Service List (West, 1953). Academic vocabulary, based on the Academic Words List (AWL) (Coxhead, 2000), is comprised of 570 words needed beyond HF vocabulary for the

comprehension of academic texts. Low frequency vocabulary (LF) is comprised of all other words falling outside of the HF and AWL levels.

Table 5 summarizes the rates of repetition among the three vocabulary levels for all words occurring four times or more. We can see that HF words repeat most frequently. However, academic vocabulary has a very low rate of repetition. This may indicate that learners wishing to improve their academic vocabulary should use more academic texts as the basis for their narrow reading. Looking at our intra-set analysis, we can see that the best opportunity for incidental vocabulary acquisition is Set 1, as it has the highest rate of repetition for all three vocabulary levels. Likewise, as the degree of similarity decreases from Set 1 to Set 2 to Set 3, so does their level of repetition.

Table 5. Type-token Ratios per Word Level for Each Set of Articles

	High Frequency	AWL	Low Frequency
Sets 1-3	0.32	0.71	0.62
Set 1	0.30	0.63	0.46
Set 2	0.32	0.70	0.51
Set 3	0.34	0.80	0.55

The repetition rates among word levels for each individual article are shown in Table 6. Just as in our analysis of word class repetition rates for each individual article, the results appear random, defying any means of prediction. If we take each article's length into consideration, then longer articles are somewhat favored (Set 1 and Set 3), though not distinctly. Again, this would seem to indicate that sets of articles are better for incidental vocabulary acquisition and that variety between sets of articles is better than variety between individual articles.

The final research question was *How does variation in degree of similarity affect word generation?*

Word generation is the name given to the way we can use a single word in grammatically and semantically different ways. For example, we have *round* circles, well-*rounded* students, *rounds* of golf, and doctor's *rounds*. As noted above, apart from word repetition, word generation is another key factor in incidental vocabulary acquisition, as it promotes depth of knowledge. Word generation

Table 6. Type-token Ratios per Word Level for Each Article

	Article	High Frequency	AWL	Low Frequency
Set 1	Hong Kong 1	0.48	0.83	0.55
	Hong Kong 2	0.44	0.81	0.58
	Hong Kong 3	0.34	0.60	0.53
Set 2	Hong Kong 1	0.48	0.83	0.55
	China	0.41	0.74	0.61
	Toronto	0.43	0.73	0.62
Set 3	Hong Kong 1	0.48	0.83	0.55
	Causes	0.47	0.93	0.71
	Cures	0.45	0.80	0.60

can be measured by comparing word families to word types in family-type ratios (FTRs). Similar to TTRs, lower FTRs indicate higher levels of word generation and are therefore more desirable. By looking at the word family and word type data generated by Range (see Table 7) we see that, as with word repetition, a larger collection of words written on a similar subject (e.g., all three sets) makes for increased word generation. However, inter-set analysis is much less clear. With no change in location or scope, Set 1 serves as our control group. In comparison to this, Set 2 with its increase in location, and Set 3 with its increase in scope (subject area) both show greater word generation, and it appears that same-subject articles based on different locations (Set 2) have more generation than same-subject articles on increasing subject areas (Set 3). This suggests that for incidental vocabulary acquisition, learners should read sets of articles written on the same subjects with a narrow subject area (scope).

Table 8 summarizes the word generation ratios for each individual article, although no pattern of selection is discernable.

Conclusion

By looking carefully at the effects of degree of similarity among newspaper articles we have not only noted an increase in word frequency and word generation as similarity increases but we have also noted that the benefits of using

Table 7. Word Families, Word Types, and Family-type Ratios for Each Set of Articles

	Families	Types	FTR
Sets 1-3	748	1429	0.52
Set 1	437	729	0.60
Set 2	469	804	0.58
Set 3	505	849	0.59

Table 8. Word Families, Word Types, and Family-type Ratios for Each Article

	Article	Families	Types	FTR
Set 1	Hong Kong 1	228	353	0.65
	Hong Kong 2	187	286	0.65
	Hong Kong 3	216	313	0.69
Set 2	Hong Kong 1	228	353	0.65
	China	205	322	0.64
	Toronto	245	370	0.66
Set 3	Hong Kong 1	228	353	0.65
	Causes	238	368	0.65
	Cures	261	363	0.72

articles which are highly similar in subject and scope, (such as those discussing SARS in Hong Kong) outweigh those of articles which are highly similar, yet vary in scope (such as those in Sets 2 and 3). We have also noted, unintentionally, the effects of word count on both word frequency and word generation. Table 9 clearly indicates that a greater amount of input results in an increase in word frequency and word generation, which in turn increases learners' chances of incidental vocabulary acquisition.

One problem of using texts with a high degree of similarity is their potentially negative impact on learner interest. It is quite possible that such a large volume of material, all written about the same subject, and in the same context, will cause learners to lose interest in reading. Thus, in designing and executing a narrow reading program or activity, we should allow learners to choose their own topics of interest and consider using increasingly varied contexts over the long term. In this manner, we may be able to sustain learner motivation. Likewise, in the interest of learner motivation, narrow reading would be best used as one element of classroom instruction.

Table 9. Effects of Word Count on Word Frequency and Word Generation

Articles	Word Tokens (average)	TTR (average)	FTR (average)
1	700	0.50	0.65
3	2100	0.38	0.59
7	6300	0.23	0.52

Taking the above information in light of choosing appropriate and successful texts for narrow reading, let us look at how we might select texts for a hypothetical group of 3rd-year Japanese high school students. First of all, we need to know our students' ability levels. As mentioned previously, learners should be reading texts in which they can comprehend about 98% of the words (Hirsh & Nation, 1992). Based on students' interests, several highly similar (in subject and scope) newspaper or magazine articles should be selected. For variety, further readings can include additional sets of articles on the same subject, but presented from a different angle (with each set presenting only one angle). For example, perhaps a student is interested in computer animation. Therefore, we can begin by selecting several articles about how computer animation is achieved. In subsequent sets of articles we could then include articles on specific computer animation tools or techniques, or perhaps articles on how computer animation is used in today's popular movies. By following such a selection process, students will not only retain their level of motivation, but also increase their chances of incidental vocabulary acquisition as well as their ability to read more freely in a subject of interest.

References

- Ang, A. (2003, April 8). 100th SARS death recorded; experts probe animal link. *Pittsburgh Post-Gazette*. Retrieved August 4, 2003, from <www.post-gazette.com/healthscience/20030408sars0408p6.asp>.
- Beveridge, D. (2003a, April 18). Hong Kong's worst SARS outbreak spread through apartment building plumbing. *Pittsburgh Post-Gazette*. Retrieved August 4, 2003, from <www.post-gazette.com/healthscience/20030418sarshealth2p2.asp>.
- Beveridge, D. (2003b April 20). Hong Kong reports record 12 SARS deaths. *Pittsburgh Post Gazette*. Retrieved August 4, 2003, from <www.post-gazette.com/healthscience/20030420sars6.asp>.
- Cho, K. S., & Krashen, S. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of Reading*, 37(8), 662-667.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238.
- Haney, D. Q. (2003, June 1). SARS vaccine work put on fast track; 3 years, scientist says. *Pittsburgh Post-Gazette*. Retrieved August 4, 2003, from <www.post-gazette.com/healthscience/20030601sarsvaccine0601p2.asp>.
- Hazenberg, S., & Hulstijn, J. H. (1996). Defining a minimal receptive second-language vocabulary for non-native university students: An empirical investigation. *Applied Linguistics*, 17(2), 145-163.
- Heatley, A., & Nation, I. S. P. (1996). Range [Computer Software]. Retrieved September 30, 2003, from <www.vuw.ac.nz/lals/staff/paul-nation/RANGE32.zip>.
- Hirsh, D., & Nation, I. S. P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language*, 8(2), 689-696.
- Krashen, S. (1981). The case for narrow reading. *TESOL Newsletter*, 15(6), 23.
- Krashen, S. (1996). The case for narrow listening. *System*, 24(1), 97-100.
- Nagy, W., & Herman, P. (1985). Incidental vs. instructional approaches to increasing reading vocabulary. *Educational Perspectives*, 23, 16-21.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Pitz, M., & Bear, D. (2003, April 24). WHO adds Toronto to SARS no-go list. *Pittsburgh Post-Gazette*. Retrieved August 4, 2003, from <www.post-gazette.com/healthscience/20030424sarscanadap2.asp>.
- Ross, E. (2003, May 6). Hong Kong's SARS death rate estimated. *Associated Press*. Retrieved August 4, 2003, from <www.newdaynews.com/health/index.cgi/noframes/read/642>.
- Schmitt, N., & Carter, R. (2000). The lexical advantages of narrow reading for second language learners. *TESOL Journal*, 9(1), 4-9.
- Srikameswaran, A. (2003, April 3). Experts hustling to contain SARS. *Pittsburgh Post-Gazette*. Retrieved August 4, 2003, from <www.post-gazette.com/healthscience/20030403sarsp2.asp>.
- Ward, J. (1999). How large a vocabulary do EAP engineering students need? *Reading in a Foreign Language*, 12, 309-323.
- West, M. (1953). *A general service list of English words*. London: Longman, Green & Company.

Jeffrey D. Shaffer is a member of the Digital Education Center at Osaka Gakuin University, Japan, where he creates digital content for the EFL classroom, does graphic design and HTML programming, and is also an advisor to the digital audio-video group.

MacMillan advert

EFL上級学習者の語彙知識に関するケーススタディ

A case study of the lexical knowledge of an advanced proficiency EFL learner
Tsuyuki Miura
Kwansei Gakuin University

To date, no detailed studies of the lexical knowledge of advanced proficiency EFL learners are available in the second language vocabulary acquisition literature. Thus, this case study is an initial attempt to provide information about one high proficiency learner's second language lexical knowledge. The specific purposes of the study were to determine how much receptive vocabulary an advanced proficiency Japanese EFL learner had acquired and to identify some of the gaps that still exist in her lexical knowledge. Breadth of lexical

knowledge and the identification of lexical gaps were determined through the use of Nation's (2003) Vocabulary Levels Test and by identifying the frequency ranks of words that were unknown to the learner in five types of reading texts. The participant's vocabulary size was estimated to be approximately 6,000 word families, and specific lexical gaps were identified, including some among the high-frequency words of English. The discussion is focused on the learner's gaps in high-frequency vocabulary because this phenomenon is unique to second language learners. Two factors that influenced the creation of the lexical gaps, vocabulary exposure and reading experience, are discussed.

三浦つゆき

関西学院大学

EFL学習者の語彙知識に関する研究は、これまで中級学習者を対象とし、上級学習者に関しては調査されていなかった。本稿は、対象者の語彙サイズの幅（受容語彙のみ）を測定し、語彙知識の習得漏れを調べることににより、上級者がどのくらいの語彙知識を有するのかという疑問に初めて取り組んだ調査である。調査は、Nation (2003) のVocabulary Levels Testと、5種の読み物から未習語を拾いその頻度を調べるという方法で行われた。結果として、対象者の語彙サイズは約6,000語と推定され、高頻度語彙に未習語があることが明らかになった。この高頻度語彙の習得漏れがなぜ起きたのかに注目し、影響を与えたと考えられる二つの要因、エクスポージャーと読書経験について論じている。

1. EFL学習者の語彙サイズに関する先行研究および本調査の目的

EFL環境における学習者の第二言語語彙サイズ調査は、内外で複数実施されている。海外では、Nurweni and Read (1999)がインドネシアで大学生324名を対象に実施した調査がある。語彙知識には「幅」（一般的に使われる意味を知っている語彙の数）と「深さ」（同・反意語などある語からの連想語、品詞などの文法的機能、コロケーション等、語彙の様々な情報）の二側面があるが、彼らの調査ではその両方が測定された。A General Service List of English Words (GSL) (West, 1953)とThe University Word List (UWL) (Xue & Nation, 1984)を基準として用い、幅は文の翻訳、深さは連想語テストとインタビューによって評価された。その結果、幅は平均1,226語、平均より上位の学生でプラス数百語と見積もられ、インドネシア国家が定めた目標の4,000語を大きく下回ること、また深さについて

weblink: www.jalt-publications.org/tlt/articles/2005/07/index

も、語彙連想テストの正解率が、最も頻度の高い1,000語レベルで平均40%、UWLで23%など知識が浅いことが明らかになった。国内でも近年日本人の英語学習者を対象とした語彙サイズ調査が複数実施されている。Barrow, Nakanishi, and Ishino (1999)は、大学生1,283名を対象に語彙サイズ測定に自己診断方式が有効かどうかの調査を行い、その過程で対象グループの平均語彙サイズを測定した。JACET 4,000 Basic Words (JACET, 1993)を基準として用い、頻度の高い方からレベル2、3、4の語彙約2,300語について、知っている語の自己診断テストと和訳テストが実施された。チェックリストによる自己診断が和訳より語彙サイズを過大評価する傾向が明らかになり、二つのテスト結果の差約18%を調整後、平均語彙サイズを2,304語と推定した。この調査では、対象者の70%は日本人の大学1年生であった。彼らはJACET 4000リストのレベル2の500語は総じて習得していたが、続くレベル3、4の約1,800語についてはその習得にかなり個人差があったこと、また比較的頻度の高いレベル2の語彙のテスト結果が大学初年の1年間に向上したこと、基本的な語彙が依然習得過程にあることを報告している。Mochizuki and Aizawa (2000)は、語彙サイズと接辞語の知識の関係を調べる調査において、高校3年生と大学1、2年生403名の語彙サイズを測定した。測定には望月(1998)が北海道大学英語基本語彙表(園田,1996)を基に作成した、学習者の受容語彙を7,000語レベルまで測定する「日本人学習者のための語彙サイズテスト」を用いた。結果として、対象グループの平均語彙サイズを3,769語と測定し、学習者の語彙サイズと接辞語の知識は正の相関があることを明らかにした。これと同じテストを用い、八島(2002)は高校2年生643名の語彙サイズを平均3,355語、野中(2004)は大学1年生172名の平均語彙サイズを3,773語と測定している。これらの調査で測定された語彙サイズは、基本とするリストが語彙をどのように数えているかの基準が一定ではない。GSLやUWLは語の基本形とその活用形および接辞がついた派生形を一単位と見なす「ワードファミリー」を採用しているが、他のリストでは活用形は基本形に含むが派生形はそれぞれ別の一語としているようである。このため前者を用いた調査では後者を用いたものに比較し語彙サイズが小さい値になっている。よって測定された語彙サイズを単純に数だけで比較することは適切ではないと考えられる。

以上の調査は、平均的EFL学習者が中等教育から高等教育初期にかけて習得する、概して中級レベルの学習者の語彙サイズを測定した方法であるが、これまで上級レベルの学習者についての調査はなされていなかった。上達するにつれ学習者の語彙知識が多様化し、一律に語彙サイズを評価することの必要性が低下すること、あるいは低頻度語彙まで広く評価できるテストがないため、測定が容易でないことなどがその理由であろう。本稿はEFL環境における第二言語上級学習者の語彙サイズの幅、すなわち意味を知っている語彙の数(以下語彙数と称する)を測定しその特徴を探るケーススタディである。受容・発表語彙の区別においては、読んで意味が分かる受容語彙に着目する。リサーチ項目として、(a)調査の対象者がどの程度の使用頻度レベルの語彙を習得しているか、(b)対象者が習得している語彙を使用頻度を見た際、頻度の高いものか

ら低いものへ漏れなく習得しているか、もし漏れがあるとすればどの頻度の語彙かを明らかにし、その結果をもとに語彙数を推定する。推定語彙数は、上級レベルのEFL学習者がどれくらいの語彙知識を有するかを示し、語彙習得の目標を定める指針になる。また、語彙の習得漏れは上級者の語彙知識に存在する問題点を探ることになり、原因の考察を通じ、語彙習得過程で学習者が直面する問題を考える機会になる。よってこの二点に焦点を当てることは、学習者と教師双方にとって有益であると考えられる。

2. 調査の対象者

本調査は対象者を調査者自身とするケーススタディである。上級学習者の定義は範囲に上限がなく曖昧なため、標準化テストスコアの分析から得られた上級学習者最低スコア(ETS, 2004)に準拠することとした。それらはTOEIC880、TOEFL560(筆記式)である。対象者の標準化テストスコアは、TOEIC940(1996年9月)、TOEFL590(2000年7月)でこの基準を満たしていた。

対象者が過去に受けた英語教育は合計約10年間で、時期と質の面から前半6年間と後半約4年間に分けられる。前半は公立中等教育の英語課程、後半は成人後米国での集中英語プログラム半年間と、国内での通訳者養成コース3年間である。英語を使う機会は、職業上(秘書、通訳、英語講師など)1996年から調査時点(2004年)まで断続的にあり、特にTESOL修士課程在籍中の最近3年間は非常に多かった。

3. 方法

測定には受容語彙数を調べる二つの手法を用いた。一つはVocabulary Levels Test (VLT) (Nation, 2003; Nation, 2001, Appendix3にも一部掲載)である。このテストは当初達成度診断目的で開発されたが、語彙サイズ測定ツールとして広く使用されており、語彙の持つ意味のうち高い頻度で使われるものを知っているかどうかを測る。テストは語彙の頻度別に1,000 (1-1,000)、2,000 (1,001-2,000)、3,000 (2,001-3,000)、5,000 (4,001-5,000)、10,000 (9,001-10,000) 語レベルの5段階に分かれ、さらにAcademic Word List (AWL) (Coxhead, 2000)の語彙570語を加えた全6段階から成る。基となるGSLとAWLが前述のワードファミリー単位で語彙を数えているため、VLTもそれに準ずる。各レベル30問1フォームが2つずつあり、調査ではその両方を受け平均正答率を求めた(図1)。

VLTには5,000語から10,000語レベルの間に該当するレベルと、10,000語を超えるレベルのテストがないため、そのレベルの語彙習得について調べることは不可能である。この点を補うため二つ目の手法を用いた。ジャンルが異なる読み物を読み、知らないと判断した語彙(以下未習語と称する)をマークしその頻度を調べるというものである。読み物は、児童文学、フィクション、随筆、学術書、雑誌記事と、異なるジャンルから一つずつ選定した以下5種である。The Hobbit (Tolkien, 1998)、Identity (Kundera, 1998)、Letters of A Businessman to His Daughter (Kingsley Ward, 1989)、Psychology for Language Teachers (Williams & Burden, 1997)、The Health 2003: Top 10 ("The Health," 2003)。各読み物を同程度のワード数読んで比較するた

め、まずそれぞれ最初の数ページの1ページあたり平均ワード数を求め、ほぼ10,000語に達すると思われるページ数を割り出し、そこまで読む間にマークした語彙を数えた。マークした語彙は二つのツールを用いて頻度を分析した。第一のツールはRange (Nation, 2004)である。これはGSLとAWLを参照リストとして用い、入力された語彙をリストに含まれるものとそれ以外に一括分類するコンピュータ・プログラムである。分類結果の集計はワードファミリーの他に、基本形の語とその活用形および派生形の一つ一つをそれぞれ別の「トークン」(述べて語数、同一語をその都度カウントする)と「タイプ」(異なり語数、同一語は一度だけカウントする)の三種類で示される。本調査ではタイプで示された数字を図2に示した。Rangeは参照リストに含まれる高頻度の2,000語レベルまでとAWLの語彙を一括分類できるが、それより低頻度の語彙については詳細を知ることができない。この点をさらに詳しく調べるため、第二の分析ツールWord Frequency Book (WFB) (Carroll, Davies & Richman, 1971)を用いた。これは米国で3~9学年の生徒が読む出版物に基づく語彙頻度研究から生まれたコーパスである。WFBは頻度の高い順に5百万語掲載しているが、Rangeとは異なり語の頻度はタイプのみでランク付けされている。拾い出した未習語のWFBにおけるランクを一つ一つ手作業で調べ図3に示した。VLTの採点および未習語の入力と分析は対象者自身が行った。

4. 結果

VLTの結果

図1にVLTの結果を示す。推測による解答はたとえ正答でも語彙の意味を知っているかどうか不確かなため、テストを受ける際推測で解答した問題には印を付け、採点時正答不正答に関わらず結果から排除した。2フォームの頻度別平均正答率は、1,000語レベルと2,000語レベルでは100%、3,000語レベルでは95%、AWLでは100%であった。また5,000語レベルで80%、10,000語レベルでは25%まで正答率が減少した。これらの結果から、5,000語レベルまでとAWLについては比較的よく習得されているが、明らかに10,000語レベルには達していないこと、また未習語が頻度3,000語レベルから存在することが分かる。

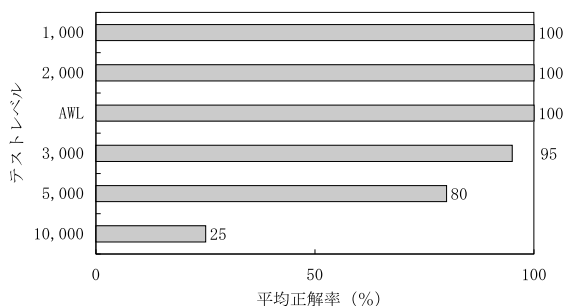


図1: VLTの結果

未習語彙の頻度分析結果

Rangeによる頻度プロフィール

図2は、五つの読み物でマークされた未習語327語を、

Rangeによって頻度1,000語、2,000語、AWL及び「それ以下の頻度」の4種に分類した結果である。四つの読み物においてマークされた語の95%以上が「それ以下の頻度」に分類された。The Hobbitは90.2%と他と比べその割合が多少低いが、総じて未習語のほとんどは「それ以下の頻度」の語である。一点注目すべきは、The Hobbitにおいて8.7%の語が2,000語レベルに分類されていることである。これは未習語が2,000語レベルに存在すること、対象者にとって、他の種類の読み物と比較し、児童書が必ずしも読みやすくない可能性を示すものである。

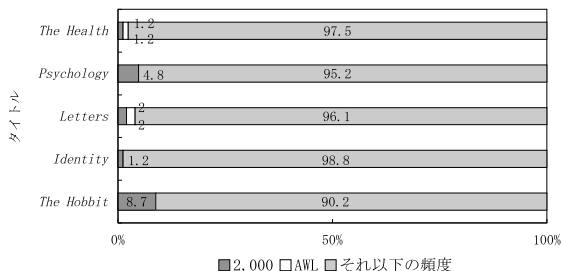


図2: 未習語彙の頻度プロフィール (Rangeによる分析)

WFBによる頻度分布

未習語彙のランク付けに際し、WFBに該当の語彙がない場合、同一ワードファミリーの基本形または近いと思われる活用・派生形がある場合はそれを代替とし、それが無い場合と適切な代替を決定することが難しい場合(注1)はデータから除外した。結果として、測定された語彙サイズを未習語は全234語であった。図3は、それらの語彙の頻度と語彙数の関係を千語単位で棒グラフにしたもので、未習語彙の頻度分布を示す。未習語は頻度7,000語から17,000語にかけて比較的多く集まっていること、逆に高頻度の語彙と頻度32,000語付近、及び頻度40,000語以降では比較的少ないこと、ごく高頻度の1,000語、2,000語レベルにも未習語が存在することなどがわかる。ランク付けされた未習語の数が多くないこと、WFBがタイプでランク付けしているためVLTと語の頻度が一致しない事、また各読み物に使用されている低頻度語彙を含むすべての語彙の詳しい頻度が不明であることから、未習語の頻度についての明確な傾向を導くことはできない。しかし、少なくとも対象者の語彙知識は頻度7,000語レベルを超えてさらに低頻度の語彙に広がっていることや、未習語がごく高頻度の語彙からわずかながら存在する可能性、未習語に出会う回数が頻度7,000語付近から顕著になることが捉えられる。

5. 考察

調査の結果からリサーチ項目についてまとめると、それぞれ以下になる。

- 対象者の語彙習得は、VLTの結果から、頻度5,000語レベルまでとAWLの語彙は100-80%の範囲でよく習得されているが、10,000語レベルは25%であり習得されていない。またWFBによる分析結果から、頻度7,000語レベル付近から未習語彙が顕在化していることが明らかになった。

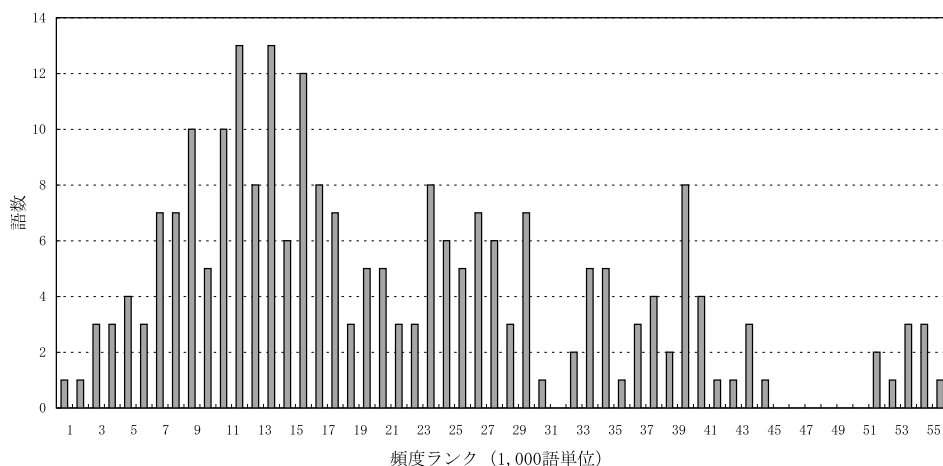


図3: 未習語彙の頻度分布 (WFBによる分析)

- (b) 習得漏れについては、VLTおよびWFBの結果から、頻度5,000語レベルまでは頻度の高いものから低いものへほぼ漏れなく習得しているが、1,000語、2,000語の高頻度語彙にもわずかながら習得漏れが存在していることが明らかになった。

以上のことから、VLTの各レベル80%の正答率でその頻度レベルの語彙をほぼ習得していると考え、頻度5,000語までとAWLはほぼ習得済みであり、対象者の語彙数は、5,000語にAWLの語彙570語を加えた6,000語程度であると推定できる。この推定語彙数はワードファミリーで捉えるのが適切であると考え。調査の方法で述べたとおりVLTがそれに準拠していることと、上級学習者の場合、初・中級学習者とは異なり、同一ワードファミリーの基本形またはその派生形の一つを知っている場合、他の派生形もその多くは学習済み、あるいはたとえ未習でも、語に関する接辞の知識を利用して比較的正確に推測できる可能性が高いからである。

以下では、今回明らかになった高頻度語彙の習得漏れについて考察する。対象者は頻度の低い語彙を多数知っている反面、GSLで高頻度語に分類されるlooseやtheeなどを未習とした。このような高頻度語彙の習得漏れは母語では起こりにくく、対象者の外国語習得において発生した理由は興味深い問題である。以下、この問題に影響した可能性のある中等教育における要因について論ずる。中等教育にその要因を探る根拠は、高頻度語彙は外国語学習のできるだけ早い段階、すなわち中等教育課程で習得されるのが妥当と考えるからである。今回のケースでは中等教育修了後20年以上経過しており、原因の客観的証拠は得られないが、当時の状況を回顧することで程度の推測を行うことは可能であろう。

考えられる第一の要因はエクスポージャーの不足である。エクスポージャーは英語を聞いたり読んだりして英語に晒される機会を指し、それが語彙発達に影響するとされる。対象者の場合、成人後に留学や通訳訓練、およびその後就いた職業を通じ比較的大量のエクスポージャーを経験したが、中等教育まではごく平均的な日本人の学習者であり、当時のエクスポージャーが不十分だったの

ではないかと推測される。これに関連する事実を、読む語彙と聞く語彙、そして学習語彙の三点について順に述べる。まず読む語彙であるが、米国の中高等教育で生徒が読む英語語彙数は百万語に及ぶ (Anderson et al, 1988) のに対し、日本の高校生は、多くの場合教科書のみを通じ年間7,000語程度 (Yamazaki, 1996, p. 133) とされる。無論、母語と第二言語で読む語彙の量を直接比較することは意味を成さない。

また近年では、教科書だけでなくgraded readers などを読む機会が増えつつある。しかしこれまでの日本の中等教育において、授業の主流が比較的易しいテキストの多読ではなく、比較的難しいテキストを和訳しながら読む精読であったことは事実であり、それがこの読む語彙数の著しい差に影響しているのではないだろうか。続いて聞く語彙だが、中学校の授業ではテープやテレビの英語番組などの視聴覚教材が使用されたが、高校ではそれらの使用がなかった。また中高を通し、授業はすべて日本人教師により日本語で行われていた。授業に外国語指導助手 (ALT) を導入することを定めたJETプログラムは、1977年に特定の学校で開始された (文部科学省, 2003) が、対象者が中等教育履修中は実施されなかった。ALTに接することで、ネイティブスピーカーが日常的に使用する高頻度の語彙に触れる機会が増えると考えられるが、そのような機会は中等教育を通し非常に少なかった。最後に学習語彙だが、対象者が中等教育を受けた時期と重なる1970年代後半～1980年代後半において、6年間の中等教育で学習されるべき総語彙数は3,000語までと設定されていた (村田, 1995 cited in 投野, 1997, p.35)。Barrow, et al. (1999) の調査も、大学1年生が基本語彙を習得していないことを明らかにしている。以上のことから、中等教育におけるエクスポージャーは全体的に不十分であった可能性があり、それが高頻度語彙の習得漏れを招いた要因の一つではないかと考える。

第二の要因は中等教育における読書経験の不足で、先に述べたエクスポージャー不足とも関連がある。第一言語における語彙習得研究で、付随的な語彙学習は多読を通して徐々に起こるプロセスであるとされる (Nation, 2001, pp. 156-157)。また第二言語習得に関しても、Elley (1991) の book flood プログラムでは、児童に2年間楽しい物語の多読をさせ、それが語彙を含む言語習得を促進したと報告している。先に述べたように当時の授業は訳読が主で、この種の楽しい読書経験は皆無に等しかった。物語には高頻度の語彙のみが使われているわけではないが、多読の機会が全くなかったことは当時の語彙習得に影響を与えたと考える。前述のとおり、成人後の英語学習において英字新

聞を毎日読むなど多読を経験し、それを通じ語彙知識の著しい増加を自覚したが、この多読によっても高頻度の習得漏れは完全に埋まらなかったようである。この理由として、多読の対象が主に新聞の政治・ビジネス関連記事や専門分野の学術文献に偏っていたことが考えられる。学術書や雑誌記事はフィクションと語彙の頻度プロフィールが異なり、一般にAWLや低頻度語彙の割合がフィクションよりも高い(Nation, 2001, p. 17)。この差が成人後の多読で出会った語彙やその文脈における使われ方と、物語を読んで出会うものとの間の相違を生み、習得漏れとして残ったのではないかと考えられる。

6. 結論

上級に達したEFL学習者はどのくらいの語彙知識を有するのか? 本調査は、今まで明らかでなかったこの疑問に取り組み、結果として、対象者の語彙サイズを約6,000語と推定し、また高頻度語彙に未習があることを明らかにした。高頻度語彙の習得漏れは外国語学習に特有であると考えられるため、要因の究明は興味深い問題である。今回の調査では、調査範囲を語彙サイズの幅かつ受容語彙のみに限定し、語彙サイズの深さや発表語彙に及んでいないため、多面的な語彙知識の一面に触れたに過ぎない。またケーススタディのため、上級学習者の語彙知識の傾向を捉えるには至っていない。測定手法の検討や様々な語彙知識面の調査、高頻度語彙の習得漏れの実態把握やその原因の究明などを今後の研究課題としたい。

注

1. 例として、未習語estimableの場合、基本形のestimateは頻度ランク3,100で、同一ワードファミリーの他の活用・派生形は、estimated、estimates、estimating、estimationで頻度ランクはそれぞれ3,800、9,500、14,900、24,900であった。先の三つは活用形であるためestimationのみが派生形と見なされる。estimableの頻度はestimationに最も近いと考えられるが、それよりさらに低い頻度であると考え、適切ではないと見なし除外した。

参考文献

- 園田勝英 (1996) 「大学生用英語語彙表についての基礎的研究」『北海道大学言語文化部研究報告叢書』7
 投野由紀夫 (1997) 『英語語彙習得論』河源社
 野中辰也 (2004) 「日本人大学生の英語語彙サイズ」『新潟青陵大学短期大学部研究報告』第34号、25-34
 望月正道 (1998) 「日本人英語学習者のための語彙サイズテスト」『語学教育研究所紀要』第12号、27-53
 文部科学省 (2003) 「JETプログラム基本問題検討会報告書の概要」文部科学省ホームページ <www.mext.go.jp/b_menu/houdou/13/11/011121.htm#mokuji>.
 八島 等 (2002) 「日本人高校生の語彙サイズ」『関東甲信越英語教育学会研究紀要』第16号、29-42
 Anderson, R. C., Wilson, P., & Fielding, L. (1988). Growth in reading: How children spend their time outside of school. *Reading Research Quarterly*, 23, 285-303.
 Barrow, J., Nakanishi, Y., & Ishino, I. (1999). Assessing Japanese college students' **vocabulary knowledge**

- with a self-checking familiarity survey. *System*, 27, 223-247.
 Carroll, J. B., Davis, P., & Richman, B. (1971). *The American Heritage word frequency book*. New York: American Heritage.
 Coxhead, A. (2000). **A new academic word list**. *TESOL Quarterly*, 34, 213-238.
 Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning*, 41(3), 375-411.
 ETS (2004). Mapping test scores onto the common European Framework (CEF). ETS Home Page. Retrieved September 23, 2004, from <www.ets.org/ell/cef.html>.
 The health 2003: Top ten (2003, December 15). *Newsweek*, 142(24), 35-47.
 JACET (1993). *JACET 4000 Basic Words*. 大学英語教育学会.
 Kingsley Ward, G. (1989). *Letters of a businessman to his daughter*. Tokyo: Yohan.
 Kundera, M. (1998). *Identity*. New York: HarperCollins.
 Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know and words you can't guess. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 20-34). New York: Cambridge University Press.
 Mochizuki, M., & Aizawa, K. (2000). An affix acquisition order for EFL learners: An exploratory study. *System*, 28, 291-304.
 Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
 Nation, I. S. P. (2003). *The Vocabulary Levels Tests*. Unpublished manuscript, Temple University Japan Osaka.
 Nation, I. S. P. (2004). Range and Frequency [Computer software]. Retrieved from <www.vuw.ac.nz/lals/staff/Paul_Nation>.
 Nurweni, A., & Read, J. (1999). The English vocabulary knowledge of Indonesian university students. *English for Specific Purposes*, 18(2), 161-175.
 Tolkien, J. R. R. (1998). *The hobbit*. London: HarperCollins.
 West, M. (1953) *A general service list of English words*. London: Longman.
 Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
 Yamazaki, A. (1996). *Vocabulary acquisition through extensive reading*. Unpublished doctoral dissertation, Temple University, Philadelphia.
 Xue, G., & Nation, I. S. P. (1984). **A university word list**. *Language Learning and Communication*, 3, 215-229.

三浦つゆき テンプル大学TESOL修士課程修了。関西学院大学非常勤講師。英語教育専門。

IIBC advert



We have two My Share contributions in line with the Vocabulary theme of this July issue of *The Language Teacher*. Todd Squires suggests a way to combine computer use with consciousness-raising to enhance vocabulary acquisition, and Richard Barber describes an exciting team activity where students use circumlocution and gestures to describe chunks of vocabulary from their recent reading tasks.

Submissions should be up to 1,000 words describing a successful technique or lesson plan you have used, which can be replicated by readers, and should conform to the My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

Using a consciousness-raising task to learn register-appropriate vocabulary in a technical writing assignment

Todd Squires, Ritsumeikan University
<squires@is.ritsumei.ac.jp>

Quick Guide

Key Words: Technical writing, vocabulary, business English

Learner English Level: Intermediate to advanced

Learner Maturity Level: Adults

Preparation Time: 30 minutes or more

Activity Time: 1 full 90 minute class period, plus 2 partial class periods

Materials: Computer(s) with Internet access and a printer, example of a biographical profile of an individual with a career similar to your own, resume form

Consciousness-raising (CR) tasks have become a staple in many language classes during the last 10 years. However, the principles that underlie CR tasks have not yet been applied directly to vocabulary acquisition. This is surprising, given that a large part of vocabulary is acquired through explicit learning when students compare how vocabulary is used in authentic data with what they already know about the vocabulary. In this activity, I suggest one way in which the CR task can be adapted to enhance vocabulary learning.

I designed this activity in order to stimulate learners to more deeply process vocabulary by combining the strengths of the CR task (Ellis, 1991) and the key features of effective vocabulary learning activities. In this activity learners will:

- Activate current schemata and background knowledge on a certain theme.
- Be exposed to genuine input in the L2.
- Actively compare their current knowledge of L2 vocabulary with genuine input, and subsequently revise this knowledge.

- Elaborate on their explicit knowledge of L2 vocabulary by using it for authentic communication.

Preparation

Step 1: On the computer(s), bookmark biographical profiles on several company home pages. Try to find companies similar to the one(s) at which your students are employed.

Step 2: Find a biographical profile of an individual with a career similar to yours. Print it out and make one copy for each student.

Step 3: Make one copy of the resume form (see Appendix) for each student.

Procedure

Step 1: Before class begins write *My Career* on the board.

Step 2: Start class with a short discussion about students' employment histories. Ask students questions such as:

- What were some of the high points in your career?
- What have been some of your accomplishments?
- How many positions have you held?
- At how many companies have you worked?

Step 3: Students take out a piece of paper and freewrite for 7-10 minutes on the topic *My Career*. While students are writing, do your own freewriting on your career.

Step 4: When time is up, tell students that they are now going to form pairs and tell their partners what they wrote.

Step 5: Model this speaking task for students by turning your freewriting over and talking for

approximately 1 minute about what you wrote.

Step 6: Students form pairs and begin.

Step 7: After students have finished, two or three students report about their partners' careers to the class.

Step 8: Students look at their freewriting and circle specific words and phrases that they feel are important when talking about their careers.

Step 9: For 5 minutes, students brainstorm a list of words that they think they would like to add. Brainstorm your own list while students are working.

Step 10: Students form small groups of three or four students, depending upon class size. Each student reads the list they have compiled. Other students should add words or phrases as they listen. When they have finished, tell students to keep this list as they will use it later.

Step 11: Introduce the genre of biographical profile. Distribute copies of a biographical profile and read through it with students.

Step 12: Students work in pairs at the computer(s), if possible. Students look at the websites that you have previously bookmarked. Students should also think of more companies and search those websites.

Step 13: Students print out examples of profiles of individuals who have jobs similar to their own. N.B. If you do not have access to computers in the classroom, copies can be prepared prior to the class for students to use.

Step 14: Students look at your example biographical profile. Point out similarities and differences between your brainstorming list and words and phrases in the example biographical profile. Using a highlighter, show differences in vocabulary use and important collocations. Cross out and replace words and phrases on your own brainstorming list and add words, phrases, and collocations.

Step 15: Have students do the same with their own brainstorming lists using the biographical profiles that they have printed out. Students should help each other and the teacher should provide assistance as necessary. By the end of this step, students should have revised their vocabulary lists.

Step 16: Tell students that they will be interviewing a fellow student and writing that student's biographical profile.

Step 17: Distribute a resume form to each student.

Step 18: Ask students to look over the resume form. Elicit appropriate questions that they can use to interview each other. Write these questions

on the board.

Step 19: Students interview each other. Remind students to use words and phrases from their brainstorming lists as they do the interview. Monitor and give suggestions about appropriate vocabulary and usage.

Step 20: When students have finished their interviews, they can begin to write their partners' biographical profiles. Tell them that they can use the example biographical profiles that they have printed out as models. (They will have to rework the information from the resume form to fit the biographical profile genre.)

Step 21: Students finish their first drafts as homework.

Step 22: In the next class, students exchange their completed first drafts with the partner about whom they wrote. Have partners check the vocabulary and expressions used in the biographical profiles. They should use their revised brainstorming lists during this step.

Step 23: Partners return the first drafts to the writers.

Step 24: Students revise their first drafts as homework.

Step 25: In the following class, students hand in their second drafts.

Extension

Students can revise their biographical profiles and distribute them to all members of the class. If their companies have English versions of their webpages, students can also put their biographical profiles online.

References

Ellis, R. (1991). *Second language acquisition and language pedagogy*. Clevedon, UK: Multilingual Matters.



October 7 – 10, 2005

Granship Convention Center
Shizuoka, Japan

Appendix

Resume Form

PERSONAL		
1. Employee's name (Family, Given)	2. Date of birth	3. Place of birth
4 Home address		
5. Marital status	6. Spouse's name	7. Spouse's occupation
8. Children (Names and Ages)		
1.	Age:	3. Age:
2.	Age:	4. Age:
EDUCATION		
9. Schools Attended (Names of Schools, Dates Attended, Degrees Received)		
School	Dates attended	Degrees received
(i)		
(ii)		
(iii)		
(iv)		
10. Special skills or training received		
PROFESSIONAL		
11. Past and present employment		
(i) Employer:	from	to
Job description:		
(ii) Employer:	from	to
Job description:		
(iii) Employer:	from	to
Job description:		
12. Other professional experience or areas of experience		
<ul style="list-style-type: none"> • Foreign business travel: • Publications: • Presentations: • Honors & awards: 		

Chunking chunks: An exciting vocabulary review activity

Richard Barber, Ez Communications

<smileyface21c@yahoo.com.au>

Quick Guide

Key Words: Reading, vocabulary, chunks, collocations, phrases, circumlocutory language, gesturing

Learner English Level: Upper elementary to advanced

Learner Maturity Level: Junior high to young adults

Preparation Time: Nil

Activity Time: 20-30 minutes

Materials: Whiteboard, marker, a teacher's copy of any written text which the learners have been working on

This activity enables learners to review vocabulary in a fun and entertaining way. It can be used with any text the learners have been reading in class, and can make even the dulllest text incredibly exciting! The activity encourages learners to use circumlocutory language in expressing the meaning of a variety of chunks. It does this while addressing auditory, visual, and kinesthetic learning style preferences. The teacher's role is entirely facilitative while the activity itself fosters peer collaboration.

Preparation

Step 1: Clear all the desks.

Step 2: Divide the class into 2 teams.

Step 3: Put 2 chairs in front of the whiteboard, facing the class. Ensure there is enough room so the teacher can walk behind the chairs to write on the whiteboard.

Procedure

Step 1: Have a learner from each team come to the front and sit in a chair, facing their respective teammates.

Step 2: Tell the learners who are sitting at the front that they cannot turn around and look at the whiteboard. They must face their teammates at all times.

Step 3: In the middle of the whiteboard clearly write a word, chunk, or phrase from a reading passage that the class has been studying.

Step 4: The teammates, who are facing the whiteboard, call out other words that they know to convey the meaning of the chunk on the

whiteboard—without using the words that are actually written there!

Step 5: The learners sitting at the front listen to their teammates and continually call out what they think is written behind them, based on their teammates' explanations.

Step 6: The first learner at the front to call out the word, chunk, or phrase accurately gets a point for their team.

Step 7: The learners at the front return to their seats.

Step 8: Two new learners come and sit in the chairs at the front.

Step 9: Repeat Steps 2 through 7 until about 10 words, chunks, and phrases are listed down the middle of the whiteboard. Don't erase these.

Step 10: The learners stand up and gather together in their respective teams.

Step 11: The teams read the first chunk on the whiteboard and together think of a single gesture to convey its meaning.

Step 12: The learners repeat Step 11 for all of the chunks on the whiteboard. This generally takes a couple of minutes.

Step 13: The learners sit down.

Step 14: Have a learner from each team come to the front and sit in a chair, facing their respective teammates.

Step 15: Tell the learners who are sitting at the front that they cannot turn around and look at the whiteboard.

Step 16: Tell the rest of the class that they cannot speak, whisper, or mouth any words at all. They can only silently communicate using gestures.

Step 17: Randomly choose a phrase on the whiteboard. Indicate that this is the phrase that the teams must communicate to their teammate through gesture only.

Step 18: Say *Ready...Set...Go!* On *Go!* the rest of the class start to gesture to indicate which phrase the teacher chose.

Step 19: The first learner at the front to accurately identify the word, chunk, or phrase being communicated by gesture gets a point for their team.

Step 20: The learners at the front return to their seats.

Step 21: Repeat Step 14.

Step 22: Repeat Steps 17–20 until all of the phrases have been done at least once. Some could be done twice.

Step 23: Congratulate the winning team.

Comments

The benefits of vocabulary exercises performed on reading texts are noted by Paribakht and Wesche (in Coady & Huckin, 1997). Although the basis for this particular vocabulary review activity is common in language teaching, this version extends it in two important ways. Firstly, rather than using single words, a variety of lexical chunks are used. These can be single lexemes (e.g., *a police officer*), polywords (e.g., *by the way*), collocates (e.g., *raking leaves*) or phrases (e.g., *didn't have enough money*). The second extension is the gesturing part of the activity. My Japanese junior and senior high school learners, in particular, initially focus on reading passages word-by-word, rather than at the level of a phrase. The rationale for the second part of the activity in

which they use gestures is to have them convey the meaning of each chunk as a *single unit*. This helps learners use English in this way, rather than approach the phrases as many discrete words appearing next to each other.

By the end of this activity, learners usually become very fluent in racing to call out the chunks. Observing learners itching to burst out with a phrase-level chunk, whose meaning has been peer-negotiated and which they have gone on to connect in their minds with a single gesture is satisfying to teachers concerned with vocabulary teaching.

References

Paribakht, T. S., & Wesche, M. (1997). Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 174–200). Cambridge: Cambridge University Press.

We Need You!

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

What Can You Do for JALT?

Volunteer to help out at JALT2005:

"Sharing Our Stories"

Granship, Shizuoka: October 8–10

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



Contact: <volunteers@jalt.org>

EFL Press advert

Focus

JALT Focus this month starts off with brief articles by Hugh Nicoll and Malcolm Swanson. Each gives us a little taste of what was apparently quite a successful recent retreat in the hills of Nara. In the *Perspectives* section, Catlin Hanna fills us in on efforts being made in Iwate to maintain and augment that chapter's vitality.

JALT Focus contributors are requested by the column editor to submit articles of up to 750 words written in paragraph format and not in abbreviated or outline form. Announcements for JALT Notices should not exceed 150 words. All submissions should be made by the 15th of the month, one and a half months prior to publication.



Joseph Sheehan <jalt-focus@jalt-publications.org>

Board of Directors' Meeting and Publications Board Retreat

During the weekend of May 20–22, the Board of Directors and Publications Board members held parallel sessions at the Asuka Seminar House of Kansai University in Asuka, Nara. The weekend proved a convivial confirmation of the pleasures and productivity JALT can achieve when we put our energies together in cooperative ways. Although we held only brief official joint sessions during our 2 days of formal meetings, meal times and evenings gave the two groups of JALT volunteers the chance to swap stories and to consult with each other about how to best achieve our common goal: to insure that there is a better flow of information to and among the membership, and that this information flow becomes fundamental to our sense of community, thus empowering us to achieve our long range goals of professional development and service to language learners and teachers, here in Japan and throughout the world.



In the coming months, the fruits of our discussions will become increasingly tangible. Malcolm Swanson has outlined below the *Pubs* team's suggestions for improved services to members. The directors will be working together with Malcolm and Paul Collett, our webmaster for the *jalt.org* domain, to continue to improve our online membership services. Forums have now been launched on the site, and we will be working over the summer to develop a *wiki* (a

webpage that allows users to add and edit content) of officer handbooks and manuals and to consolidate our mailing lists and webpages on a new provider's site. We are also preparing a JALT PR Kit, which will consist of a JALT blue tablecloth, a JALT banner, a pole for displaying the banner, a sample JALT t-shirt, and a carry bag for the kit. We will distribute these kits to all chapter representatives at the July EBM for use at chapter meetings. They will

also be available for use at SIG mini-conferences and when JALT is represented at conferences with our affiliates such as PAC member associations, TESOL, IATEFL, and others.

We are also working with Ken Hartmann, our chapter liaison, and William Matheny, our SIG liaison, to help resolve issues for chapters and SIGs, while simultaneously working on developing more efficient protocols for communication

between members and the JALT central office. A major project, the redesign of our membership database, which we plan to complete in the late spring or early summer of 2006, will hopefully help tie all these threads together in both practical and powerful ways.

Looking forward to seeing you in October, if not sooner.

Hugh Nicoll
JALT Director of Membership



Publications' Board Sessions

Get a dozen *Pubs* members together for a weekend and you might expect 2 days of late nights, heavy drinking, and questionable joke telling. Not so, however, as Publications Board Chair, Amanda O'Brien, led the editors of *The Language Teacher* and *JALT Journal* through a set of grueling sessions that dissected procedural issues and mapped out future directions for JALT's publications.

Although much of the discussion dealt with the myriad small issues involved in running JALT's publications, a number of projects were initiated that will ensure that our publications continue to be a vital and useful part of the membership package.

In line with recent moves by many research publications, *JALT Journal* will soon be available to members as either



Honorary board member

a downloadable PDF version or in its current printed form. Members opting to receive the downloadable version will have the advantage of search capabilities, better quality graphics, and increased portability. There will also be content on the PDF version not available in the printed copy.

In conjunction with the publication website's move to the JALT server, there are going to be a number of improvements available to members. Firstly, all *TLT* and *JALT Journal* articles published after 2000 will be available as downloadable PDF files rather than in the current HTML format. This will preserve the journals in their original format and give members access to all the content.

Secondly, a series of forums will be set up online where members can discuss articles published in *TLT* and *JALT Journal*, or ask for advice on writing for publication. This will complement the Writer's Clinic planned for the JALT2005 conference in Shizuoka, where writers will have the opportunity to ask editorial staff for advice on publishing. Of course, our very successful *Getting Published in JALT* session will run as usual from 11:00 a.m. on the first day.

Finally, members can look forward to a complete revamp of *TLT*'s content from January 2006. There will be more content on JALT as an organization and the people in it. Information will be more readily accessible, more up-to-date, and there will be greater integration between JALT publications' printed and online material.

The retreat was a perfect example of what can be achieved when people with similar goals get together. Add to that the supportive environment provided by the Board of Directors, and the future growth of JALT's publications is assured. We look forward to our next opportunity to get together.

Malcolm Swanson
JALT Publications Online Editor

JALT News

The July 2005 Ordinary General Meeting

2005年度7月通常総会

Date: July 3, 2005

Time: 2:00–3:00 p.m.

Place: Tokyo Medical and Dental University

Room: Graduate School Bldg. (Ishigaku Sougou Kenkyu-tou), 2nd floor, Faculty of Medicine, Lecture Room 2 (Igaku-ka Kogi-shitsu #2)

日程: 2005年7月3日

時間: 午後2:00–3:00

場所: 東京医科歯科大学(東京)

部屋: 医歯学総合研究棟、医学科講義室#2

Agenda 議案

- Item 1. Business Report (2004/04/01–2005/03/31)
第一号 平成16年度事業報告
- Item 2. Financial Report (2004/04/01–2005/03/31)
第二号 平成16年度決算報告
- Item 3. Audit Report (2004/04/01–2005/03/31)
第三号 平成16年度監査報告
- Item 4. Business Plan (2005/04/01–2006/03/31)
第四号 平成17年度事業計画
- Item 5. Budget (2005/04/01–2006/03/31)
第五号 平成17年度予算
- Item 6. Other important issues
第六号 その他の重要事項

Steve Brown スティーブ・ブラウン

JALT National President 全国語学教育学会理事長

JALT Notices

Peer Support Group

The JALT Peer Support Group assists writers who wish to polish their papers so they may be published. We are now looking for JALT members interested in joining our group to help improve the quality of the papers of fellow professionals. A paper is read and commented on by two group members, and if you are not confident in your skills offering advice to fellow writers, we have a shadowing system to help you get your bearings. Please email the coordinator at <peergroup@jalt-publications.org> for further information. We do not at present have Japanese members, but that is because

none have applied so far. We are also interested in receiving papers from members. Please do not hesitate to send us your paper at the address above. We look forward to hearing from and helping you.

Universal Chapter and SIG Web Access

JALT chapters and SIGs have webpages available that contain upcoming meeting information and officer contact details. These pages are linked to the main JALT website and are viewable at <jalt.org/groups/your-chapter-name>, where *your-chapter-name* is the name of the chapter or SIG you wish to contact (i.e., <jalt.org/westtokyo>; <jalt.org/CUE>). In some cases, chapters or SIGs may not have provided up-to-date information; this will be reflected on the webpages. Queries can be directed to the JALT (English) web editor, Paul Collett, <editor-e@jalt.org>.

Staff Recruitment TLT Associate Editor

The Language Teacher is seeking a qualified candidate for the position of associate editor, with future advancement to the position of co-editor. Applicants must be JALT members and must have the knowledge, skills, and leadership qualities to oversee the production of a monthly academic publication. Previous experience in publications, especially at an editorial level, is an asset. Knowledge of JALT publications is desirable. Applicants must also have a computer with email and access to a fax machine.

This post requires several hours of concentrated work every week editing feature articles, scheduling and overseeing production, and liaising with the publications board. Applicants should be prepared to make a minimum 2-year commitment with an extension possible. The assumption of duties is tentatively scheduled for October 2005.

Applicants should submit a curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become associate editor (and later advance to co-editor) of *The Language Teacher* to: Amanda O'Brien, JALT Publications Board Chair, <pubchair@jalt.org>.

Proofreaders

The Language Teacher needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, a fax, email, and a computer that can process MS Word files. The position will require several hours of concentrated work every month, mailing list subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin

by shadowing experienced proofreaders and then rotate from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair at <pubchair@jalt.org>.

Perspectives



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

This month, Catlin Hanna describes Iwate JALT's efforts to keep their ship afloat and offers us all some constructive insights into how they are doing just that. The co-editors warmly invite 750-word reports on matters of chapter interest. Reports can be either in English, Japanese, or both.



Susan Barduhn's presentation on developing cross-cultural awareness in students at Aomori Akenoshi Junior College last November as part of the JALT2004 Four Corners Tour was the highlight of last year for the Iwate

Chapter. It was a significant event in a number of ways for our small chapter.

The topic of Barduhn's talk was ideal. Many educators in northern Tohoku feel challenged trying to teach cross-cultural awareness to students in a part of Japan far from the more diverse big population centers. It was not the first visit by a Four Corners' speaker to the Iwate chapter, but it was the first in Aomori and something our president had been trying to achieve for the past several years. As much as most of us would love to be somewhere warmer in November, many members here in northern Honshu lack the time or resources to travel to Shizuoka or Nara for the annual JALT conference. Having a JALT main speaker in our area offered a tremendous learning opportunity for our members and a boost for our chapter, which

would otherwise lack the ability to host such a high profile speaker. Aomori is currently without a JALT chapter and holding the presentation there, instead of Morioka, stimulated interest in our chapter. We do have a few Aomori members who make the trip to Morioka for meetings, but the success of this event motivated us to plan more events in Aomori to better serve our members there.

The Iwate chapter has struggled with low membership and relatively low turnout at meetings in recent years; we came very close to losing full chapter status. This was particularly discouraging since we were holding an average of nine meetings a year and had five active officers. We felt that we were certainly a small chapter, but not necessarily a troubled one.

Low membership could be attributed to a number of factors. Like many chapters, we have not been very successful in attracting English educators from the numerically robust areas of private English conversation schools, JET program participants, and other assistant language teachers. Our goals for 2005-2006 include holding events of specific interest to

this large and untapped group. As other chapters have experienced, ETJ expos compete with local conferences. We had difficulty attracting publishers to our small annual book fair/mini-conference and recently decided to stop holding it. We're in the process of finding an alternative such as partnering with other English teaching groups for conferences as the Hokkaido chapter has done. We are also considering making a trip to the Sendai ETJ expo an Iwate JALT activity this year.

Membership has rebounded somewhat recently, and at 25 members the status of our chapter is more secure. We are currently working hard to promote local membership. This is the perfect option for many of our members whose main interest in JALT is the chapter meetings.

Our members vary widely in their areas of teaching and that means most speakers only draw a small part of our membership to each meeting. Holding meetings with high interest speakers is a continuing challenge. Tapping local talent and working with other nearby chapters has helped us provide interesting speakers while holding costs down. In the past couple of years, we have increased cooperation with other Tohoku chapters such as Akita, Sendai, and the newly active Yamagata chapter.

Our past few meetings have been good examples of this cooperation. Our speaker at the April meeting, Tom Warren-Price, gave an educational and entertaining talk on dyslexia. Currently president of the Sendai JALT chapter, Warren-Price first traveled to Akita where he spoke at their meeting on Saturday and then, after spending the night in Akita, traveled to Morioka and presented at our meeting in Morioka on Sunday. His transportation costs were split between our chapter and Akita. In May, two Iwate JALT members, Christine Winskowski and Catlin Hanna, will give a presentation on learning styles at the Akita chapter meeting. This is a presentation that they did last year for an Iwate chapter meeting. Our February speaker was Brian Evans, a local teacher with extensive experience, who gave an inspiring talk on motivating young learners. He will repeat his talk at the JALT conference this fall as an unvetted presentation sponsored by Iwate chapter.

Another cost-saving method has been inviting publishers to give presentations. These are very attractive to our members who may not be able

to make it to the big conferences to check out new materials. These presentations tend to draw bigger numbers of members and nonmembers to meetings, especially when the topic is teaching children.

This emphasis on sharing speakers with other chapters in the region and utilizing free presentations from publishers has been the main reason that our small chapter has been able to stay (barely!) in the black. Not only is it effective for cutting costs, but it also allows us to develop local talent and support each other. We are hopeful about aiding the Yamagata chapter's growth and will support them by encouraging Iwate members to do presentations there in addition to inviting speakers from Yamagata to Iwate.

Our status the past several years as a small chapter hovering on the borderline of full chapter status is forcing us to consider seriously how to bring in new members and to keep current members involved and attending meetings. We've realized that it will require taking advantage of opportunities like the Four Corners Tour, working with other groups, and perhaps developing the social aspects of Iwate JALT more. The current group of officers is a closely-knit group which believes that despite the many challenges, JALT serves an important purpose here in the outlying areas of Japan. We're determined to keep Iwate JALT here, providing opportunities for learning and professional growth.

To contact Iwate JALT, please write to Mary Burkitt at <iwatejalt@hotmail.com>.

*Reported by Catlin Hanna
Iwate Prefectural University*



October 7 – 10, 2005
Granship Convention Center
Shizuoka, Japan

For this Special Vocabulary Feature we have Brent Wolter's review of *Learning Vocabulary in Another Language*, a substantial contribution to vocabulary teaching and research. In addition, P. C. Blocksom provides us with a close examination of *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*.

To access previous reviews please go to <www.jalt-publications.org/tlt/reviews>. Don't forget your *TLT* password. If you are interested in writing a book review, please see the list of materials available for review in the Recently Received Column, or consider suggesting an alternative book that would be helpful to our membership.



Learning Vocabulary in Another Language

[I.S.P. Nation. Cambridge: Cambridge University Press, 2001. pp. xiv + 477. ¥3,655. ISBN: 0-521-80498-1.]

Reviewed by Brent Wolter, Foreign Language Education Center, Okayama University

In 1990, Paul Nation quietly released a 275-page volume entitled *Teaching and Learning Vocabulary*. The book steadily developed a cult of dedicated followers interested in vocabulary teaching, learning, and research. This current, substantially revised and expanded version was published with considerably more fanfare as part of CUP's Applied Linguistics series. The followers have been pleased, with one colleague recently referring to it as the *bible* of vocabulary teaching and research.

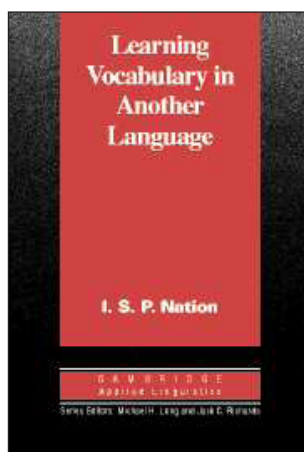
The first thing that will strike readers about the book is how remarkably straightforward it is. Nation doesn't beat around the bush in tackling difficult questions directly. How much vocabulary do learners need to know? How many words do native speakers know? What does it mean to know a word? These are questions he skillfully addresses early in the book. He then goes on to provide the reader with specific recommendations for teaching vocabulary before looking at vocabulary from the learner's perspective. He deals with the broader issues of chunking and collocation and vocabulary testing near the end of the book, before inviting the reader to consider more carefully how vocabulary teaching should fit into the larger ELT curriculum at the end of the book.

Nation is remarkable adept at making tangible links between research, teaching, and learning. This talent for transforming theories into practical, hands-on suggestions is equaled only by his formidable range of knowledge on vocabulary

research. At times, you'll wonder if there are any studies on vocabulary he doesn't know about. All the while, Nation's ability to view vocabulary from a larger perspective is evident. He states at the outset that he sees vocabulary teaching as fitting into an integrated curriculum of four main components, and he never strays too far from this position. Although *Learning Vocabulary in Another Language* is at times a highly theoretical book, it is clearly and accurately targeted at teachers in everyday ELT classrooms.

If I have one complaint about the book, however, it is that there are times when it seems Nation takes too much at face value, particularly in respect to research. As one who has done quite a bit of research with vocabulary, I know that for a lot of truths of vocabulary acquisition, we are often on some pretty shaky ground empirically. One example includes the oft-cited finding that the 2000 most frequent English words comprise 80% of the words in everyday texts. This figure may be correct, but it severely underestimates the abundance of multi-word units (such as phrasal verbs and formulaic chunks), and the role these play in comprehension.

This limitation aside, however, Nation's book makes for an excellent read for anyone who thinks vocabulary is an important part of second language learning and teaching. It is clear that this *bible* will only lead more followers to the Cult of Nation.



Vocabulary Myths: Applying Second Language Research to Classroom Teaching

[Keith S. Folse. Ann Arbor, MI: University of Michigan Press, 2004. pp. ix + 185. \$20.95. ISBN 0-472-03029-9.]

**Reviewed by P. C. Blocksom, Osaka
YMCA International High School**

In *Vocabulary Myths*, Ken Folse states that, although learning the meaning of new words is probably the most common activity in learning a second language, until very recently relatively little research has investigated *teaching* and *learning* second language vocabulary (p.160). This lack of research has resulted in teachers and curriculum developers relegating vocabulary to a minor role in their teaching or ignoring it altogether. Uninformed personal beliefs about vocabulary have evolved into the following popular myths examined in this book:

1. In learning another language, vocabulary is not as important as grammar or other areas.
2. Using word lists to learn L2 vocabulary is unproductive.
3. Presenting new vocabulary in semantic sets facilitates learning.
4. The use of translations to learn new vocabulary should be discouraged.
5. Guessing words from context is an excellent strategy for learning L2 vocabulary.
6. The best vocabulary learners make use of one or two really specific vocabulary learning strategies.
7. The best dictionary for L2 learners is a monolingual dictionary.
8. Teachers, textbooks, and curricula cover L2 vocabulary adequately.

Though many of the above are widely held beliefs in the language teaching community, the book does not sidestep controversial issues. Nation's (2001) *Learning Vocabulary in Another*

Language--generally regarded as the most authoritative text on second language vocabulary acquisition--states that most vocabulary is learned from context. Folse cites this as an example of how L1 research has been incorrectly applied to L2 learning. He points out that the assertion is based largely on research on L1 vocabulary learning, which differs in a number of important ways from L2 lexical acquisition. He challenges the prevailing notion that vocabulary will be learned naturally and argues that though learning to use context cues is one of the most valuable reading skills that learners can master, they "... are not an efficient way to learn vocabulary" (p. 162). Throughout the book, he emphasizes the importance of explicit vocabulary instruction and supports his arguments with the findings of recent second language acquisition (SLA) research.

Vocabulary Myths is a well-written and readable book. The book introduces the basic concepts of vocabulary in SLA with a discussion of the various kinds of vocabulary and what it means to know a

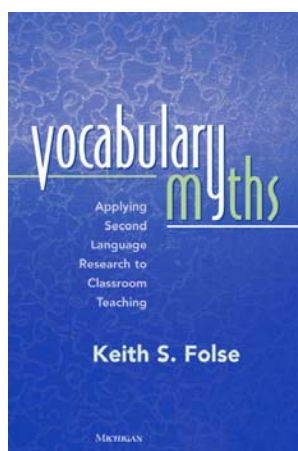
word. It covers phrasal verbs, idioms, collocations, frequency and many other important topics. In the main part of the book, each of the eight myths is given a complete chapter and introduced with an anecdote from Folse's personal language learning and teaching experience. Following the anecdote, he discusses the myth and examines it in light of current SLA research. His refutations of the myths are supported by extensive research. In many of the chapters, major research findings are conveniently summarized in tabular form in the

"What the Research Says..." section, which is followed by a "What You Can Do..." section with practical advice for vocabulary teaching and learning.

Though, for the most part, the book is a rare combination of simplicity, scholarship, and practicality, some readers may find some of the descriptions of the research a bit involved. Despite that minor niggle, this book deserves a place on every teacher's bookshelf.

References

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.



Thomson Advert

Recently Received

...compiled by **Scott Gardner**
<pub-review@jalt-publications.org>

* = first notice; / = final notice. Final notice items will be removed July 31. For queries please write to the email address above. You can also see this list on the *TLT* website.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner <pub-review@jalt-publications.org>

Colors (series). Dahl, M. Mankato, MN: Capstone Press, 2005. [Incl. set of 10 early readers, each on a different color: black, blue, brown, green, orange, pink, purple, red, white, and yellow].

Conversation Strategies (2nd ed.). Kehe, D., & Kehe, P. D. Brattleboro, VT: Pro Lingua Associates, 2004.

English for Everyday Activities: A Picture Process Dictionary. Zwier, L. J. Selangor, Malaysia: Falcon Press, 1999. [Incl. teacher's guide, activity books, CD, cassette, transcripts].

The English You Need for Business. Cunningham, M., & Zwier, L. J. Hong Kong: Asia-Pacific Press Holdings, 2003. [Incl. teacher's guide, activity book].

The English You Need for the Office. Dean, S., & Zwier, L. J. Hong Kong: Asia-Pacific Press Holdings, 2003. [Incl. teacher's guide, activity book].

How to Tell the Difference between Japanese Particles: Comparisons and Exercises. Chino, N. Tokyo: Kodansha International, 2005.

Immediate Conversations 1. Brown, S., Brewer, J., et al. Kyoto: Alma/Immediate Press, 2004. [Comprehensive teaching kit, incl. textbook, teacher's book, copiable sheets, supplementary materials, video cassette].

Jolly Phonics DVD. Lloyd, S., & Wernham, S. Williston, VT: Jolly Learning, 1995.

Jolly Songs. Fyke, L., & Sinclair, K. Williston, VT: Jolly Learning, 2005. [Incl. CD].

Writing Strategies 1: Intermediate. Kehe, D., & Kehe, P. D. Brattleboro, VT: Pro Lingua Associates, 2003.

Writing Strategies 2: Advanced. Kehe, D., & Kehe, P. D. Brattleboro, VT: Pro Lingua Associates, 2003.

Books for Teachers (reviewed in *JALT Journal*)

Contact: Yuriko Kite <jj-reviews@jalt-publications.org>

**Task-Based Instruction in Foreign Language Education: Practices and Programs*. Leaver, B. L., & Willis, J. R. (Eds.). Washington, D.C.: Georgetown University Press, 2004.

Writer Wanted

Writer wanted to prepare a review article on significant research in Applied Linguistics/ Foreign Language Teaching carried out and published in Japan for publication in "Language Teaching" (Cambridge University Press). This publication contains some 700 abstracts from periodicals worldwide and one or more state-of-the-art review articles. For further information please contact The Publications Board Chair: <pubchair@jalt.org>

Special Issues

Ever fancied becoming a *TLT* editor just for one issue? Got a hot topic you'd like to see more of? The *TLT* editors welcome proposals for our March and September Special Issues. As guest editor/s, you will be responsible for collecting and editing papers and will work with the *TLT* staff to ensure that your issue is of the highest standard. Contact us for more information: <tlr-editor@jalt-publications.org>

CUP Advert

Special Interest Group News

...with Mary Hughes <sig-news@jalt-publications.org>

JALT currently has 18 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 20th of the month, 6 weeks prior to publication.



Bilingualism—Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website at <www.bsig.org> for more information.

当研究会は複数言語で生活する家族および日本におけるバイリンガルリズム研究の支援を目的としています。どうぞホームページの<www.bsig.org>をご覧ください。

CALL—The Computer Assisted Language Learning SIG would like to thank all JALT members who attended JALTCALL 2005, *Glocalization through CALL: Bringing People Together* and helped make this an outstanding conference experience. We look forward to seeing you again in 2006! In addition to our annual conference there are other ways to stay involved in CALL in Japan. Please visit our website at <jaltcall.org> for more information on our newsletter, publications, other international CALL Organizations, what you can do for the CALL SIG, and why you will benefit. We are always CALLing new members and would like to hear from you!

College and University Educators—Information about what is going on with CUE can be found at <allagash.miyazaki-mu.ac.jp/CUE/>. Please check for regular updates on the 15th of each month.

Gender Awareness in Language Education—The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published three times a year: spring, summer, and fall) on both theoretical and practical topics related to the SIG's aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to gender and language teaching—are welcomed. To see past newsletters, please visit our website at <www.tokyoprogressive.org.uk/gale>. You can

submit a piece by sending it to one of our coordinators: Steve Cornwell <stevec@gol.com> or Andrea Simon-Maeda <andy@nagoya-ku.ac.jp>. To join GALE, please use the form in the back of this *TLT* or contact Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

Global Issues in Language Education—Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for local, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! The GILE website is located at <www.jalt.org/global/sig/>. For further information, please contact Kip Cates <kcates@fed.tottori-u.ac.jp>.

Junior and Senior High School—The JSH SIG is operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory, teaching materials, and methods. In addition, we are also intensely interested in curriculum innovation. The employment of native speaker instructors on a large scale is a recent innovation and one which has yet to be thoroughly studied or evaluated. JALT members who are involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development SIG—Do you have ideas about learner autonomy? Have you considered autonomy and learner development in a systematic way? You may be able to write up your ideas or experiences for our biannual/bilingual newsletter *Learning Learning*. If you

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

are interested in documenting your experiences or the research you do in the classroom as part of your teaching, contact Peter Mizuki at <pmizuki@cronos.ocn.ne.jp>. The next deadline for submissions is September 1.

We are also keyed up to announce the LD/Osaka, 2nd Annual *Work-in-Progress Mini-Conference: A Day Celebrating Learner Development*. This event is being co-sponsored by Osaka Chapter. Please see the Osaka announcement in the Chapter Events column.

In addition, we welcome you to present at or attend the mini-conference sponsored by the LD SIG and Miyazaki Chapter, *Working Together: Make a Difference in Language Education!*, on Saturday, November 19 at Miyazaki Municipal University. The following day we will offer a chance to tour Miyazaki city. The conference committee is now seeking submissions related to themes such as collaboration, understanding of self and others, and international and intercultural awareness in language education, for example, *How can individuals collaborate with each other in language education? What is the relationship between personal autonomy and respect for others' autonomy? What is the importance of teaching skills needed for understanding others? What is language education's role in the promotion of better understanding of others, international cooperation, and intercultural awareness?* Please share your ideas with us! Submissions should be sent by email to <LDMIYAZAKI@yahoo.co.jp>. For further information, please contact Etsuko Shimo at <shimo@miyazaki-mu.ac.jp> or Ellen Head at <ellenkobe@yahoo.com>.

Another good way to find additional information about these events and other news is online just by clicking *Learner Development Gets Wired* <www3.kcn.ne.jp/~msheff/LD%20HP%20files/LDSigNews.htm>, a quarterly e-publication or our website <coyote.miyazaki-mu.ac.jp/learnerdev/>, and by contacting Marlen Harrison <scenteur7@yahoo.com> or Stacey Vye <stacey.vye@gmail>.

Materials Writers—The archives section of the Materials Writers website is back up and active again. If you'd like to read a bit about what we were doing in the last century, take a look at <uk.geocities.com/materialwriterssig/archives.html>.

Other Language Educators—OLE has issued OLE Newsletter 35 containing information on OLE related submissions to JALT2005, a hardly believable story, and a discussion paper by Ruth Reichert on the use of Internet pages for homework. Copies are available from Rudolf Reinelt <reinelt@ll.ehime-u.ac.jp>.

Professionalism, Administration, and Leadership in Education—The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal or newsletter. To read current and past issues of our journal, visit <www.debito.org/PALE>. Also, anyone may join our listserv at <groups.yahoo.com/group/PALE_Group/>. For information on events, visit <www.jalt.org/groups/PALE>.

Pronunciation—The Pronunciation SIG is seeking new members. This SIG is regrouping, with the intent to discuss, share, and promote ideas, processes, and up-to-date research regarding pronunciation teaching and learning. If you are interested in joining or would like further information, please contact Susan Gould <gould@lc.chubu.ac.jp> or <suzytalk@yahoo.com>.

Teaching Children—The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions at <tcsig@yahoogroups.com>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <www.tcsigjalt.org>.
児童教育部会は子どもに英語（外国語）を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含む会報を年4回発行しております。また、子どもに英語を指導するアイデアや疑問を交換する場としてメーリングリスト<tcsig@yahoogroups.com>を運営しています。活発な部会を維持していくためにも新会員を常に募集しております。会報を英語と日本語で提供しており日本人の先生方の参加も大歓迎です。今後開催される部会の催し物へぜひご参加ください。部会に関する詳細は<www.tcsigjalt.org>をご覧ください。

Teaching Older Learners—Tadashi Ishida, a founder of TOL SIG, has published a book with Shumpu Publishing. It is written in Japanese under the title of 「はじめよう！生きがいとしての英語」 (Now or Never! English for Life). This book should be of special interest both to older learners of English and their teachers, and university administrators, who face an enrollment crisis due to the decrease in the college-age population. For more information, please visit <www.eigosenmon.com>
石田正JALT監事が学術図書出版の春風社より『はじめよう！生きがいとしての英語』という本を出版しました。英語を勉強している中高年者と、中高年者に英語を教えている先生にとっても参考になる本で、冬の経営を余儀なくされている少子高齢化時代の大学の役割も提言しています。

SIG Contacts

Bilingualism—Tim Greer; t: 078-803-7683;
<tim@kobe-u.ac.jp>; <www.bsig.org>

College and University Educators—Philip McCasland (coordinator); t: 0463-58-1211 ext. 4587(w), 0463-69-5523(h); <mccaslandpl@rocketmail.com>;
<allagash.miyazaki-mu.ac.jp/CUE/>

Computer-Assisted Language Learning—Timothy Gutierrez (coordinator) <sig-coordinator@jaltcall.org>; Newsletter Editorial Team <sig-newsletter@jaltcall.org>; Peter Ruthven-Stuart (Program Chair); t: 0138-34-6448; <sig-program@jaltcall.org>; <jaltcall.org>

Gender Awareness in Language Education—Steve Cornwell;
<stevec@gol.com>;
<www.tokyoprogressive.org.uk/gale/>

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

Junior and Senior High School—William Matheny; t: 052-624-3493; <willheny@nifty.ne.jp>

Learner Development—Stacey Vye; <stacey.vye@gmail.com>; Marlen Harrison; <scenteur@yahoo.com>;
<coyote.miyazaki-mu.ac.jp/learnerdev/>

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

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

PALE—Robert Aspinall;
<aspinall@biwako.shiga-u.ac.jp>;
<www.debito.org/PALE/>

Pragmatics—Megumi Kawate-Mierzejewska
<mierze@tuj.ac.jp>; Seiji Fukazawa; <sfukaza@hiroshima-u.ac.jp>;
Kenneth Fordyce; <fordyce@hiroshima-u.ac.jp>;
<groups.yahoo.com/group/jaltpragsig>

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

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

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

Affiliate SIGs

Teaching Older Learners—Emi Itoi;
<futakuu@nifty.com>

Forming SIGs

Pronunciation—Susan Gould;
<gould@lc.chubu.ac.jp>



October 7 – 10, 2005
Granship Convention Center
Shizuoka, Japan

Chapter Reports

...with Heather Sparrow <chap-reports@jalt-publications.org>

The Chapter Reports column is a forum for sharing synopses of presentations held at JALT Chapters around Japan with the *TLT* readership. For guidelines on contributions, see the Submissions page at the back of each issue.



Akita: April—*Dyslexia: I've Heard of it, But What is it Really?* Dyslexia and Language Learning by **Thomas Warren-Price**. Dyslexia is a condition that affects people from all educational and social backgrounds. Discovered and acted upon early enough, dyslexia can significantly alter the way we teach or learn. Warren-Price, a teacher and dyslexic himself, gave a lively presentation using an OHP to give the audience a comprehensive view of the subject. Dyslexia is a learning disorder not a disease, and the presentation began with a display of famous dyslexics. Then he went on to show how no two dyslexics are the same, which he illustrated with sample testing scores of various students. The audience was given hands-on experience of being dyslexic in various ways, including map drawing and trying to spell unfamiliar words while writing with the opposite hand and distractions. An explanation of how to detect the signs of dyslexia in students was quite beneficial for attendees.

Reported by Stephen Shucart

East Shikoku: April—*Helping Others, Helping Yourself* by **Ken Hartmann**. Hartmann insisted that the key role of JALT chapters to a teaching community is to have a dynamic organization in which teachers support other teachers. Participants were treated to a wealth of experiences and positive encouragement as some of the finer points in getting a new chapter off the ground were shared.

Reported by Darren Lingley

East Shikoku: April—*Beyond the Commercial Textbook: Your Own is Better* by **Lawrie Hunter**. Hunter has been authoring his own language learning materials since 1982 and shared his insights regarding teachers publishing their own work. He suggested that it is now possible for every instructor to author printed language learning materials that are at least as good as those available commercially. After a relatively short learning period, a teacher can develop a very comfortable level of skill and

efficiency in composition and computer use. In addition to demonstrating the importance of defining yourself as a teacher, framing your content, and testing new materials, Hunter's presentation included useful practical tips for creating your own materials such as: choosing the appropriate software, graphic/text balance, and CALL authoring. A follow-up meeting is now planned on materials design, giving all members an opportunity to participate and share practical ideas in a materials poster presentation session.

Reported by Darren Lingley

Hokkaido: April—*Distance Study: Getting Qualifications from Home* by **Amanda Harlow** and **Sanae Kawana**. The loneliness of the long distance student came into focus in a forum discussion led by current distance program students, Harlow and Kawana. Some of the questions prospective students need to ask themselves before embarking on distance study programs are: *Why now? Why distance?* and *What exactly?*

Factors such as study systems, materials supply, and in-Japan support systems have to be balanced with the other major concerns of cost, institution reputation, and quality of distance supervision. Talking to other teachers and Internet searches are useful in gauging which course is best. Distance program veterans emphasized the importance of support from family, friends, and fellow distance students.

The forum brought together both native speaker and Japanese members considering distance programs and the support role JALT chapters could offer to distance students.

Reported by Amanda Harlow

Hokkaido: April—*JALT Junior*. **Geordie McGarty** and **Peter Schinckel** prepared the following mission statement for JALT Junior: The aims of JALT Junior are: 1) Improvement of English education for children through

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

teacher development and support. The goals are to hold useful meetings for all teachers and to provide additional support for Japanese teachers of English; 2) Support of other teaching organizations. JALT Jr. wants to work with local organizations so that teachers can reap the benefits of all teaching organizations.

In addition we will provide our members with: 1) presentations of a professional standard. Suggested presentation topics include teaching phonics, teaching reading, pronunciation activities, and materials development. My Share sessions will also be held; 2) support through forums. Communicating with each other through forums could be a useful resource for often isolated teachers; 3) clear recognition of professional membership. The use of a **Member's Logo** sticker for members is one way that teachers would be recognized as taking the time to be active in professional development; 4) *Teaching Children Materials Share*. The materials share showed just how resourceful and inventive our local members are. Details of the balloon activities, TPR games, and vocabulary review bingo demonstrated can be found at the JALT Hokkaido website: <www.jalthokkaido.net/>.

Reported by Wilma Luth

Kitakyushu: April—Ambiguity, Neutralization and Telling the Truth: A Phonetic Approach to the Teaching of EFL Listening Comprehension by **Hiroshi Matsusaka**.

Matsusaka feels students often don't know the sounds of English or the sound changes. They get the erroneous impression that sounds are strung together like beads on a necklace, with little or no relationship with those preceding or following. Teachers tend to only explain that a sound has changed without explaining how or why.

Matsusaka distributed some common examples of sound change with explanations of how they make listening comprehension difficult because of phonetic ambiguity that occurs as a result. Recordings of spoken English were used to try to identify problem areas for students. Highlighting the possibility of neutralization, one of the recordings had been deliberately tampered with to trick the audience into believing that a nonexistent sound was actually there. In many instances of spoken language,

neighboring phonemes will create a semblance of an extra one between them. Language instructors should acknowledge this and tell the truth to avoid misunderstanding.

Some examples of training students to do predictive listening were given, including anticipating the grammar or logic/discourse that will come next in a listening passage. Matsusaka believes it is through a greater awareness of and empathy with student phonemic misconceptions that teachers can allay a great deal of confusion.

Reported by Dave Pite

Miyazaki: April—My Share: 1) *Making the Best of Your Time: Increasing the Frequency of Student Exposure to English* by Michael Narron and Sachiko Ikemizu; 2) *Communicative Language Teaching for Young Children: Applying John Dewey's Ideas* by Elizabeth Lokon; 3) *Using Sign Language to Enhance English Language Learning in Elementary School Children* by Amy Szarkowski.

Reported by Mike Guest

Nagasaki: May—Computer-Based Writing Classes by **Bill Pellowe**. Pellowe highlighted the advantages and disadvantages of his past teaching practices, both in the classroom and in the computer laboratory. Over the years, he has honed his teaching practice to enable students to feel a sense of community with their classmates, discover their audience, and increase their writing output. Bill showed us a number of interesting activities for pre-writing, including short tasks and surveys, then went on to demonstrate how he was able to set up tasks where students could write longer, more complex essays in an easy, step-by-step manner. Finally, Bill gave participants a detailed worksheet outlining how to set up online writing classes at low cost.

Reported by Melodie Cook

Shinshu: February—How to Use Teacher Talk in Children's English Classrooms by Naoki Fujimoto-Adamson. Fujimoto-Adamson concentrated on three questions: 1) *What English expressions do you use to talk to children?* 2) *What gestures do you use?* and 3) *How effective is your classroom communication?*

First Fujimoto-Adamson introduced her teaching context, then defined teacher talk, or the special language teachers use in order to efficiently communicate with their students. Teacher talk is like caretaker speech, or the speech mothers or other caretakers use with small children, and is characterized by short utterances, simple grammar, repetition, and clear pronunciation. Fujimoto-Adamson proposed that an additional category of caretaker speech, or teacher talk, is appropriate: nonverbal language.

Fujimoto-Adamson explained that in addition to speech, both teachers and caretakers may use gestures, facial expressions, and physical contact, among other techniques, as a common

communication strategy. Participants watched a video of Fujimoto-Adamson teaching a kids' class, concentrating on nonverbal characteristics of communication in the class. Participants then shared their own nonverbal classroom strategies and modeled storytelling strategies, concentrating on the nonverbal aspects of communication with students while telling stories.

Reported by Theron Muller

—WH Questions—

Rob Waring and Marc Helgesen are co-conference chairs of JALT 2005.

Each month, they'll answer "WH" questions about the conference.

Send your questions to: <wh@jalt-publications.org>



**Rob and Marc, you are known as reading guys.
I don't teach reading. Why do I want to come?**

Rob: What are you interested in? ☒ listening ☒ speaking ☒ writing
☒ vocabulary ☒ CALL ☒ "Skill upgrade" sessions for technology
☒ culture ☒ teaching university ☒ high school/junior high ☒ kids
☒ teaching in conversation schools ☒ research ☒ games & activities
☒ bilingualism ☒ gender awareness ☒ global issues ☒ assessment/
testing ☒ JSL ☒ video (etc – essentially a list of SIG issues).

Marc H: ☒ Friends ☒ networking ☒ The International food fair
☒ parties

☒ **sharing our stories . . .**

Actually most of life is about sharing stories.

See you in Shizuoka



Chapter Events

...with Aleda Krause <chap-events@jalt-publications.org>

It may be summer vacation time, but many chapters are sponsoring events perfect for keeping cool. Look for one nearby. Remember, JALT members may attend any chapter meeting at JALT member rates—usually free. Chapters, don't forget to advertise. Add your event to the JALT calendar at <jalt.org/calendar/> or send the details to the editor by email or t/f: 048-787-3342.



Akita—Language Experience and Volunteerism.

Akita International University's Service Travel Club members and advisors will discuss the value of participants' experiences as learners of English during a volunteer/NGO research trip to Thailand in March 2005. They will describe aspects of the trip including preparations, language and cultural experiences, impressions of Thailand and NGOs, and other activities related to the project. *Saturday July 16, 14:00-16:00; Akita International University, D-201.*

Fukuoka—The Implication of Japanese Loan Words in English Vocabulary Instruction

by **Lyndon Small**, Fukuoka University. With a descriptive linguistic focus, the first part will detail the four major lexico-grammatical patterns of *gairaigo* (loan words), including numerous sub-categories. Discussion will then highlight issues relating to word knowledge and the explicit teaching of loan word types to Japanese learners of English. The suggestion is that *gairaigo* can help learners to expand both their English vocabulary and their awareness of vocabulary acquired in Japanese. *Saturday July 9, 18:30-20:30; Fukuoka Jo Gakuin Tenjin Satellite Campus (9F), Tenjin 2-8-38, Chuo-ku, Fukuoka-shi; one-day members ¥1000.*

Gunma—Media Literacy for Young Adults

by **Kathleen Riley**. *Killing Me Softly 3*, a DVD by U.S. media educator Jean Kilbourne, explores the effect of advertising on body image and ideas about beauty, sexuality, and power. Kathy Riley will show the DVD and discuss ways and resources to help students critically view ads from a cross-cultural perspective. *Sunday July 17, 14:00-16:30; Gunma Prefectural College of Health Sciences; one-day members ¥1000.*

Hamamatsu—New, Easy, and Fun Activities

by **Amy Jenkins**. This workshop will give you fun ideas for all four skills. Jenkins will demonstrate activities that require minimal preparation time. These activities can be

used for a number of ages, levels, and classroom settings. In addition, the activities can be used as warm-ups, time fillers, or part of a more structured class. A detailed handout will be provided for participants. It is hoped that participants will share their own ideas and versions, too. *Sunday July 10, 10:00-12:00; Hamamatsu, ZAZA City Bldg. Palette, 5F, Meeting Room A; one-day members ¥1000.*

Kitakyushu—Helping Exchange Students Respond to Intercultural Conflicts and Dilemmas

by **Bob Long**. Going abroad is often fun for Japanese exchange students, but they encounter difficult situations. Most programs provide little instruction and guidance about conflicts or problematic situations. This presentation will review 16 dilemmas that were identified based on data gathered from 8 years of student exchanges, including three kinds of conflicts and three kinds of dilemmas: epistemic conflicts, obligation dilemmas, and prohibition dilemmas. Discussion will center on the pragmalinguistic and sociolinguistic failure that occurred in these L2 contexts. *Saturday July 9, 18:30-20:30; Kitakyushu International Conference Center, Room 31; one-day members ¥1000.*

Matsuyama—From an Idea to a Textbook:

Getting Published in Japan by **Simon Capper**. The Japanese Red Cross Hiroshima College of Nursing. Textbook writing can be an immensely challenging, frustrating, and exhausting activity, but it can also be very rewarding (creatively at least!). This talk will describe the genesis and development of a textbook typical of many published for the Japanese market and will offer suggestions for prospective authors regarding proposal writing and submission, pitfall avoidance, and project planning. *Sunday July 10, 14:15-16:25; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

weblink: www.jalt.org/calendar/

Nagasaki—Summer Party. We will have a summer chapter party in July, but we do not have the location or date confirmed at the moment. However, if you wish to attend, please contact us as soon as possible. All welcome! Please feel free to check on updates and news at our chapter homepage at <www.kyushuelt.com/jalt/nagasaki.html>, or you can keep in touch with us by signing up for our popular, free monthly email newsletter at <www.kyushuelt.com/jalt/nagamail.php3>.

Nagoya—You Gotta Do Something About that Reading Comprehension: A Limitation of EFL Reading Approaches by **Makako Omi**. EFL reading usually concerns itself with *What does the writer want to say? What is his main idea?* This reduces the otherwise intellectual, emotional, and esthetic reading activity to one akin to the reading of labels on canned goods. Reading should start with asking who the writer is and what he is trying to accomplish by choosing that particular sentence, paragraph, or passage. This is where the training of Oral Interpretation comes in. *Sunday July 10, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; one-day members ¥1000.*

Okinawa—Annual Beach Party and BBQ by **You!** Bring your family! Bring your friends! Lower your affective filters and try a more communicative approach! Wear a hat! Further instructions will be coming soon. *Sunday July 17, 13:00-18:00; Location TBA; one-day members ¥1000.*

Omiya—A Tinderbox for Your Thoughts by **Hugh Nichol**, Miyazaki Municipal University. Tinderbox, a Swiss army knife software tool, has become a favorite application for taking research notes, writing, developing teaching plans, and for coordinating communications and planning efforts. Tinderbox, a personal information management tool, is an outliner, a brainstorming tool, a weblog editor, and a research assistant. Nichol will offer a brief introduction. If you're interested in a flexible and powerful tool that can be adapted to the ways you work (or would like to work), come with your questions. *Sunday July 10, 14:00-17:00; Sakuragi Kominkan, 5F (near Omiya Station, west exit); one-day members ¥1000.*

Osaka—2nd Annual Work in Progress Mini-Conference: A Day Celebrating Learner Development by **Stacy Vye, Yoko Wakui, Marlen Harrison, Matthew Apple, Amanda Bradley, Etsuko Shimo, Brian Caspino, Bob Sanderson, Denise Haugh, Terry Fellner**, and more! Co-sponsored by JALT's Learner Development SIG, the morning program will feature poster sessions by teacher-learners, focusing on issues in learner and teacher autonomy. The afternoon will offer a chance to preview presentations planned for the LD forum at JALT's national conference in October focusing on the theme of *Expressing Ourselves*. Last year, many commented that socializing over *bento* at lunchtime was a highlight. We're encouraging all participants to bring a lunch. *Sunday July 17, 10:00-17:00; Osaka City Municipal Lifelong Learning Center, Umeda's Dai-2 Building, 5F; one-day members ¥2000 (half-day ¥1400), students ¥1000 (half-day ¥800).*

Sendai—Creating and Utilizing Online Courses and Coursework by **John Spiri**, Akita International University. Spiri will explain some applications of Moodle, the free, open source course management system for online learning. Various online courses, including those for the presenter's self-published textbooks, will be explained, critiqued, and discussed. These online learning applications will be contrasted with self-study websites. Online self-published readers with audio will be discussed, with a focus on materials development, pedagogical effectiveness, and computer-related issues. Weather permitting, we'll finish with a summer party at a beer garden. *Sunday July 24, 14:00-17:00; Location TBA; one-day members ¥1000; students free the first time, ¥500 yen thereafter.*

Toyohashi—Teaching Young Learners and Teaching Phonics by **Peter Warner**. In the first half of this presentation, principles of successful EFL lessons will be explained and demonstrated. Although the context is young learners, these principles apply to adults as well. The second half will explain the importance of phonics and demonstrate methods of teaching it. There will be time for questions. *Sunday July 3, 13:30-16:00; Aichi University, Toyohashi Campus, Building 5, room 53A; one-day members ¥1000.*

Yamagata—*Noam Chomsky in Terms of his Linguistics and Political Criticism* by **Moti Liberman**. The speaker is a Coordinator for International Relations at Yamagata Prefectural Government. He is to talk about the above-mentioned topic focusing on the English language as a means of global communication in the 21st century. *Saturday July 9, 13:30-15:30; Yamagata Seibu Kominkan, 1-2-23 Kagota, Yamagata-shi (t: 023-645-1223); one-day members ¥1000.*

Yokohama—*1) Alternatives to Standard Evaluation (Self-Evaluations & Journals)* by **Scott Bronner**, Sophia University; *2) Constructive Teacher Engagement with University Leadership* by **Nick Wood**, Reitaku University, University Teachers' Union. 1) Bronner will discuss alternatives to standard testing, such as self and peer evaluation and journaling. 2) Wood will explore ways educators can create supportive teaching environments and constructively engage with university authorities to improve working conditions at school. The experiences of participants will be the basis for discussing practical ideas and suggestions. *Sunday July 10, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama Subway Isezakichojamachi (See <yojalt.bravehost.com> for details & a map); one-day members ¥1000; students ¥500.*

Chapter Contacts

If you want to get in touch with a chapter for information or assistance, please use the following contacts. Chapters who want to change their contact should send it the editor: Aleda Krause; t/f: 048-787-3342; <chap-events@jalt-publications.org>.

Akita—Takeshi Suzuki; t: 018-422-1562;

<takeshis@mail.edinet.ne.jp>;

<www.edinet.ne.jp/~takeshis/jalt.htm>

Chiba—Melinda Hsu; <melemail@gol.com>

Fukui—Takako Watanabe; t/f: 0776-34-8334;

<wtakako@vesta.ocn.ne.jp>

Fukuoka—Jack Brajcich; <jackb@jcom.home.

ne.jp>; J. Lake; <jlake@jcom.home.ne.jp>;

<www.kyushuelt.com/jalt/fukuoka.html>

Gifu (Affiliate Chapter)—Margaret Yamanaka;

<myama@gijodai.ac.jp>; <jalt.org/groups/Gifu>

Gunma—Renee Sawazaki; <renee@alum.

calberkeley.org>; <www.harahara.net/JALT/>

Hamamatsu—Greg O'Dowd; <gvg75@hotmail.

com>; Dan Frost; <danshonest@yahoo.com>;

<hamamatsujalt.org>

Himeji—William Balsamo;

t: 0792-54-5711; <balsamo@kenmei.ac.jp>;

<www.geocities.com/yamataro670/Himeji-JALT.htm>

Hiroshima—Caroline Lloyd; <cajan3@yahoo.

co.uk>

Hokkaido—Ken Hartmann; t/f: 011-584-7588;

<office@jalthokkaido.net>;

<www.jalthokkaido.net>

Ibaraki—Martin Pauly; t: 0298-58-9523;

f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>;

Wade Carlton; <wade@mx.ibaraki.ac.jp>;

<www.kasei.ac.jp/JALT/>

Iwate—Mary Burkitt; t/f: 019-663-3132;

<iwatejalt@hotmail.com>

Kagoshima—Cynthia Keith; t: 099-216-8800;

f: 099-216-8801; <kagojalt@hotmail.com>;

<www.kyushuelt.com/jalt/kagoshima.html>

Kitakyushu—Malcolm Swanson;

t: 093-962-8430(h), 0948-22-5726(w);

<mswanson@pukeko.ws>;

<www.jalt.org/chapters/kq/>

Kobe—Yukio Hirayanagi; t/f: 078-794-0401;

<yemshirayanagi@yahoo.co.jp>;

Kumamoto—Joe Tomei; t: 096-360-3858 (h),

096-364-5161 ext. 410 (w);

<jtomei@kumagaku.ac.jp>;

<www.kyushuelt.com/jalt/kumamoto.html>

Kyoto—Paul Hackshaw; t/f: 0774-72-7908;

<publicity@kyotojalt.org>; <www.kyotojalt.org>

Matsuyama—Richard Blight; t/f: 089-927-8341;

<rgblight@hotmail.com>;

<MatsuyamaJALT.50megs.com/>

Miyazaki—Hugh Nicoll; t: 0985-20-4788;

<hnicoll@miyazaki-mu.ac.jp>; Steve Davies;

0985-85-5931; <s Davies@miyazaki-mic.ac.jp>;

<allagash.miyazaki-mu.ac.jp/MiyaJALT/>

Nagasaki—Michele Ruhl; <michele@net.

nagasaki-u.ac.jp>; Tim Allan; <allan@kwassui.

ac.jp> or <timothy_allan@hotmail.com>;

<www.kyushuelt.com/jalt/nagasaki.html>

Nagoya—Katsumi Ito; t: 070-5642-3339; f:

0569-34-2489; <itokatsumi@h5.dion.ne.jp>;

<jaltnagoya.homestead.com>

Nara—Ann Mayeda; <amayeda@m4.kcn.ne.jp>;

t/f: 0745-46-2503; <www.jalt.org/groups/nara/>

Niigata—Mark Frank; <niigatajalt@yahoo.co.jp>;
t: 0254-26-3109

Okayama—Gavin Thomas; <gavin_chiaki_thomas@ybb.ne.jp>; t: 086-277-2995

Okinawa—Marcos Benevides; t: 090-5923-8047;
<www.okinawateacher.com>

Omiya—Ted O'Neill;
<ted.oneill@b5notebook.org>;
<www.jalt.org/chapters/omiya/>

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

Sendai—Thomas Warren-Price;
<tomprice6@hotmail.com>;
<www.geocities.com/jaltsendai>

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

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

Tokyo—Stan Pederson; <spjalt@yahoo.com>;
<www.jalt.org/groups/tokyo>

Toyohashi—Laura Kusaka; t: 0532-47-4111;
<kusaka@vega.aichi-u.ac.jp>;
<www.kokusai.aichi-edu.ac.jp/jalttoyohashi/entry.html>

West Tokyo—Chris Sullivan; <jaltwesttokyo@yahoo.com>;
<www.geocities.com/jaltwesttokyo>

Yamagata—Fumio Sugawara; t/f: 0238-85-2468
<chricofu@sgic.jp>

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

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

Job Information Center

...with Ted O'Neill <job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please email <job-info@jalt-publications.org> or f: 03-3446-7195, Ted O'Neill, Job Information Center. Email is preferred. Please type your ad in the body of the email. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of sex, race, age, or nationality either must be modified or will not be included in the JIC column.



Aichi-ken—Nagoya University of Foreign Studies invites applications for a full-time teaching position (5-year contract, renewable) in English/TESOL in the Department of Japanese Studies, to begin in April 2006. **Qualifications:** Applicants should have an MA or higher in English, Applied Linguistics/TESOL, or a related field and native fluency in English. The ability to handle basic university and committee tasks in Japanese is highly desirable. **Duties:** The successful candidate will teach eight 90-minute courses per semester, and may be asked to coordinate the modest English program (English minor) and participate in overseas study programs and university committee work. **Salary & Benefits:** Commensurate with rank and experience, based on current university salary scales. **Application Materials:** CV, list of publications, copies of up to three

publications, two references or closed letters of recommendation, a 2–3 page essay on English language education. All materials accepted in electronic or printed form. Short-listed candidates will be asked to provide official transcripts and may be asked to demonstrate Japanese ability. **Deadline:** September 31, 2005. **Contact:** Douglas Wilkerson, Department of Japanese Studies, Nagoya University of Foreign Studies, 57 Takenoyama, Iwasaki-cho, Nisshin-shi, Aichi-ken 470-0197; <wilkerd@nufs.ac.jp>.

Chiba-ken—The English Education Development Center of Toyo Gakuen University (Nagareyama Campus, 30 minutes from Akihabara) is accepting applications for full-time instructors of required freshman English speaking classes starting April 2006. **Duties:** Teach 4 days a week, maximum teaching load of

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

nine 90-minute classes. **Qualifications:** Native English speaker; TEFL/TESOL qualifications, master's degree preferred, but not essential; and experience teaching in Japan. We are interested in energetic teachers who enjoy interacting with students both in and outside of class and who will cooperate with Japanese colleagues. **Salary & Benefits:** 1-year contract with 2 renewals possible. Annual salary range is ¥4,700,000 to ¥5,600,000. **Application Materials:** Cover letter and CV with photograph. **Deadline:** Ongoing. Short-listed candidates will be contacted for interviews, which will most likely be held on campus in the fall, or possibly at JALT2005 in Shizuoka. **Contact:** Send applications to *Speaking Instructors*, EEDC, Toyo Gakuen University, 1660 Hiregasaki, Nagareyama, Chiba 270-0161; Ryoko Kawai <eedc-announce@tyg.jp>.

Hyogo-ken—School of Economics, Kwansei Gakuin University is hiring two full-time instructors of English as a foreign language for April 2006 on 1-year contracts (renewable up to 4 years). **Qualifications:** MA in TESOL or Applied Linguistics. **Duties:** Teaching in the School of Economics (10 classes of 90 minutes per week). **Salary & Benefits:** ¥5,200,000 per year and a research allowance. **Deadline:** June 25, 2005. **Application Materials:** CV, two letters of recommendation, a written statement of the applicant's view on teaching and career, copies of diplomas and transcripts, a 5–10 minute video taped segment of actual teaching. **Contact:** Takaaki Kanzaki, School of Economics, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; <tkanzaki@kwansei.ac.jp>; <www.kwansei.ac.jp/LanguageCenter/IEP>.

Kanagawa-ken—The Foreign Language Center at Tokai University Shonan Campus is seeking two full-time non-tenured English instructors to begin teaching April 2006. Two-year contract, renewable up to 6 years. **Qualifications:** BA and MA in TEFL, TESL, Linguistics, or a related area; native English speaker; at least 3 years teaching experience at the college or university level; previous publications in TEFL, TESL, linguistics, or a related field; Japanese ability preferred but not required; will sponsor an applicant's visa or

renewal. **Duties:** Teach eight 90-minute lessons per week, 4 days a week, including required English speaking, writing, discussion and presentation, academic writing, and elective courses; attend monthly teachers' meeting; and work on committees and special events. **Salary & Benefits:** Salary (including bonuses) dependent on applicant's qualifications and past experience, ¥15,000 per month housing allowance, ¥330,000 annual research money, and transportation allowance. **Application Materials:** CV, diplomas, letter of introduction, all publications, photo, teaching certifications, transcripts, two letters of recommendation, photocopies of current visa and certificate of eligibility. All application materials must be sent by post. **Deadline:** September 15, 2005. **Contact:** Yuko Iwata, Director, Foreign Language Center, 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken 259-1292; t: 0463-58-1211, ext. 4500; f: 0463-59-5365; <markshro@keyaki.cc.utokai.ac.jp>; <www.u-tokai.ac.jp>.

Niigata-ken—Rainbow Language House is seeking a committed professional ESL/EFL teacher who is able to teach both children and adults. A 1-year contract beginning in July 2005 will be offered. Rainbow Language House offers an excellent teaching environment in a beautiful mountainous region. The school is a 2-minute walk from Urasa Station, 90 minutes from Tokyo on the Joetsu Shinkansen Line. **Qualifications:** Applicants should reside in Japan, hold a university degree in TESL or a related field, and have more than 2 years experience in teaching English. **Duties:** Teach up to 20 hours a week, mostly conversational English to adults of varying ability levels, some special purpose English (e.g., TOEIC, Travel English, Business English), and possibly conversational English to children (K-12). Also, assist in curriculum development and participate in program social activities. **Salary & Benefits:** ¥250,000 per teaching month (reduced salary in August and December due to holidays), accommodation provided, no health insurance provided. **Application Materials:** A current CV, a cover letter, and a photo. **Deadline:** Ongoing. **Contact:** Rainbow Language House, Urasa 912-2, Minami Uonuma-shi, Niigata 949-7302; f: 025-780-4421; <info@rlh.jp>.

Tokyo-to—The School of International Politics, Economics, and Business at Aoyama Gakuin University's Sagami-hara Campus is seeking versatile part-time teachers for the 2006–2007 academic year. **Qualifications:** Resident of Japan (both native and nonnative speakers); proper visa if non-Japanese; MA or PhD in relevant areas of the humanities, social sciences, or education (including TEFL/TESOL); 3 years previous teaching experience at the university level, with at least 1 year in Japan; ability to teach language, communication, and advanced courses in English; publications and membership in relevant academic associations a plus. **Duties:** Teach English courses; communication courses related to public speaking, discussion and debate, English in the mass media, and English for academic purposes; 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. **Salary & Benefits:** Similar to other private universities in the Tokyo area. **Application Materials:** Send a complete resume in English that includes details about qualifications and experience in the above areas. **Deadline:** September 30, 2005. **Contact:** Send applications to Richard Evanoff, School of International Politics, Economics, and Business,

Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. No personal responses (including replies to inquiries) will be made unless the applicant is being seriously considered for a position.

Tokyo-to—The Society for Testing English Proficiency (STEP) is looking for part-time editors, writers, and proofreaders. STEP is the largest provider of English proficiency exams in Japan, with over 2.5 million test takers annually. **Qualifications:** Applicants should be native speakers of English and hold a university degree. Successful applicants will have excellent writing and proofreading skills, with proven experience in writing and editing (experience in developing educational materials a plus). Spoken Japanese ability is required. Teaching experience at the junior high school, high school, or college level in Japan is preferred. **Duties:** Editing and proofreading of educational materials developed by STEP. Working hours are flexible. **Salary & Benefits:** Payment will be based on qualifications and experience and will be discussed at the interview stage. **Application Materials:** Send a CV with a short cover letter by email or post (correspondence by email is preferred). **Deadline:** Ongoing. **Contact:** Jamie Dunlea, Editorial Section, STEP, 55 Yokodera-machi, Shinjuku-ku, Tokyo 162-8055; <j-dunlea@eiken.or.jp>; <www.eiken.or.jp>.

Job Info Web Corner

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

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

Conference Calendar

...with Hayo Reinders <conferences@jalt-publications.org>

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



Upcoming Conferences

July 17, 2005—LD/Osaka, 2nd Annual Work in Progress Mini-Conference: A Day Celebrating Learner Development, at Osaka City Municipal Lifelong Learning Center, Umeda, Osaka, 10:00–17:00. Co-sponsored by JALT's Osaka Chapter and the Learner Development SIG, the morning program will feature poster sessions by teacher-learners contributing to Learner Development's forthcoming anthology of papers entitled *AYA2 (Autonomy You Ask Volume 2)* and focusing on—you guessed it!—issues in learner and teacher autonomy. The afternoon will offer a chance to preview several presentations planned for the LD forum at JALT's national conference in October. These afternoon presentations will focus on the theme of *Expressing Ourselves*, a variety of activities for the classroom highlighting learner development. The one day mini-conference will provide a variety of learning formats and those attending will be encouraged to share, discuss, and explore their experiences as learners and participants. Contact: Marlen Harrison, <marlen@andrew.ac.jp>

July 24–29, 2005—The 14th World Congress of Applied Linguistics, Madison, Wisconsin, USA. Presentations at the World Congress will bring together applied linguists from diverse communities and from varied intellectual traditions to explore the future. The theme of the conference is *The Future is Now*—a future where language is a means to express ideas that were unthinkable, to cross boundaries that seemed to be unbridgeable, and to share our local realities with people who live continents away. Contact: Richard Young, <rfyoung@wisc.edu>; <aila2005.org>

August 24–27, 2005—Eurocall Conference: CALL, WELL, and TELL, Fostering Autonomy, at Jagiellonian University, Cracow, Poland. The theme aims to focus attention on the changing concepts and practices concerning

autonomy in learning and teaching brought about by technological developments.

It aims to actively promote the awareness, availability, and practical benefits of autonomous learning using CALL, WELL, and TELL at all levels of education, with a view to enhancing educational effectiveness, as measured by student success, both academically and personally. Contact: <info@eurocall-languages.org.pl>; <www.eurocall-languages.org.pl>

August 27–28, 2005—The 17th JALT-Gunma Summer Workshop. Learning and Teaching Languages: Psycholinguistic Perspectives, at Kusatsu Seminar House, Kusatsu-machi, Agatsuma-gun, Gunma-ken 377-1711. Main lecturer: Thomas Scovel of San Francisco State University. He will give two lectures: (1) Learning by Listening and (2) Tricks for Teaching Grammar. Call for presentations: six slots (30 min each) are available for participants' presentations. Participation fee: ¥9,000 (program fee ¥3,000; room and board ¥6,000). Contact



October 7 – 10, 2005
Granship Convention Center
Shizuoka, Japan

**Plenaries, workshops, discussions,
food, meetings, papers, parties,
... and LOTS of stories!**

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

Morijiro Shibayama for a registration form. Registration will be on a first come first served basis (max. 40), t: 027-263-8522, <mshibaya@jcom.home.ne.jp>

September 16–18, 2005—2nd

International Online Conference on Second and Foreign Language Teaching and Research, held online. The basic aim of this conference is to provide a venue for educators, established scholars, and graduate students to present work on a wide variety of pedagogical, theoretical, and empirical issues as related to the multi-disciplinary field of second and foreign language teaching and research. This conference will also give you an opportunity to make global connections with people in your field. Contact: Meena Singhal <editors@readingmatrix.com>, Adrian Wurr <awurr@uncg.edu>, or John Lontas <jlontas@nd.edu>; <www.readingmatrix.com/onlineconference/index.html>

September 25–28, 2005—Applied

Linguistics Association of Australia (ALAA) 30th Annual Conference: Language Politics, Including Language Policy, Socio-Cultural Context, and Multilingualism, at the University of Melbourne, Victoria, Australia. Linguistic understanding of our world has evolved through continuous applications in many of the spheres of our society, from legal representation to forensics, from speech recognition technology to genetics, from language teaching and learning to intercultural communication and interaction in professional practice. Plenary speakers include Bonny Norton, Guus Extra, Merrill Swain, and Michael Clyne. The following scholars will convene colloquia: Joseph Lo Bianco of the University of Melbourne on language policy and politics; Tim McNamara, University of Melbourne, on language, identity, and violence; Catherine Elder, Monash University, on languages other than English in the classroom and community; Lynda Yates, LaTrobe University, on pragmatics; Gillian Wigglesworth, University of Melbourne, on bilingual education of indigenous children; and Sophie Arkoudis and Kristina Love, University of Melbourne, on international students in mainstream schools. Contact: <m.decourcy@unimelb.edu.au>; <www.alaa2005.info>

September 30–October 1, 2005—The 30th Annual Conference of the International Association Language and Business (IALB), at Russian State University for the Humanities and Moscow State Linguistic University, Moscow, Russia. The topic of this year's conference is *communication services in the context of global intercultural exchange*. IALB's objective is to contribute towards improving the general level of foreign language knowledge and its application in trade and industry through close cooperation between trade, industry, education, and research. Contact: <gudrun.jerschwo@rz.hu-berlin.de> or <manfred.schmitz@intertext.de>; <www.ialb.net>

October 7–9, 2005—SLRF 2005. SLA Models and Second Language Instruction: Broadening the Scope of Enquiry, at Teachers College, Columbia University, New York. This conference is devoted specifically to exploring interfaces between SLA research and second language instruction. Colloquia, individual papers, and posters are therefore solicited which, from a variety of perspectives, investigate SLA as it relates to various aspects of second language instruction ranging from classroom practices to syllabus design, material development, curriculum development, policy making, and assessment. Contact: <slrf2005@tc.columbia.edu>; <www.tc.columbia.edu/academic/tesol/SLRF2005/index.htm>

Calls for Papers/Posters

Deadline: July 23, 2005 (for September 23, 2005)—22nd JALT Hokkaido Fall Conference, Sapporo. Contact: <www.jalthokkaido.net>

Deadline: September 15, 2005 (for May 13–14, 2006)—5th JALT Pan-SIG Conference, Shimizu, Shizuoka, at Tokai University, Shimizu Campus. Please send in an abstract (only accepted by electronic mail as an attachment in Word or PDF format) with a maximum of 250 words and a title with a maximum of 50 characters. Please send one attachment with your name, affiliation, email address, and phone number. A second attachment should have only the title and abstract. Contact: <pansig2006@jalt.org>

...with Malcolm Swanson & Paul Daniels
<tlit-wired@jalt-publications.org>



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

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

Mobile Blogging

Blogs go mobile

According to Merriam-Webster, *blog* was the most searched word on their website in 2004. This year, **mobile blogs**, or *moblogs*, are poised to be the next big hit. Moblogs allow users to submit images and accompanying text to a weblog using a camera-enhanced mobile device. As images of students toting around the latest *keitai* cameras appear in your head, you may want to stop and think about how to incorporate these powerful mobile media devices into your classroom.

Leave your software behind

Using a camera-enabled mobile phone and a weblog, anyone can create eye catching webpages with thumbnails, captions, and slideshows without ever opening an HTML or image editing application. In fact, you do not even need a computer. Simply snap an image with your mobile phone, type a caption into the body of the email message, attach the photo, and send it off. The moblog software takes over from there, checking the email account, parsing the email message, posting the image and comments, resizing the image, and even creating separate folders or albums for each user.

Moblogs in the classroom

Moblogging software can be a very powerful tool in the language classroom. Language activities that incorporate mobile blogging can be constructed to harmonize learners' creativity and language processes. These types of activities provide authentic settings for online presentations or informal diaries anywhere, anytime. Moblogging allows students to capture and document activities outside of the classroom in a non-inhibitive manner and to bring these experiences into the

language classroom for real-life communication activities.

Moblog lessons

I started using mobile blogs in the classroom after completing a basic textbook activity on vacations in a freshman conversation textbook. I asked students to bring in a photo of their most recent trip. Some asked me if a photo on their mobile phone was acceptable. Being the technology nut that I am, how could I say no? During the next lesson every student in the classroom had much more than a single photo. Most had entire albums of their summer trips stored on their phones. I still remember the rich and *real* communication that took place that day. Personal images can play an important role in socialization and in language learning. By far, the easiest way to snap and share images for use in the language classroom is through a mobile device that most students already own.

Since this first successful lesson, I have explored other uses for mobile phones. At first, I wanted to find a method to post text and images to weblogs. I started with a simple activity where students emailed a few images with their introduction texts to a weblog. When students email their self-portraits and some text, they are posted to the website instantly. Teachers can then decide to make the gallery of images and text public or not. It is easy to create activities to incorporate this authentic resource in the classroom.

More recently, in an ESP science class I am developing and teaching, learners use mobile technology to post images and discuss effects of their lifestyles on the environment. Each student documents her or his daily lifestyle from morning to night using their mobile phone. Each photo entry has an explanation of their lifestyle action.

Longman Advert

As a follow-up lesson, students browse the lifestyle portfolios online and discuss how and to what extent their actions affect the environment.

Mobile blog setup

Interested in setting up a mobile blog with your students? The first step is to decide if you want to use a blogging service or if you want to set up the software running on your own server. If you are just trying it out and not using it with a large number of students, try signing up for a free service like Fliker (see list of URLs below) to begin. If you are going to integrate blog projects with your curriculum for the long run or with large numbers of students, you may be better off installing the blog software on your own server to efficiently manage users as well as the blog interface. Since advertising or network speed can pose problems, I chose to install a software package on my own server to run our class weblog. After looking at both *ExpressionEngine* and *MovableType*, I decided to use an open source package called *Gallery*. Although *Gallery* is more of an image gallery portal than a blogging package, it can easily accommodate both images and short text. Available from my website (see links at the end of the column) is a small PHP script that can check an ordinary POP mail account and pass any images and image captions on to the *Gallery* software. The most powerful feature of *Gallery* is that it supports multiple users. Each student in your class can be assigned his or her own gallery or weblog. Students use a common class email address to submit their images and text, but in the subject line of their message, they enter their username. The script then posts the email message text and attached images to the appropriate student album. If you would like to further explore mobile blogging, have a look at the links below.

Blog software

ExpressionEngine <www.pmachine.com/>: This package is inexpensive and has a clean, professional layout. It also supports mobile weblogs and has limited multiple user support. *Movable Type* <www.movabletype.org/>: This software set the standard for other weblog packages, but its multi-user price may keep some away. There are other packages out there that cost less with much of the same functionality. *Gallery* <gallery.menalto.com/>: Not intended

as blog software but can easily be modified for this use. It supports multiple users and you can download a PHP script at <hokulele.us/downloads/mail.php.txt> that allows users to post from a mobile phone or regular email.

WordPress <wordpress.org/>: Mobile blogging may be possible but website details are fuzzy.

Easymoblog <www.easymoblog.org/>: A personal weblog that supports email posts with images but no support for multiple users.

Blog Services

Blogger <www.blogger.com/start>: A full-featured free weblog service by Google.

Flicker <www.flickr.com/>: Also free and supports mobile blogging.

LiveJournal <www.livejournal.com/>: Offers free accounts but only paid accounts support mobile posting.

TypePad <www.typepad.com/>: A hosted Moveable Type.

Clicky <www.clicky.com/>: A free service that supports posting from email or mobile phones.

Mfop2 <new.bastish.net/mfop/>: A free service that uploads your images to your own blog site.

Mobile Blogging Websites

Joi Ito's site <joi.ito.com/moblog/>: A pioneer in mobile blogging.

A beginner's moblog how to guide <radio.weblogs.com/0001161/stories/2003/02/26/mobileBloggingHowtoGuide.html>

Moblog software recommendations <engadget.com/entry/1234000623022432/>

Scripts to give blog software mobile functionality

mail2entry <www.gweep.net/~aron/mail2entry/>: A Python script that posts email with attached pictures to Moveable Type.

mymail <www.zonageek.com/software/files/mt/mtmail-0.5/mtmail.html#name>: Another script that processes email messages and posts the message content on Movable Type.

mphoto2mt <www.larryhalff.com/misc/mphoto2mt.txt>: A Perl script designed to parse messages sent from a mobile phone for posting on Movable Type.

MoGallery <hokulele.us/downloads/mail.php.txt>: My own email to *Gallery* script.

15

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 Seventeen special interest groups (SIGs): Bilingualism, Global Issues, College & University Educators, CALL, Teaching Children, Materials Writers, Teacher Education, Testing, Gender Awareness, Pragmatics, Other Language Educators, Junior & Senior High School, Learner Development, Pragmatics, Teaching Older Learners and more.
- 4 JALT is a place to call your professional home. With 37 chapters across Japan, it is 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, Singapore, 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 one of Asia's largest language teaching conferences 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, Tom Merner, 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 (including one SIG), ¥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!

— Sharing Our Stories —
at JALT2005 in Shizuoka

Old Grammarians . . .

...by Scott Gardner <old-grammarians@jalt-publications.org>



Old Grammarians Never Die...

...they just split infinitively.
Sorry about that. I'm not even sure if that's how the joke should go. Truth be

known, I'm a terrible joke teller. I get so uptight and confused telling jokes in front of people that I usually sputter and apologize two or three times in the middle of the joke. When it's a dirty joke, five or six times. Anyway, let me start again—

A good deal of humor is said to work by putting one idea on top of another and finding something ridiculous in the result. Some humor theorists talk about jokes in terms of "overlapping scripts," which make it sound as if you can tear a page out of Shakespeare and a page out of Chomsky, run them through a cheese grater and get something hilarious: *An Innate Midsummer-Night's Language Mechanism, All's Well That Governs and Binds Well*, etc.

As you can see the process doesn't always work. The great fictional humorist Adelphi Borscht was known to say, "Telling a joke is like making a salad; throwing it together may look easy, but you must keep an eye out for the rotten tomatoes."

Is humor essentially vulgar? Some would say it is. Others would say you bet your \$*!@!ing auntie's farm it is. Much as we venerate great satirists like Swift or Rabelais today, in their own times their brand of humor was looked upon with disdain by the upper classes. The scorn heaped on Swift was compounded by an almost universal contempt for his taste in cravats. Why was it that, historically, so-called refined people reviled against humorous content in their culture and literature? Perhaps because laughing out loud in public was thought to resemble crude behavior fit for animals, something akin to putting your face into a bowl of jello at a dinner party and making bubble noises. Much later, Freud—who at social gatherings was known to tell a zinger or two among the boys huddled by the fireplace—considered jokes to be natural

releases of emotional and sexual tension that build up within people whose basic drives are inhibited by the social codes of modern civilization. Freud also considered his mother in ways he shouldn't have.

Since the mid 20th century, popular views on humor and jokes have come full circle, meaning that we're now telling essentially the same jokes we were telling a thousand years ago, with no shame and only a few minor variations. For instance, a joke that today would start out something like "What did one peanut say to the other?" used to go more like "Thus spoke Dirt-Speaker, wide of grin and few of teeth, in puns and pranks dreadful . . ."

Lastly I would like to consider the phenomenon of *black humor*. The existence of this kind of humor was confirmed in the early 1970s by astronomers who found that some jokes were capable of creating an utter vacuum in terms of audience reaction. Not even light could escape. One way of defining black humor is to say it is uncomfortably associated with death. I say "bunk." What about poetry? A whole lot of poetry talks about death, but we don't call it *black poetry*, do we? Religions concern themselves quite a bit with death, but *black religion*? No. So why should a joke be tarred with the label *black humor* just because it gets a laugh out of human pain, suffering, and mortality? Take a close look at your favorite jokes and you'll be surprised to find that there is a dark undercurrent of angst, despair, and loss running through most of them (most of mine, anyway). Here's a case in point, and don't be concerned that I am sacrificing the humor of the joke by analyzing it in this way, because the joke isn't very funny to begin with:

Why did the elephant look through the window?

Because it couldn't see through the wall.

Here we see a futile effort by an elephant to "look through the window" beyond its own imminent demise at something—anything—lying beyond. And what it finds is . . . a hyperlogical punch line that fails to elicit so much as a grin from anyone over 7 years of age. Folks, it doesn't get any blacker than this. So lighten up. Life is short. The next joke you tell may be your last.

— Scott Gardner

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. If accepted, the editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. 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*. Please submit materials to the contact editor indicated for each column. Deadlines are indicated below.

日本国内での語学教育に関する投稿をお待ちしています。できるだけ電子メールにリッチ・テキスト・フォーマットの添付ファイルでお送り下さい。郵送の場合には、フロッピーディスクかCD-ROMにラベルを張り、プリントアウトしたものと一緒にお送り下さい。書式はアメリカ心理学会(APA)スタイルに基づき、スタッフリストページにある各コラムの編集者まで締め切り前に留意して、提出してください。提出されたものにつきましては編集者に一任していただくこととなります。

Feature Articles

English Features. Submissions should be well-written, well-documented, and researched articles. Analysis and data can be quantitative or qualitative (or both). Manuscripts are typically screened and evaluated anonymously by members of *The Language Teacher* Editorial Advisory Board. They are evaluated for degree of scholarly research, relevance, originality of conclusions, etc. Submissions should:

- be up to 3,000 words (not including appendices)
- have pages numbered, paragraphs separated by double carriage returns (not tabbed), and sub-headings (boldfaced or italic) used throughout for the convenience of readers
- have the article's title, the author's name, affiliation, contact details, and word count at the top of the first page
- be accompanied by an English abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical background
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独創性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(太文字かイタリック)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

Readers' Forum articles are thoughtful essays on topics related to language teaching and learning in Japan. Submissions should:

- be of relevance to language teachers in Japan
- contain up to 2,500 words
- include English and Japanese abstracts, as per Features above
- include a short bio and a Japanese title.

Send as an email attachment to the co-editors.

読者フォーラム: 日本での言語教育、及び言語学習に関する思慮的なエッセイを募集しています。日本での語学教師に関連している、6,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

Interviews. If you are interested in interviewing a well-known professional in the field of language teaching in and around Japan, please consult the editors first. Lengths range from 1,500-2,500 words. Send as an email attachment to the co-editor.

インタビュー: 日本国内外で言語教育の分野での「有名な」専門家にインタビューしたい場合は、編集者に最初に意見をお尋ね下さい。3,600語から6,000語の長さです。共同編集者まで電子メールの添付ファイルでお送り下さい。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions should be sent to the editor and time allowed for a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence. Send as an email attachment to the co-editors.

読者の意見: TLTに掲載された記事へ意見をお寄せ下さい。編集者が適切だと判断した場合には、著者の考えと並べて掲載したいと思えます。実名記載になります。共同編集者まで電子メールの添付ファイルでお送り下さい。

Conference Reports. If you have attended a conference on a topic of interest to language teachers in Asia, write a 1,500-word report summarizing the main events. Send as an email attachment to the co-editor.

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、4,000語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

Departments

My Share. Submissions should be original teaching techniques or a lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Submissions should:

- be up to 1,000 words
- have the article title, the author name, affiliation, email address, and word count at the top of the first page
- include a *Quick Guide* to the lesson plan or teaching technique
- follow My Share formatting
- have tables, figures, appendices, etc. attached as separate files
- include copyright warnings, if appropriate.

Send as an email attachment to the My Share editor.

マイシェア: 学習活動に関する実践的なアイデアについて、テクニックや教案が再利用できるように紹介するものです。1,600字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気をつけ下さい。My Share 担当編集者に電子メールの添付ファイルでお送り下さい。

JALT Focus. Submissions should be directly related to recent or upcoming developments within JALT, preferably on an organization-wide scale. Submissions should:

- be no more than 750 words
- be relevant to the JALT membership as whole
- encourage readers to participate more actively in JALT on both a micro and macro level
- Deadline: 15th of the month, 1½ months prior to publication.

Send as an email attachment to the JALT Focus editor.

JALTフォーカス: JALT内の進展を会員の皆様にお伝えするものです。どのJALT会員にもふさわしい内容で、JALTに、より活動的に参加するように働きかけるものです。1,600字程度で、毎月15日までにお送り下さい。掲載は1月半後になります。JALTフォーカス編集者まで電子メールの添付ファイルでお送り下さい。

JALT Notices. Submissions should be of general relevance to language learners and teachers in Japan. JALT Notices can be accessed at <www.jalt-publications.org/tlt/focus/>. Calls for papers or research projects will be accepted; however, announcements of conferences, colloquia, or seminars should be submitted to the Conference Calendar. Submissions:

- should be no more than 150 words
- should be submitted in as far in advance as is possible
- will be removed from the website when the announcement becomes outdated.

Submissions can be sent through the JALT Notices online submissions form.

掲示板: 日本での論文募集や研究計画は、オンライン<www.jalt-publications.org/tlt/focus/>で見ることができます。できるだけ前もって掲載いたしますが、終了次第、消去いたします。掲示板オンライン・サブミッション形式に従い、400字以内で投稿して下さい。なお、会議、セミナーはConference Calendarで扱います。

Book Reviews. We invite reviews of books and other educational materials. Contact the Publishers' Review Copies Liaison <pub-review@jalt-publications.org> for material listed in the Recently Received column, and the Book Reviews editor if you wish to review unlisted material, including websites or other online resources. Review articles treating several related titles are particularly welcome. Submissions should:

- show a thorough understanding of the material reviewed
- reflect actual classroom usage in the case of classroom materials
- be thoroughly checked and proofread before submission.

Send as an email attachment to the Book Reviews editor.

書評: 本や教材の書評です。書評編集者<pub-review@jalt-publications.org>に問い合わせ、最近出版されたリストからお選びいただくか、もしwebサイトなどのリストにない場合には書評編集者と連絡をとってください。複数の関連するタイトルを扱うものを特に歓迎します。書評は、本の内容紹介、教室活動や教材としての使用法に触れ、書評編集者まで電子メールの添付ファイルでお送り下さい。

SIG News. JALT's Special Interest Groups may use this column to report on news or events happening within their group. This might include mini-conferences, presentations, publications, calls for papers or presenters, or general SIG information. Deadline: 15th of month, 2 months prior to publication. Send as an email attachment to the SIG News editor.

SIGニュース: SIGはニュースやイベントの報告にこのコラムを使用できます。会議、プレゼンテーション、出版物、論文募集、連絡先者などの情報を記入下さい。締め切りは出版の2か月前の15日までに、SIG委員長に電子メールの添付ファイルで送ってください。

Chapter Reports. The column is a forum for sharing presentation synopses held at JALT Chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Submissions should:

- be interesting and not contain extraneous information
- be in well-written, concise, informative prose
- be made by email only. Faxed and/or postal submissions are not acceptable
- be approximately 300 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Reporter's name.

Send as an email attachment to the Chapter Reports editor.

支部会報告: JALT地域支部会の研究会報告です。有益な情報をご提供下さい。600字程度で簡潔にお書き下さい。支部名、日時、イベント名、発表者名、要旨、報告者名を、この順序でお書き下さい。支部会報告編集者まで電子メールの添付ファイルでお送り下さい。ファックスや郵便は受理いたしませんので、ご注意ください。

Chapter Events. Chapters are invited to submit upcoming events. Submissions should follow the precise format used in every issue of *TLT* (topic, speaker, date, time, place, fee, and other information in order, followed by a 60-word description of the event).

Meetings scheduled for early in the month should be published in the previous month's issue. Maps of new locations can be printed upon consultation with the column editor. Deadline: 15th of the month, 2 months prior to publication. Send as an email attachment to the Chapter Events editor.

支部イベント: 近づいている支部のイベントの案内情報です。トピック、発表者、日時、時間、場所、料金をこの順序で掲載いたします。締め切りは、毎月15日で、2か月前までに、支部イベント編集者に電子メールの添付ファイルでお送り下さい。

Job Information Center. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. The notice should:

- contain the following information: City and prefecture, Name of institution, Title of position, Whether full- or part-time, Qualifications, Duties, Salary & benefits, Application materials, Deadline, Contact information
- not be positions wanted. (It is JALT policy that they will not be printed)
- Deadline: 15th of month, 2 months prior to publication.

Send as an email attachment to the JIC editor.

求人欄: 語学教育の求人募集を無料でサービス提供します。県と都市名、機関名、職名、専任か非常勤かの区別、資格、仕事内容、給料、締め切りや連絡先を発行2ヶ月前の15日までにお知らせ下さい。特別の書式はありません。JC担当編集者に電子メールの添付ファイルでお送り下さい。

Conference Calendar. Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should:

- be up to 150 words.
- Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences.

Send as an email attachment to the Conference Calendar editor.

催し: コロキウム、シンポジウム、セミナー、会議のお知らせと、論文募集の案内です。Conference Calendar編集者に400語程度で電子メールの添付ファイルでお送り下さい。締め切りは毎月15日で、日本、および海外の会議で3ヶ月前までの情報を掲載します。

The Language Teacher

JALT Publications Board Chair

Amanda O'Brien
pubchair@jalt-publications.org
t: 0774-65-8601

Editors

Kim Bradford-Watts
tlr-editor@jalt-publications.org
t: 075-752-4596

Jacqui Norris-Holt
tlr-editor@jalt-publications.org
t: 052-702-5536 (h) 052-872-5815 (w)

Japanese-Language Editor

高垣俊之 (Toshiyuki Takagaki)
tlr-editorj@jalt-publications.org

Japanese-Language Assoc. Editor

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

Assistant Editor

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

TLT Online Editor

Malcolm Swanson
webadmin@jalt-publications.org

Contributing Editors

Robert Long
Amanda O'Brien
Scott Gardner

JALT Focus Column

JALT Focus Editor

Joseph Sheehan
jalt-focus@jalt-publications.org

JALT News Liaison

Mary Christianson
jalt-news@jalt-publications.org

Perspectives

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

Off the Presses

Kevin Ryan
off-presses@jalt-publications.org

Regular Columns

My Share

Lorraine Sorrell
my-share@jalt-publications.org

Book Reviews

Robert Taferner
reviews@jalt-publications.org

Publishers' Review Copies Liaison

Scott Gardner
pub-review@jalt-publications.org
Okayama University, Faculty of Education,
3-1-1 Tsushima-naka, Okayama 700-8530
t: 086-251-7686 (w)

Letters

See Editor

SIG News

Mary Hughes
sig-news@jalt-publications.org

Chapter Reports

Heather Sparrow
chap-reports@jalt-publications.org

Chapter Events

Aleda Krause
chap-events@jalt-publications.org

Conference Calendar

Hayo Reinders
conferences@jalt-publications.org

Job Information Center/Positions

Ted O'Neill
job-info@jalt-publications.org

TLT Wired

Malcolm Swanson & Paul Daniels
tlr-wired@jalt-publications.org

Old Grammarians

Scott Gardner
old-grammarians@jalt-publications.org

Production

Proofreading Team Leader

Paul Lewis (see Assistant Editor)

Proofreaders

James Hobbs, Sean McAuley, Sandi Duverneuil,
Ben Shearon, Junko Izawa, Theron Muller,
Greg Rouault, David Hufford, Jerry Talandis,
Ted O'Neill, Karen Yabuno, Derek Di Matteo,
Shari Young, Joseph Sheehan

和文要旨作成協力者

(Japanese abstracts)
阿部恵美佳 (Emika Abe)
伊藤勝己 (Katsumi Ito)

Design & Layout

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

Printing

Koshinsha Co., Ltd., Osaka

Editorial Advisory Board

Michael Carroll
(Momoyama Gakuin University)
Torkil Christensen
(Hokusei University Junior College)
Steve Cornwell
(Osaka Jogakuin College)
Paul Dessoir
(Temple University)
Michael Furmanovsky
(Ryukoku University)
Scott Gardner
(Okayama University)
Amanda Gillis-Furutaka
(Kyoto Sangyo University)
Cecilia Ikeguchi
(Tsukuba Women's University)
Chiaki Iwai
(Hiroshima City University)
Masataka Kizuka
(Hokkaido University of Education)
Masaki Kobayashi
(Rikkyo University)
Robert Long
(Kyushu Institute of Technology)
Laura MacGregor
(Gakushuin University)
Daniel J. McIntyre
(Creative Communications)
Chieko Miyanaaga
(Osaka Prefecture University)
Bern Mulvey
(Fukui National University)
Tim Murphey
(Dokkyo University)
Yoko Nakano
(University of Kochi)
Jonathan D. Picken
(Tsuda College)
Stephen M. Ryan
(Eichi (Sapientia) University)
Steven Sheldon
(Senshu University)
Lorraine Sorrell
(Macquarie University)
Sachiko Takahashi
(Okayama Notre Dame Seishin
Women's University)
Christopher Weaver
(Tokyo University of Agriculture &
Technology)

Peer Support Group

Coordinator

Torkil Christensen
peergroup@jalt-publications.org

Members

Paul Beaufait, Torkil Christensen,
Robert Croker, Mark Hamilton, Katsumi
Ito, Wilma Luth, Steve McGuire, Theron
Muller, Malcolm Swanson

The Japan Association for Language Teaching (JALT)

JALT Central Office

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

Membership Information

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

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

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

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

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

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

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

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

Join or renew

JALT (全国語学教育学会) について

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

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

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

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

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

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

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

JALT事務局：〒110-0016東京都台東区台東1-37-9アーバンエッジビル5F

Tel. 03-3837-1630; fax. 03-3837-1631; jalt@gol.com

weblink: www.jalt.org

dis·cus·sion (n)

1. talk or a talk between two or more people about a subject
2. a new presentation format for JALT2005. These sessions will not be formal presentations, but sessions to discuss topics and to share ideas. The discussion facilitator(s) will begin with a brief (10-15 minute) introduction to a particular topic before opening the floor to discussion, guided by pre-set questions.

Currently, we have the following discussions scheduled for JALT2005 (Note: times and rooms may change. Be sure to check the conference schedule on-site!)

- Avoiding Classroom Conflict, Saturday 8, 17:30, 909
- Discussing Extensive Reading, Saturday 8, 16:20, Koryu
- English Teacher Education at Japanese Universities, Sunday 9, 16:20, 902
- ER/EL Libraries in the Japanese University Context, Monday 10, 9:05, 905
- Essentials for Independent Learning, Sunday 9, 9:05, 910
- Graduation Theses—Renewing their purpose, Saturday 8, 11:10, 902
- How to use Japanese University libraries, Sunday 9, 17:30, Wind Hall
- Internationalized? Stories of International Exchanges, Monday 10, 9:05, 1003
- Managing Four-Letter Language Acquisition, Sunday 9, 9:05, 1003
- Naming Bilingual Children in Japan, Sunday 9, 14:15, 1003
- Native and Non-native: What's the Difference?, Sunday 9, 14:15, 903
- Negotiating Meaning: Teaching Academic Register, Sunday 9, 17:30, 904
- Publishing papers: The people and the process, Sunday 9, 17:30, 902
- Reflections on the Morimura Gakuen Project, Sunday 9, 9:05, B-1
- Stories of English Teachers' Lives, Monday 10, 11:25, B-2
- Surfing the wave pattern: A task-based CALL course, Monday 10, 9:40, AV Hall
- Teaching English to Children in Asia, Sunday 9, 10:15, B-1
- Teaching Progressively...For the Center Shiken!, Saturday 8, 11:10, 1101
- Teaching Women: A Discussion, Sunday 9, 13:05, 905
- The New English Immersion Education Wind, Monday 10, 10:15, 908
- The perfect fit: material for OC classes, Monday 10, 10:15, 1202
- Using extended oral fluency practice in class, Sunday 9, 13:05, 908
- Using weblogs in English Teacher Training, Saturday 8, 11:10, 909

**For more information, visit
<conferences.jalt.org/2005/>**



Granship...

...a beautiful building!

All it needs is
lots of people –
– and their stories!

Join us!

**October 7 – 10, 2005
in Shizuoka**

For more info, see the June *TLT*,
or <conferences.jalt.org/2005>

